

# RealCareer™ Employability Skills Program

## Student Workbook



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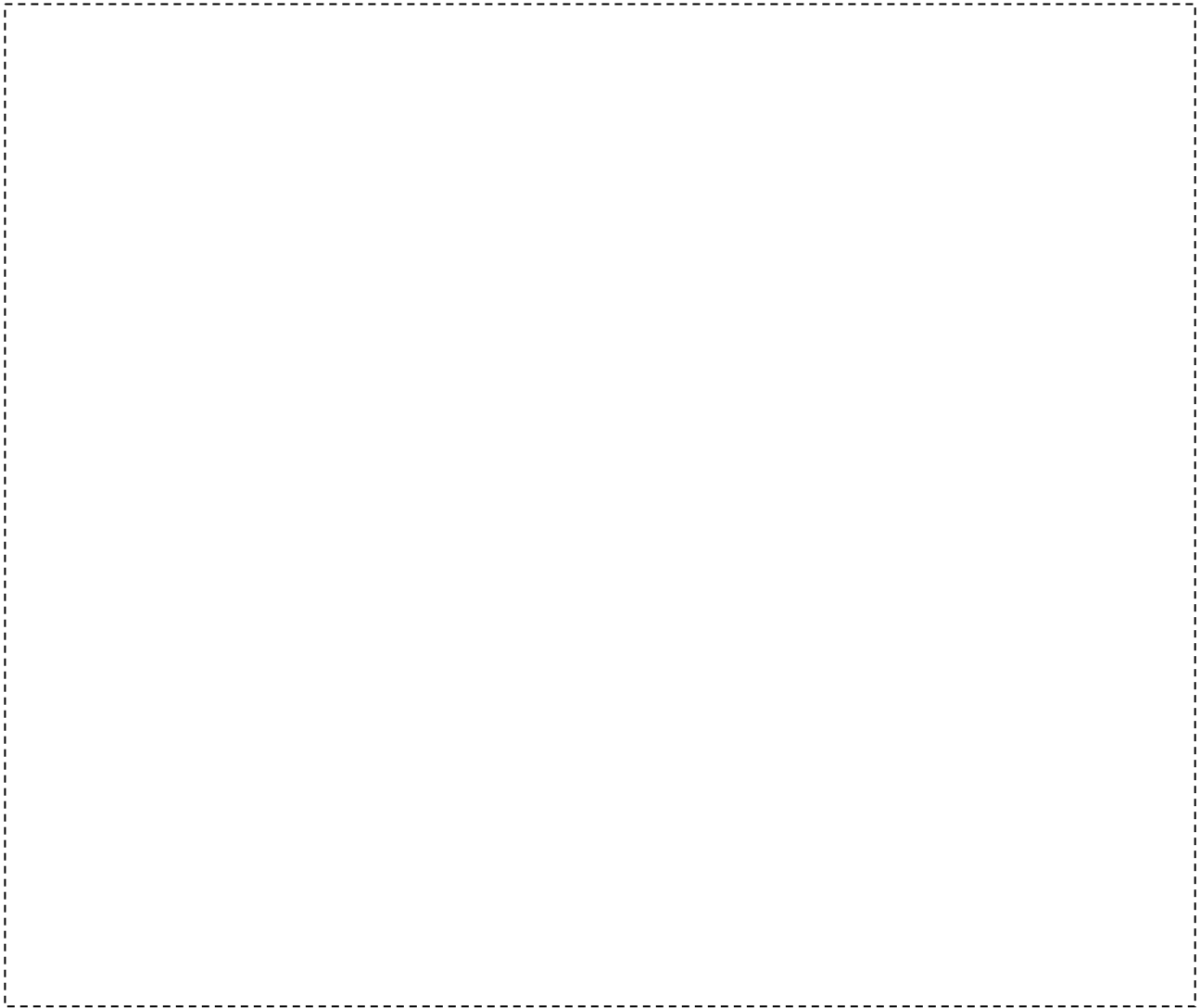


## Using Clear Verbal Communication Activity

1. Assign one person to perform each of the following roles in this activity. If you have more than four people, have two people act as observers.
  - Director – Give clear verbal instructions to the Manager so that the Creator can make an exact copy of the original.
  - Manager – Listen to the Director’s instructions, then go to the other part of the room to where the Creator is and pass on the instructions.
  - Creator – Recreate the image from the verbal instructions given by the Manager.
  - Observer(s) – Watch and make detailed notes about what worked, what didn’t, and how each person reacted under pressure.
  
2. Instructions for activity:
  - a. The Director is given a picture of an image and this person is the only one allowed to see the picture.
  - b. The Director gives instructions to the Manager, explaining what the image looks like so that the Manager can give good instructions to the Creator. During this part of the activity, the Creator is located across the room so that they cannot see or hear the instructions as the Director gives them to the Manager.
  - c. The Manager then goes over to the Creator and verbally passes on the instructions from the Director as clearly as possible.
  - d. The Creator is given the Drawing Space for Creator's handout and attempts to draw the image as instructed by the Manager.
  - e. The Observer(s) silently watch the entire activity and make notes about what has worked well, what has not worked well, and how each person has performed under pressure. Write down suggestions for a different way to communicate the instructions if you believe there is a better way than observed.
  
3. Compare the Director’s picture of the image with the end result.

## Drawing Space for Creators

Draw your image in the box provided below. Follow the instructions from the Manager as closely as possible. Good luck!





## Effective Written Communication on the Job – Business Letter Scenarios

Choose one of the following scenarios and write an appropriate and professional business letter. You can invent the name of the person you are writing to, and the address and/or business name if needed.

**Scenario A:** You work in the customer service department for Walmart. You receive a complaint regarding a customer's experience in the electronics department of a local store. The customer felt that they were disrespected.

**Scenario B:** You work in a sporting goods store. A customer has written to you asking if you have a product in your store called the Fitbit. Your store carries it along with other competitive products.

**Scenario C:** You work in the marketing department for a cell phone company. You were recently approached in a phone call from an advertising firm asking if you would like to purchase pens with your company's logo on it from them.

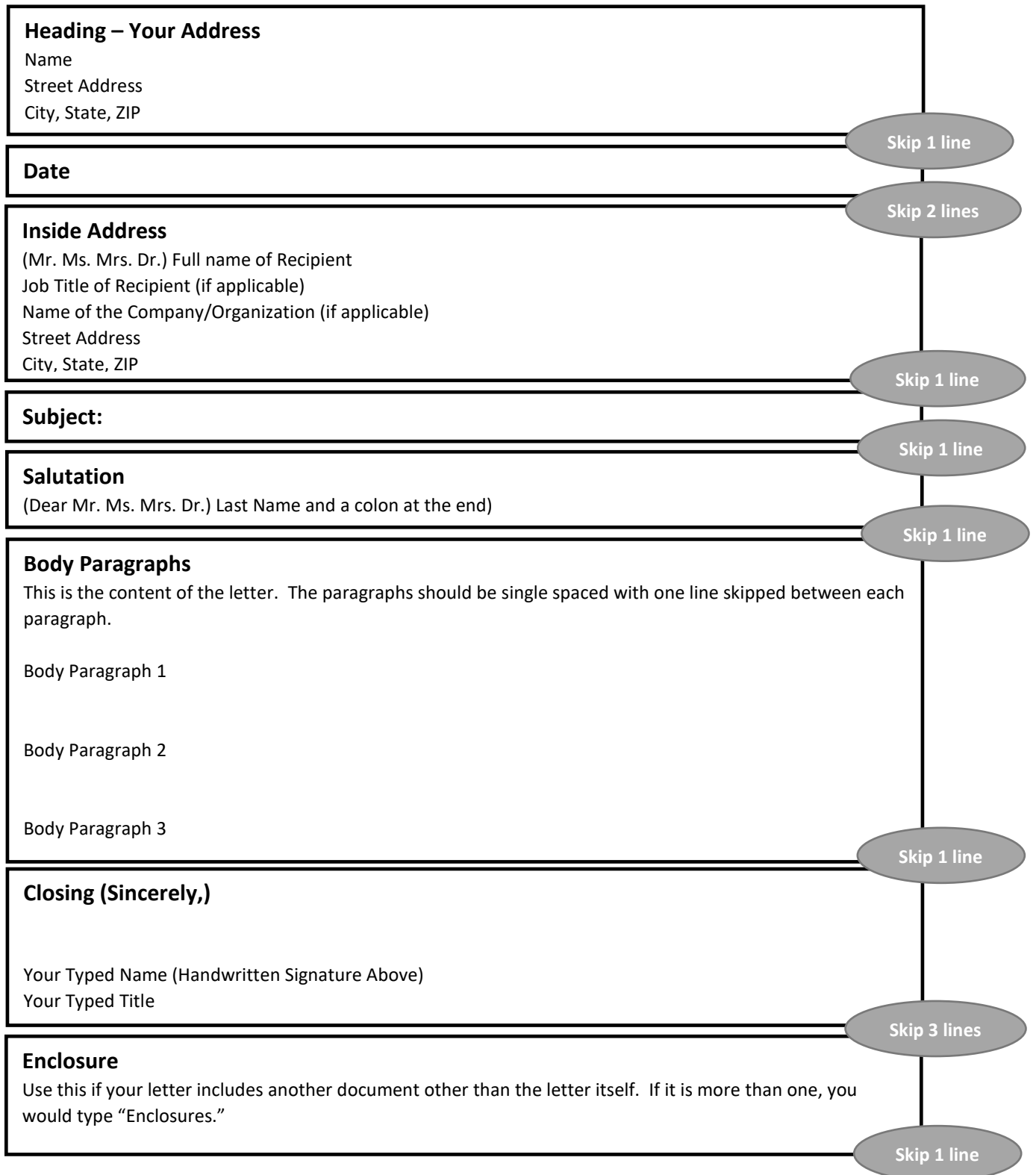
**Scenario D:** You are the Human Resources director at a large law firm. You need to send a letter to a candidate who interviewed but did not get the job.

**Scenario E:** You are a fifth grade teacher at Heritage Elementary School. You need to write a letter to your district superintendent informing her about an upcoming fundraiser you are doing to raise money for a field trip to Washington, D.C.

**Scenario F:** You are a manager at a local fast food restaurant. A customer recently contacted you via email to tell you that they found a piece of plastic in a hamburger. They are not happy about it and are threatening to sue.

# Business Letter Block Format

When writing a business letter, follow the format below.



# Nonverbal Communication Brainstorming Activity

Consider the many nonverbal ways in which people communicate. As a group, brainstorm and list all of the different nonverbal ways you communicate thoughts and feelings.

(Example: crossed arms)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

## Nonverbal Communication Brainstorming Activity

Consider how your nonverbal communication may be perceived in a workplace setting. What messages could you be sending to coworkers with your body language? Write a brief statement of how each of the following could be perceived by a coworker. (Example: Slouched posture may show you are not interested. Or minimal eye contact may signal lack of confidence)

Eye contact:

Facial expression:

Posture:

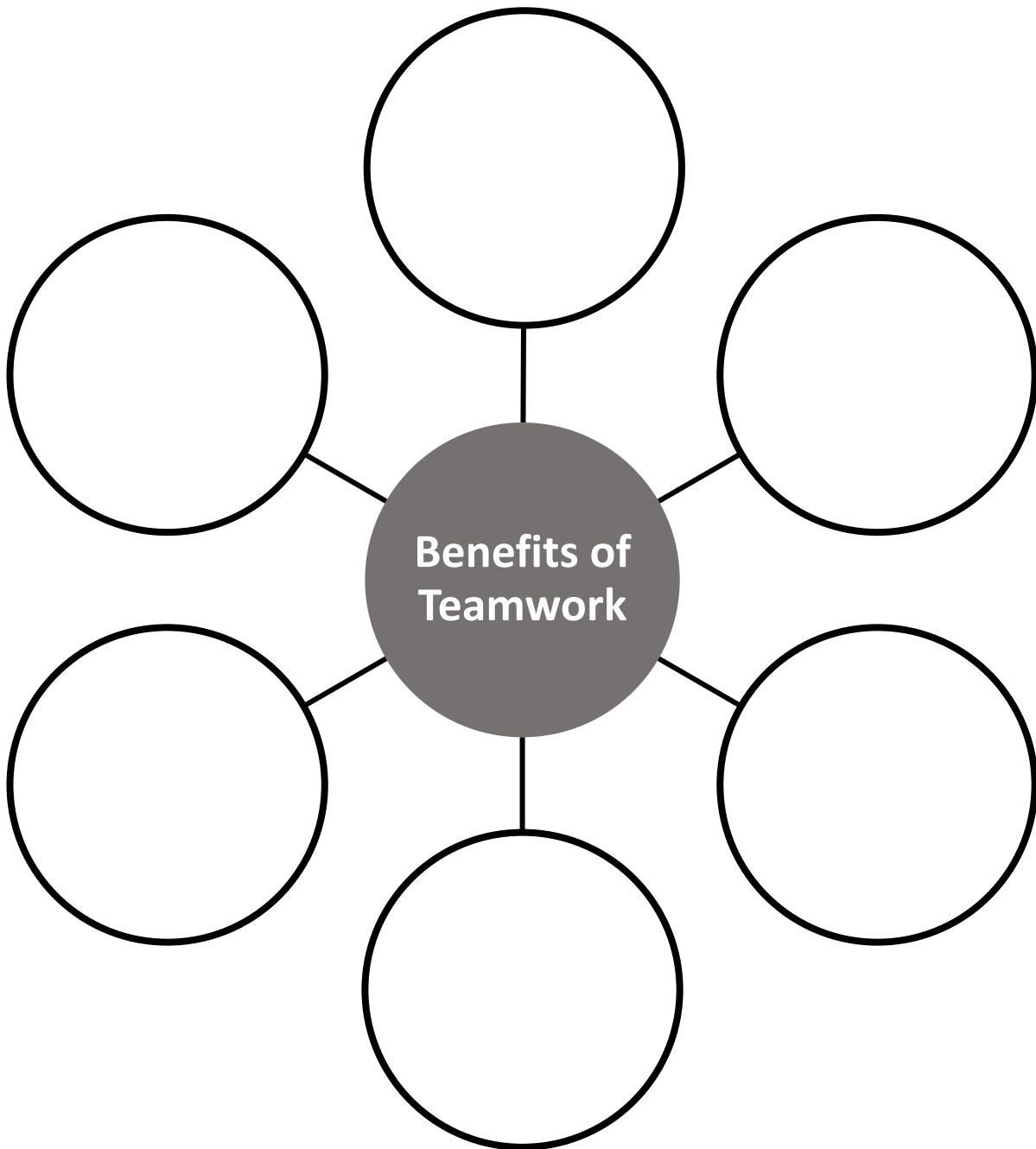
Handshake:

Personal space:

Vocal tone:

## What are the Benefits of Effective Teamwork?

Think about the benefits that good teamwork has for the employer and employees in the workplace. Write them in the spaces provided. Add circles if you need additional space.



## Characteristics of Effective Teams

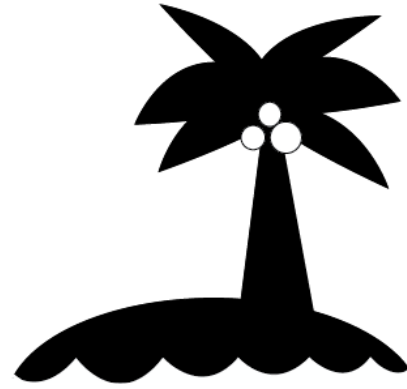
Think about the characteristics that teams should have in order to be effective. Here are eight to consider. What other characteristics would you add to this list?

1. The team must have a clear goal.
2. The team must have competent, knowledgeable team members.
3. The team must be collaborative, with all members being honest, open, and respectful of other members.
4. The team must have a unified focus and commitment.
5. The team should have a results-driven structure.
6. The team must have high expectations that are understood by everyone.
7. The team should receive support and encouragement from external sources.
8. The team must have an effective leader who works for the good of the team.

## Team Survival Scenario

Read through the following scenario:

Your work team earned a trip as a reward for exceeding your sales goals last year. You all boarded the S.S. Super Clipper for a relaxing luxury week-long cruise in the Pacific Ocean. You encountered a bad storm and the clipper ship limped to shore and partially sank. Only the top of the ship is still visible off the north tip of the island. You are all now stranded on an uninhabited island in the middle of the Pacific Ocean. The storm basically ruined most things on board, leaving very few useful items.



Your task is to choose the 12 most useful items to help you survive on this deserted island. First, write a list of 12 items on the back of this sheet of paper that you would individually like to have on hand to survive on the island.

Next, work with your team to create a master list of items to choose from. Your next task is to work together with your team to come up with a list of the 12 most important items you feel would help the group survive on this island for the next 6-12 months. Rate the final list of 12, with 1 being the most important item through 12 being the least important item on your list.

For example, one item you may wish to have on hand is a box of matches or a lighter.

# Teamwork Skills Self Inventory

Skills are learned behaviors and abilities. There are many different types of skills that are relevant to career development. Effective teamwork skills are very important. What do you think makes a good team member? Do you have the teamwork skills it takes to be a good team member? Take this self inventory rating your strengths and areas you'd like to improve upon. Check the box that matches how you rate each skill.

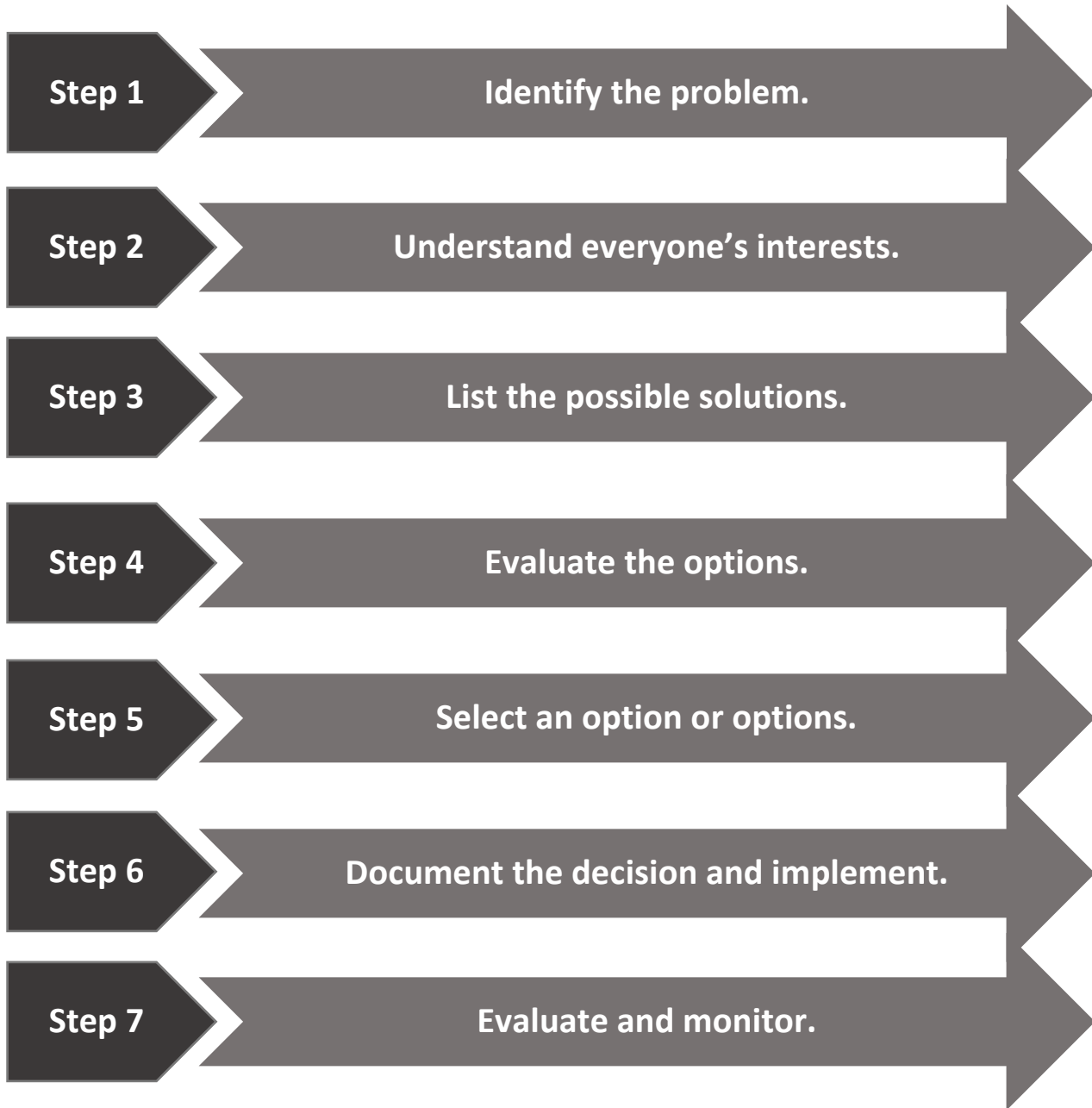
| Skill   | Strong | Average | Needs Improvement |
|---|--------|---------|-------------------|
| Willing to Listen – you listen to and respect various points of view              |        |         |                   |
| Self-Motivated – you are responsible and dedicated to completing the task at hand |        |         |                   |
| Honest – you are fair and willing to share openly with others                     |        |         |                   |
| Reliable and Trustworthy – you can be counted on                                  |        |         |                   |
| Effective Communicator – you clearly express your thoughts and ideas              |        |         |                   |
| Organized – you are prepared and ready to participate and contribute              |        |         |                   |
| Cooperative – you enjoy working with other team members to reach a common goal    |        |         |                   |
| Flexible – you embrace change and aren't afraid to try new things                 |        |         |                   |
| Problem Solver – you can identify the issue and find a solution                   |        |         |                   |

What are ways you can strengthen the skills in the 'needs improvement' column?



## Seven Steps to Solving a Problem Effectively

Employers want employees who can work through problem-solving, critical thinking, and decision-making as an effective member of their staff. If you follow this seven-step process to effective problem-solving, you will increase your chance for a successful resolution to the issue.



# Problem-solving Organizer

|  |  |
|--|--|
| <b>1 Problem</b>                               | <b>4 Evaluate the options</b><br><br><u>Pros</u> <u>Cons</u> |
| <b>2 Other points of view</b>                  |  |
| <b>3 Options</b>                               |  |
| <b>5 Solution</b>                              |  |
| <b>6 Documentation and steps to emendation</b> |  |
| <b>7 Evaluation and monitoring</b>             |  |

## Problem-solving Team Scenarios

Here are a list of suggested workplace scenarios. Give each small group one scenario to act out and work through as a team. Team members may take turns acting as the difficult team member. Each problem-solving team should act out and come up with ways to solve the problem behavior.

**Scenario 1:** The leader of the team wants to do everything him or herself. They have a very big ego and are difficult to work with.

**Scenario 2:** One team member is extremely shy. However, he or she has the most expertise and background to help solve the technical issue your team is experiencing in your best product.

**Scenario 3:** Two of your team members do not get along. There are many hard feelings between the two and they refuse to communicate with one another.

**Scenario 4:** One of your team members is very social. In fact, he or she believes they are the life of the party. This team member enjoys telling jokes continually which derails the conversation.

**Scenario 5:** One team member is very sensitive and emotional. This member gets upset when he/she doesn't feel listened to and is extremely offended if all of his or her ideas do not get used. To further complicate matters, most of this team member's ideas are not practical.

**Scenario 6:** One of your team members enjoys hearing themselves talk. They dominate the discussion and expect everyone to listen to them. This person is not the assigned leader of the problem-solving team.

# Grading Rubric for PowerPoint Project

|                                 | 5  | 4   | 3  | 2   | 1   |
|---------------------------------|--|---|--|---|---|
| Content                         | Content is accurate and information is presented in a logical order.   | Content is accurate, and although some information is not presented in a logical order, it is still generally easy to follow. | Content is accurate but not presented in a logical order, making it difficult to follow.             | Content is questionable and information is not presented in a logical order, making it difficult to follow. | Content is inaccurate and information is not presented in a logical order, making it difficult to follow. |
| Slide Creation                  | Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides. | Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting.                 | Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides. | Presentation is disorganized. Tools are not used in a relevant manner. Lacking in number of slides.         | Presentation has no flow. No transitions used. Insufficient number of slides.                             |
| Slide Transition                | Transitions are smooth and interesting. Transitions enhance the presentation.  | Smooth transitions are used on most slides.   | Smooth transitions are used on some slides.  | Very few transitions are used and/or they distract from presentation.                                       | No transitions used.  |
| Pictures, Clip Art & Background | Images are appropriate. Layout of images is pleasing to the eye.   | Images are appropriate. Layout is cluttered.  | Most images are appropriate.   | Images are inappropriate.   | No images.  |
| Mechanics                       | No spelling or grammar errors. Text is authors' own words.   | Few spelling or grammatical errors. Text is in authors' own words.  | Some spelling and grammatical errors. Text is in authors' own words.                                 | Some spelling and grammatical errors. Most text is in authors' own words.                                   | Many spelling errors and/or text is copied.   |
| Technology Connection           | Comprehensive use of technology is apparent.   | General understanding of technology.  | Acceptable understanding of technology.  | Little understanding of technology.   | No understanding of technology.   |

# Data Collection Worksheet

| Breakfast |          |
|-----------|----------|
| Item      | Calories |
|           |          |
|           |          |
|           |          |
|           |          |
|           |          |
|           |          |
| Total     |          |

| Lunch |          |
|-------|----------|
| Item  | Calories |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
| Total |          |

| Supper |          |
|--------|----------|
| Item   | Calories |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
| Total  |          |

| Snacks |          |
|--------|----------|
| Item   | Calories |
|        |          |
|        |          |
| Total  |          |

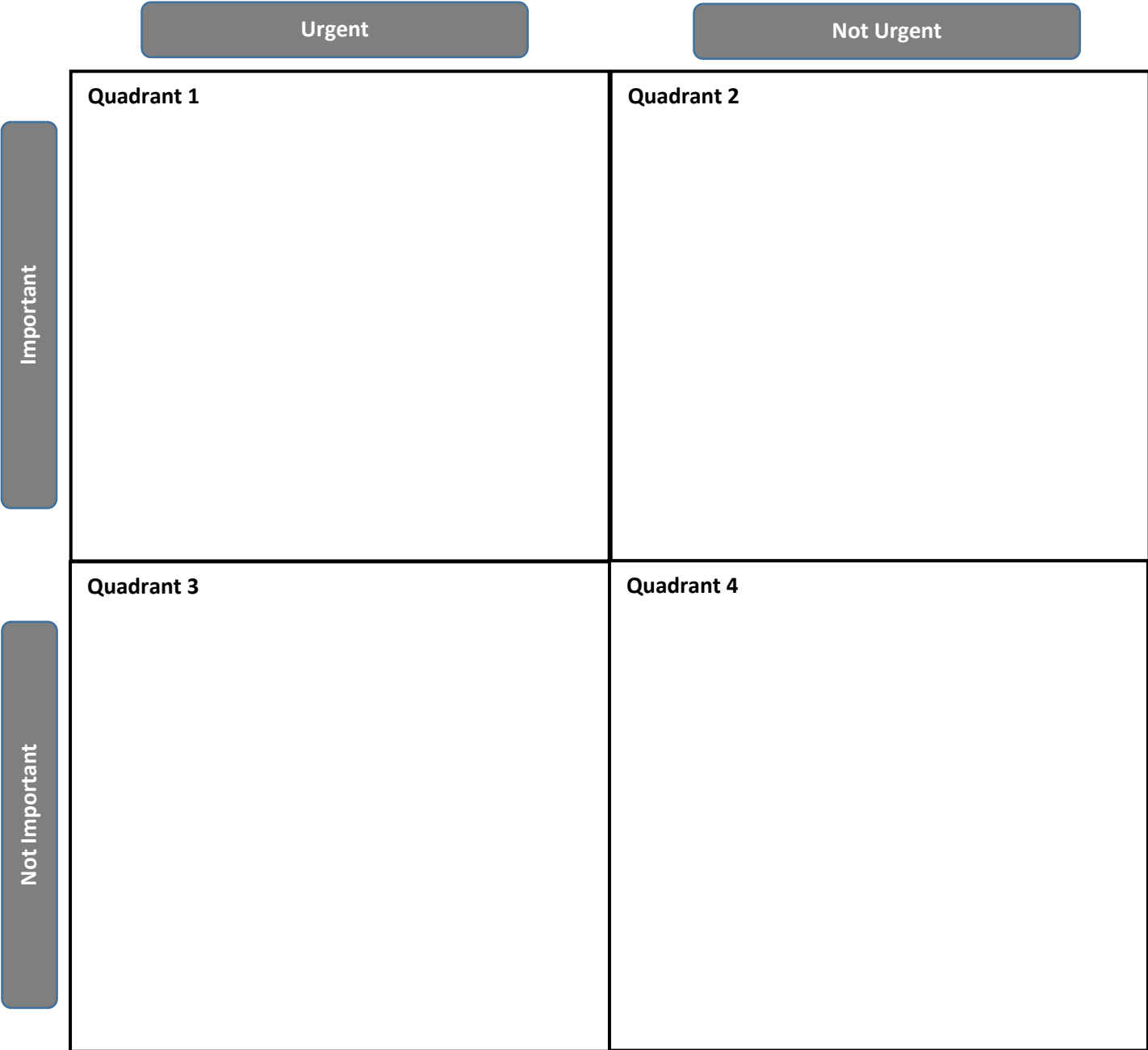
|                                   |  |
|-----------------------------------|--|
| <b>Total Calories for the Day</b> |  |
|-----------------------------------|--|

# Rubric for Internet Research Blog

| The 21 <sup>st</sup> Century Employee – What Employers are Looking for In Today’s Workforce |        |  |  |  |  |
|---|--------|--|--|--|--|
| Criteria  | weight | Exemplary  | Admirable  | Acceptable   | Attempted  |
| Research of Topic   | 40%    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of more than two search engines and 6 sites</li> <li><input type="checkbox"/> Factual information is accurate</li> <li><input type="checkbox"/> Narrow focus of topic</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of two search engines and 5 sites</li> <li><input type="checkbox"/> Most information can be confirmed</li> <li><input type="checkbox"/> Topic needs narrower focus</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of one search engine and 3 sites</li> <li><input type="checkbox"/> Some errors in information</li> <li><input type="checkbox"/> Topic somewhat broad</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use only one source</li> <li><input type="checkbox"/> Errors in information</li> <li><input type="checkbox"/> Topic too general</li> </ul>   |
| Product   | 40%    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, intuitive sequence</li> <li><input type="checkbox"/> Consistent menus; paths are clear</li> <li><input type="checkbox"/> Original, inventive, creative</li> <li><input type="checkbox"/> Correct grammar, usage, mechanics, spelling</li> <li><input type="checkbox"/> Visuals effectively entice audience</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical</li> <li><input type="checkbox"/> Generally consistent menus; clear paths</li> <li><input type="checkbox"/> Original</li> <li><input type="checkbox"/> Mostly correct grammar, usage, mechanics, spelling</li> <li><input type="checkbox"/> Visuals and images convey message</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Some logic</li> <li><input type="checkbox"/> Somewhat consistent menus; somewhat clear paths</li> <li><input type="checkbox"/> Some originality</li> <li><input type="checkbox"/> Several grammar, usage, mechanics, spelling errors</li> <li><input type="checkbox"/> Use of visuals and images is limited</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Information confusing</li> <li><input type="checkbox"/> Inconsistent menus and paths</li> <li><input type="checkbox"/> Rehash of other people’s ideas</li> <li><input type="checkbox"/> Obvious grammar, usage, mechanics, spelling errors</li> <li><input type="checkbox"/> Use of visuals and images is confusing or absent</li> </ul> |
| Evaluation of Reliable Sources  | 20%    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sources used are accurate and reliable</li> <li><input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net, .gov)</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Most sources used are accurate and reliable</li> <li><input type="checkbox"/> Some variety of domain name suffix (.com, .edu, .net, .gov)</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Some sources used are inaccurate and unreliable</li> <li><input type="checkbox"/> Little variety of domain name suffix</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sources are inaccurate and unreliable</li> <li><input type="checkbox"/> Use of only one domain name suffix</li> </ul>  |

# The Priority Matrix

Cut the list of tasks apart and, as a group, decide which quadrant they should go into.



# The Priority Matrix– blank page



## The Priority Matrix Task List

Scenario: You are a preschool teacher and have the following list of tasks that you must do today. Cut the list of tasks apart and, as a group, decide which quadrant they should go into.

|   |  |
|---|--|
| Complete the daily observation sheet which includes information on meals eaten, naps, significant health issues, problem behavior or accomplishments. | Lead the children in a painting activity.  |
| Complete lesson plans for next week and give to director.   | Serve lunch to your group and clean up.  |
| Read a book to your group during story time.  | Teach the children a lesson on stranger danger.  |
| Take your students outside to play games.   | Help your students learn their letters and numbers   |
| Organize and store the toys to ensure the area is picked up before going home.  | Use bleach and sanitize the toys because one child was found to have hand, foot and mouth disease. |
| Teach your students to sing "This Little Light of Mine."  | Complete a class on infant and child CPR.  |
| Contact a parent to set up a meeting where you can discuss transitioning the child to a new room for older children.                                  | Give one of your students a time-out because they bit another child.                               |
| Write your monthly class newsletter to parents highlighting upcoming activities, field trips, and announcements.                                      | Teach a lesson on how to properly wash your hands.   |

# The Priority Matrix Task List – blank page

# Time Management Barriers and Solutions

In the space provided, identify common time management barriers and suggest solutions for overcoming those barriers.

| Time Management Barrier | Solution |
|-------------------------|----------|
|                         |          |
|                         |          |
|                         |          |
|                         |          |
|                         |          |
|                         |          |

## Time Management Scenario/Solution

Read the scenario below and work with a partner to 1) identify the barriers to getting the project done and 2) provide solutions to overcoming these barriers.

**Scenario:** Michael is a website designer in the marketing department of a local sporting goods manufacturer. He has been given the task to design the annual product catalog that will be sent to 10,000 customers. His deadline to go to print is one week from today. He started this project 2 months ago but isn't as far along as he should be. He needs to work with the product manager to get final pricing but the product manager hasn't provided it to him yet. Michael recently purchased a new iPhone and enjoys trying new apps on it at work. Michael also has a new girlfriend and they enjoy meeting for lunch at least twice a week. Sometimes lunch hours get extended because they are having so much fun. Michael's sales manager needs to review the catalog at least twice before it can go to print. Michael has still not given him the first draft so he can edit and identify any needed changes. Michael really enjoys taking the product photos and working with his photo editing software. In fact, he enjoys that task so much that he spends far more time than he should getting the photos for the catalog to look 'just right.' What advice do you have for Michael to help him get this catalog project completely done and to his manager for review, and to the printer in time?

Time Management Barriers:

Time Management Solutions:

# Personal Time Study Table

Identify your activities for one week at each time of the day.

| Time  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 12 AM |        |         |           |          |        |          |        |
| 1 AM  |        |         |           |          |        |          |        |
| 2 AM  |        |         |           |          |        |          |        |
| 3 AM  |        |         |           |          |        |          |        |
| 4 AM  |        |         |           |          |        |          |        |
| 5 AM  |        |         |           |          |        |          |        |
| 6 AM  |        |         |           |          |        |          |        |
| 7 AM  |        |         |           |          |        |          |        |
| 8 AM  |        |         |           |          |        |          |        |
| 9 AM  |        |         |           |          |        |          |        |
| 10 AM |        |         |           |          |        |          |        |
| 11 AM |        |         |           |          |        |          |        |

# Personal Time Study Table

Identify your activities for one week at each time of the day.

| Time  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 12 PM |        |         |           |          |        |          |        |
| 1 PM  |        |         |           |          |        |          |        |
| 2 PM  |        |         |           |          |        |          |        |
| 3 PM  |        |         |           |          |        |          |        |
| 4 PM  |        |         |           |          |        |          |        |
| 5 PM  |        |         |           |          |        |          |        |
| 6 PM  |        |         |           |          |        |          |        |
| 7 PM  |        |         |           |          |        |          |        |
| 8 PM  |        |         |           |          |        |          |        |
| 9 PM  |        |         |           |          |        |          |        |
| 10 PM |        |         |           |          |        |          |        |
| 11 PM |        |         |           |          |        |          |        |

# Personal Time Study Analysis

How many hours did you spend on each of the following activities?

| <b>Task</b>    | <b>Total Hours</b> |
|----------------|--------------------|
| Eating         | _____              |
| Sleeping       | _____              |
| Working        | _____              |
| In class       | _____              |
| Studying       | _____              |
| Transportation | _____              |
| Chores         | _____              |
| Family time    | _____              |
| Social time    | _____              |
| Other          | _____              |
| Total          | <u>168 hours</u>   |

## Questions:

1. Are there things you would like to do that you cannot find time for? If so, list them below.
  
2. What can you change in your schedule to free up time to do the things you listed above? Think about the solutions to time management barriers you learned about earlier in this lesson.

## Types of Job Interviews

This is a list of different types of job interviews that candidates may participate in. This is not a complete list but includes some of the more common types of interviews.

**One-on-One** – This is the most traditional type of interview. Many times the interviewer will ask all candidates the same questions for comparison. They are looking for candidates who give good, complete answers and also have no answers inconsistent with their résumé or application. Many times, applicants will have the opportunity to ask questions to the employer as well.

**Screening Interview by Telephone** – This type of interview is usually done after candidates complete an application. The goal is to decide which candidates will make the first cut.

**Screening Interview in Person** – This type of interview is commonly done at job fairs or employment ‘open house’ type events. The company or organization takes application on the spot at the event and will have interviewers there to speak briefly to interested candidates. Those who are qualified may be invited for a full interview.

**Panel or Committee** – This type of interview usually consists of a panel from different departments within an organization. It usually involves an HR representative, the manager of the department where the position is, potential coworkers, or other departments that interact with the position being hired for.

**Group** – This type of interview involves many applicants being interviewed simultaneously. It allows the interviewer to compare candidates against each other. You will be judged on your professionalism, leadership, communication and reasoning. It may be with a single interviewer or with a panel.

**Behavioral** – During this type of interview, the candidates will be asked a series of questions related to specific job skills that apply. Questions may relate to conflicts, problem-solving, scenarios, leadership examples etc.



**Working Interview (i.e. audition)** – This type of interview is appropriate for very specific types of jobs, such as performers (singers/dancers), sales people, technology positions, or any position that would allow the interviewer to see or sample the work of the candidate.

**Follow-up** – This is sometimes known as a second or serial interview. The company has narrowed the list of prospects down and wants to have another look at those top potential candidates. You may be asked many of the same questions again. You may also be interviewed by the same people, or a blend of the same and new. This gives the interviewer a chance to listen for consistency in answers.

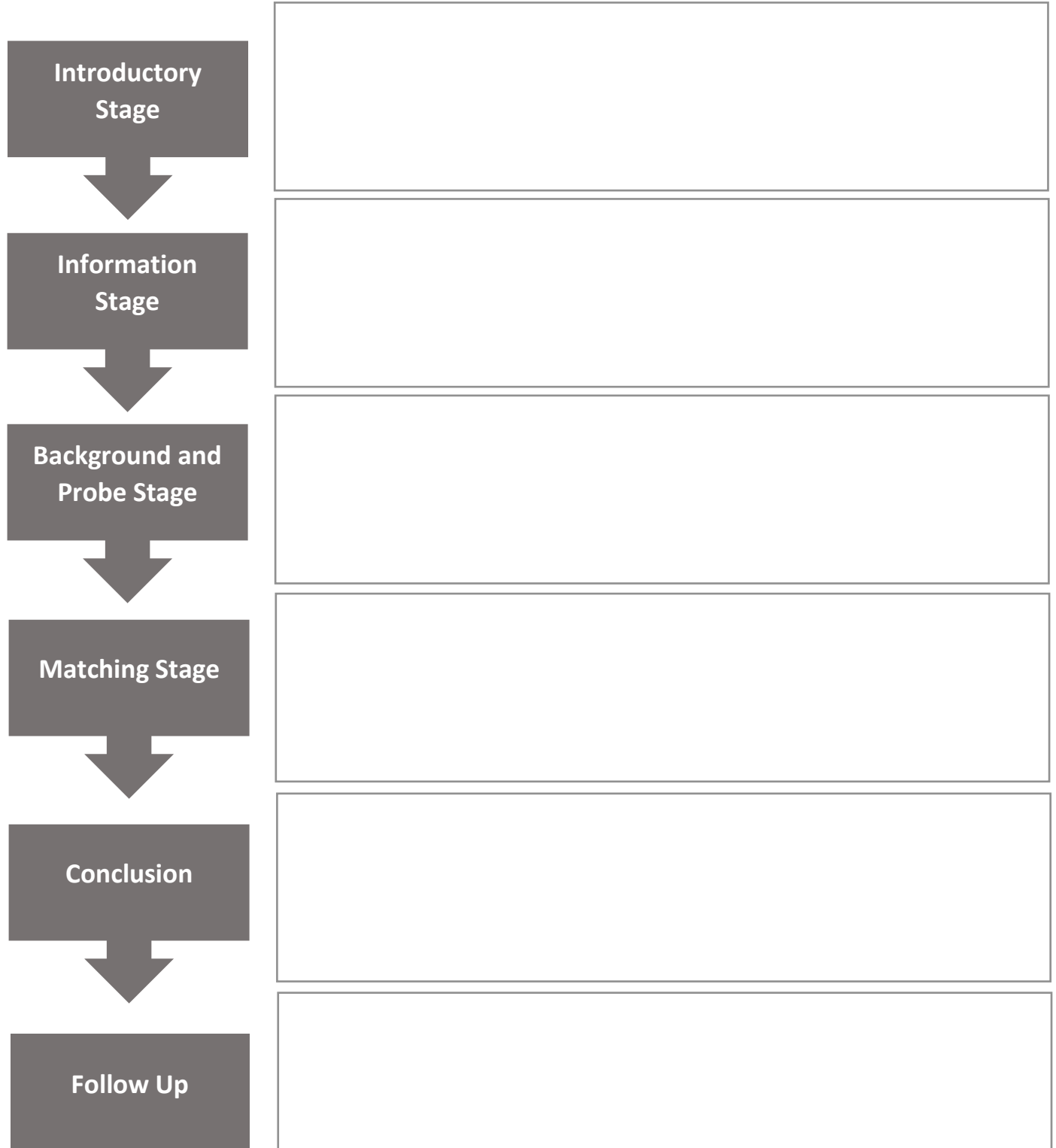
**Interview via a meal (i.e. lunch or breakfast)** – In this setting, the interview takes place over a meal. It may appear less formal, but it is still an interview. Candidates will be judged by their answers as well as etiquette and communication ability.

**Informal** – This type of interview has a less ‘structured’ feel and flow. The interviewer may change their mind about the questions they will ask once they see where the conversation goes. This will give the interviewer the chance to communicate skills, rapport, and personality fit for the organization. This could happen in a meal format or as a screening.

**Structured/formal** – This type of interview is the opposite of informal. The interviewer will have a prepared list of questions based on job requirements. The same questions will be asked of each candidate. This may be done as a one-on-one interview or a panel.

# Stages of a Job Interview

Here are the stages of a typical interview. In the space provided, write the most important information you need to know about each stage of a job interview.



## Tips for Preparing for a Job Interview

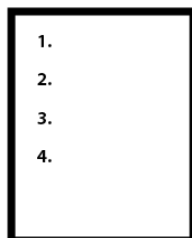
Here are a list of suggested tips that you can use for preparing for a job interview. Never go into an interview without taking the time to research the organization beforehand and arm yourself with information.

- Do your homework. Research the company beforehand by going to their website, or doing Internet searches on the organization. See what you can learn about the company's history and current focus.



- Look at various social media sites such as Facebook, Twitter or LinkedIn. See what they are talking about and what is of interest to the organization.

- Prepare a list of relevant questions that showcase your newfound knowledge of the organization, but also show interest and understanding of the position.



- Map your route. Make sure you know where you are going and how to get there. Also, know how long it will take you to get there so you are not late.

Investigate where to park. Make sure you plan to leave early enough in case something unexpected happens. It is also a good idea to have the contact information for the interviewer with you in case you need to reach them.

- Practice, Practice, Practice. Find or prepare a list of questions you expect to be asked and write down your answers. There are hundreds of websites that have lists of interview questions to get you started. Rehearse your answers out loud to help commit them to memory. Ask a friend to do a mock interview with you to get even more practice.
- Contact your references. Decide who you'd like to use as a reference and contact them beforehand to make sure it is okay with that person. Make sure you have the current contact information for each reference and their preferred method of contact so that the employer can reach them if needed. Have a hard copy of your references

available at the interview so you have it if asked for it.

- Find any needed documentation requested. You may be asked to bring in documentation such as a driver's license, Social Security card, passport, insurance information, or other relevant employment records. You may also need additional résumés or your work portfolio for reference as well.

- Dress for success. Make sure you decide what you are going to wear ahead of time so it is clean and pressed. It is better to dress too conservatively than casual. Even if the position you are applying for is casual in nature, dress professionally to make the best impression possible. Make sure you are clean and neatly groomed, including hair and nails.



- Arrive early. Keep this quote in mind: "Early is on time, on time is late, and late is unacceptable!" A



good rule of thumb is not to arrive more than 15 minutes early.

# Job Interview Preparation Guide

As you prepare for your job interview, write your research notes and information in the space provided below.

Interview Date and Time:

Interview Location:

Documentation I Need to Bring:

What I Will Wear:

Company/Organization Research:

References:

# Thank You Letter Template

When writing a thank you letter, follow the format below. Use the space in the boxes to draft your letter or use the space on the back of this page.

|   |              |
|---|--------------|
| <b>Heading (About you)</b><br>Name<br>Street Address<br>City, State, ZIP<br>Phone Number<br>Email Address   | Skip 1 line  |
| <b>Date</b>   | Skip 2 lines |
| <b>Name of the Interviewer</b><br>Interviewer's Job Title<br>Department the Interviewer Works Within (if applicable)<br>Name of the Company/Organization<br>Street Address<br>City, State Zip   | Skip 2 lines |
| <b>Salutation</b><br>(Dear... - use the person's formal title and a colon at the end)   | Skip 1 line  |
| <b>Body Paragraphs</b><br>Thank the interviewer for the opportunity, including the name of the specific position for which you interviewed. Summarize your qualifications and why you feel you are the best candidate for the position. Include any additional information that may have been requested during the interview. In the last paragraph, thank the interviewer again and mention that you look forward to speaking with them again about the job. Include a specific time frame you will follow-up within about the position. The body paragraphs should not exceed 3 paragraphs. |              |
| <b>Sincerely,</b><br><br>Your Typed Name (Handwritten Signature Above)  | Skip 1 line  |

Skip 3 lines

## Motivation Self-Assessment

Answer the following questions honestly. There are no right or wrong answers. This is meant to help you think more about your own self-motivation.

I am self-driven and do not need other people to motivate me. Yes  No

I usually have a positive attitude. Yes  No

Money is highly motivating for me. Yes  No

I need constant feedback and assurance when doing a task. Yes  No

I can work independently without prodding to complete a task. Yes  No

I have high self-expectations and self-confidence. Yes  No

I have a difficult time believing in myself. Yes  No

I am motivated by praise from my supervisor. Yes  No

I feel good when co-workers give me positive feedback. Yes  No

I only like working with a team to get something done. Yes  No

I am responsible for my own work results. Yes  No

Awards and recognition are motivating factors for me. Yes  No

I usually procrastinate and wait until the last minute. Yes  No

I enjoy the challenges of many projects at once. Yes  No

# Motivation and Goal-Setting Worksheet

1. Choose one goal that you have for this school year and write it down.

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2. Why do you want to achieve that goal? What is the motivation behind choosing that goal?

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3. How will you feel when you achieve this goal?

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4. What is the major roadblock you see today in order to achieve this goal?

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5. What can you do to overcome the roadblock?

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6. What are three things you can do this month to get closer to reaching this goal?

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7. What are three things you can do to keep yourself motivated until you reach this goal?

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## Work Ethic – What is Most Important?

Below is a list of characteristics that reflect a good strong work ethic. Add more if desired. Which three do you think are the most important? Circle them. In the space provided, explain how you can demonstrate each of these in the workplace.

positive attitude

dependable

responsible

adaptable/flexible

honest

self-motivated

lifelong learner

self-confident

enthusiastic

optimistic

loyal

respectful

cooperative

productive

team player

emotionally mature

trustworthy

punctual

hardworking

efficient

good listener

---

---

---

How can you demonstrate each of your top 3 choices in the workplace?

1.

2.

3.

## Work Ethic Self-Reflection

In the space below, create a list of work ethic characteristics, both positive and negative, that other people would use to describe you. Try to identify a minimum of 10 characteristics.

**How others see me:**

Cross off the traits you'd like to get rid of in the box above. Circle the top 2 characteristics that you'd like to work on. In the box below, make an action plan with two goals on how you can improve each of the top 2 characteristics circled.

### Action Plan

Characteristic #1:

- Goal 1:
- Goal 2:

Characteristic #2:

- Goal 1:
- Goal 2:

## Being an Active Listener

Below is a list of tips that will help you learn to be an active listener. This is not an exhaustive list, but meant to give you a starting point of things to try.



- Maintain eye contact.
- Be still.
- Nod your head.
- Lean toward the speaker.
- Show interest.
- Signal encouragement.
- Listen for feelings.
- Don't interrupt.
- Be attentive to nonverbal cues.
- Ask probing questions.
- Reflect.
- Ask appropriate questions.
- Summarize or repeat.
- Clarify.

## Barriers to Listening

Below are a few barriers to effective listening. Fill in the remaining spaces with more barriers. In the right hand column, identify a solution that would overcome that barrier. Hint: Remember to look at the active listening tips.

| Barriers to Listening                           | Solution |
|---|----------|
| Personal bias or prejudice                      |          |
| Worry or fear                                   |          |
| Short attention span                            |          |
| Inability to understand (i.e. foreign language) |          |
| Background noise                                |          |
| Frequent interrupting                           |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |

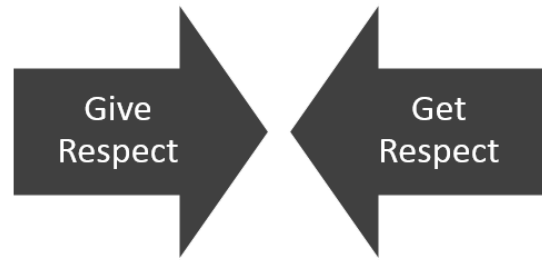
## Respect Self-Assessment

Take this self-assessment and decide for yourself if you need to improve.

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| I treat others like they matter.                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I do not interrupt or barge in on others.                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I respect others with more experience on the job.         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I do not make fun of others.                              | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I ask permission to use other people's things.            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I treat others the way I'd like to be treated.            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I am considerate of others.                               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I treat others fairly.                                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I am courteous to other people.                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I will listen to people I have personal differences with. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I work to solve problems without violence.                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I did not embarrass or intentionally ridicule others.     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I can accept direction graciously from a manager.         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I do not take credit for other people's work/ideas.       | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

# How to Give and Receive Respect at Work

Here are a few tips for giving and receiving respect in the workplace.



- Treat people with kindness and courtesy.
- Encourage coworkers to express opinions and ideas.
- Use people's ideas to improve or change work.
- Listen to what others have to say before speaking.
- Never interrupt or cut off another person.
- Never insult people, name call, or put down their ideas.
- Treat people fairly and consistently.
- Do not belittle, nitpick or patronize.
- Provide equal opportunity for employees to participate.
- Praise more than you criticize.
- Use the Golden Rule.
- Practice what you preach.
- The only true respect is mutual respect.
- Give others tasks or orders considerately.
- Have empathy.
- Carefully phrase suggestions, objections and requests.
- Have dignity
- Do your job and do it well.
- Be discreet.
- Present a professional image.
- Be confident.
- Learn everyone's name.
- Keep your word.
- Keep your cool.

## Spheres of Responsibility

Indicate whether you feel responsibilities for or to each group on the list. If yes, give an example of one kind of responsibility you have. Add additional persons or groups if needed.

| Person or Group        | Yes | No | Example of responsibility you have |
|------------------------|-----|----|------------------------------------|
| Self                   |     |    |                                    |
| Family                 |     |    |                                    |
| Friends                |     |    |                                    |
| Community              |     |    |                                    |
| Country                |     |    |                                    |
| Planet                 |     |    |                                    |
| Religious Organization |     |    |                                    |
| Employer               |     |    |                                    |
| School-related Group   |     |    |                                    |
|                        |     |    |                                    |

## How Responsible Am I?

Take this self-test and decide for yourself.

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| I have self-control.                                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I act according to my values.                       | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I do not procrastinate.                             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I get tasks done on time.                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I am dependable.                                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I do what I say I will do.                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I don't blame others for my failures.               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I don't make excuses for not having something done. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I am willing to be a group leader.                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I volunteer to help others.                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I use good judgment when making a decision.         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I think about consequences of my actions.           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I take care of my own matters.                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |



# Responsibility at Work Scenarios

Choose one scenario and answer the questions.

## Scenario #1

Andrea's organization is having an annual meeting and the president has asked her to find a hotel to have the meeting in.

## Scenario #2

Michael was asked by his manager to arrange lunch for 15 people who are visiting their manufacturing facility next week. The group will only be able to meet for one day and they need to make the most of the time that they have.

## Scenario #3

Julio is attending a conference in Baltimore in April about new welding techniques. The conference starts at 8 a.m. on the 13<sup>th</sup> and Julio's supervisor is expecting him to be there on time, staying for the entire conference. When he returns to work, he is to share the new techniques he has learned.

## Scenario #4

George is a bus driver and is given a new route. His manager has encouraged him to practice it before he has to drive it for real to pick up passengers. His new route begins at 8:15 a.m. and he must complete 3 stops and drop the passengers off at 9:00 a.m.

## Scenario #5

Jenny's coworker Amber is asked to drop off a package at the post office after work on Monday. It is important that the package be sent out Monday so it arrives in time for an event the customer is having on Tuesday night. Jenny will be attending the event and wants it to go smoothly.

## Scenario #6

Marty works on the assembly line in a large computer factory. His company received a very large order for 500 computers and they need everyone to work overtime for the next 5 days in order to get the job done. Marty has plans to go to a movie tonight.

## Responsibility at Work Scenario Questions

Answer each question based on the scenario you have chosen to analyze.

1. What was the employee responsible for?
  
2. Who was the employee responsible to?
  
3. What would happen if the employee did not take responsibility in this situation?
  
4. How do you think trust and responsibility are related?

## Hire Me! I am Flexible and Adaptable

In your small group, list all of the ways you can think of to prove to a new employer you are flexible and adaptable.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

## Demonstrating Adaptability

Choose an occupation that you are interested in pursuing. After researching the occupation to learn about the type of tasks and job duties that are commonly performed in that job, answer the following questions.

Describe a situation when you would need to show flexibility or adaptability in this occupation.

1. What is the scenario or situation?
2. How should you react to this situation (remember the tips for showing flexibility and adaptability at work)?
3. What is your plan of action for handling this scenario or situation?

## Interpersonal Skills

This list includes many common interpersonal skills considered important by employers. This is not an exhaustive list, however.

|                     |                   |
|---------------------|-------------------|
| Active listening    | Leadership        |
| Asking questions    | Mediating         |
| Caring              | Mentoring         |
| Collaboration       | Motivation        |
| Conforming          | Negotiation       |
| Communication       | Networking        |
| Conflict resolution | Patience          |
| Creative thinking   | Persuasion        |
| Diplomacy           | Positive attitude |
| Diversity           | Problem-solving   |
| Empathy             | Respect           |
| Encouraging         | Responsibility    |
| Flexibility         | Sensitivity       |
| Helping             | Sympathy          |
| Humor               | Teamwork          |
| Instructing         |                   |
| Tolerance           |                   |

# Interpersonal Skills Self-Assessment

Answer each question honestly, thinking about your likely behavior.

| Question   | Often | Sometimes | Rarely | Never |
|--|-------|-----------|--------|-------|
| I am a good active listener.                         |       |           |        |       |
| I ask many open ended questions.                     |       |           |        |       |
| I care about others.                                 |       |           |        |       |
| I enjoy collaborating to complete a task.            |       |           |        |       |
| I can adapt and conform in new situations.           |       |           |        |       |
| I communicate clearly with others.                   |       |           |        |       |
| I resolve conflicts easily with others.              |       |           |        |       |
| I think 'outside of the box' for solving problems.   |       |           |        |       |
| I approach conflicts with tact.                      |       |           |        |       |
| I am accepting of the perspective of others          |       |           |        |       |
| I can understand how others feel.                    |       |           |        |       |
| I provide positive encouragement to motivate others. |       |           |        |       |
| I have a positive approach to change.                |       |           |        |       |
| It is important to help other people.                |       |           |        |       |
| I have a good sense of humor.                        |       |           |        |       |
| I enjoy teaching others.                             |       |           |        |       |
| I like to be in charge and take responsibility.      |       |           |        |       |

| Question   | Often | Sometimes | Rarely | Never |
|--|-------|-----------|--------|-------|
| I am able to mediate situations to come to a common resolution.            |       |           |        |       |
| I believe in investing time in others, sharing what I know.                |       |           |        |       |
| I do what it takes to get something done.                                  |       |           |        |       |
| I enjoy negotiating with others to reach the best result.                  |       |           |        |       |
| I am active in social networking platforms.                                |       |           |        |       |
| I am able to sit back and be patient.                                      |       |           |        |       |
| People listen to me and I am able to sway them to accept my point of view. |       |           |        |       |
| I am enthusiastic and positive.  |       |           |        |       |
| I am able to break large problems down into small doable steps.            |       |           |        |       |
| I respect people in positions of authority.                                |       |           |        |       |
| I am accountable and responsible for my actions.                           |       |           |        |       |
| I show sensitivity for other people's feelings.                            |       |           |        |       |
| I enjoy contributing and working as part of a team.                        |       |           |        |       |

## Interpersonal Skills Self-Assessment Continued

This self-assessment is designed to get you thinking about your current interpersonal skills, and identify areas you may want to improve. Think about your skills compared to others around you. If there is an area you would like to improve, think about others who have a strength in that area. What do they do that makes it a strength for that person? What could you do differently to build up your skills in that area?



## Conversation Starters on the Job



Read each of the scenarios below and write an appropriate question to start a conversation with the person or group described.

1. You are sitting in a conference room waiting for a meeting to start. You sit there for at least ten minutes waiting for the other people to arrive. An employee from another department who you have never met arrives and sits down next to you.

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2. It is your first day on your new job as a server in a local restaurant. There is one other person that you know from your school that works there but they are not on the same shift as you today. You are a new employee and a little unsure of yourself. Another server comes over to you and sits next to you in the breakroom on your first break.

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3. It is a warm sunny day and many of your colleagues are enjoying lunch outside as the company catered in food from a local restaurant. You see a salesperson who usually works from home, in the office for the day. You don't know their name but would like to get to know them better, so you sit down beside the person at the picnic table.

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4. You are at the office holiday party. You are standing next to the appetizer table trying to decide what to try next. The president of the company comes over and stands beside you. You have never been introduced before because the company is very large and there are many satellite offices.

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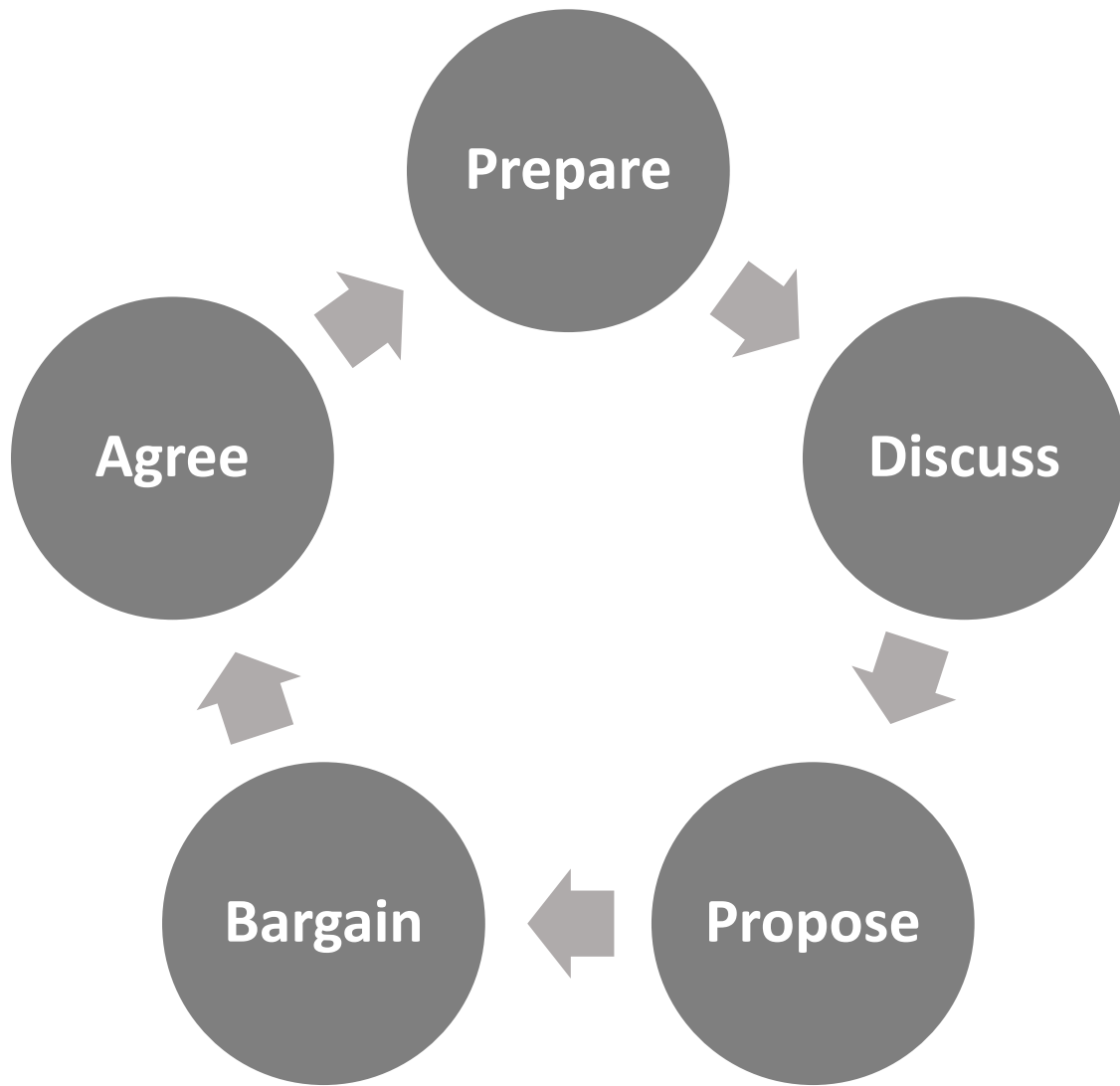
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5. You are invited to participate on the wellness committee at your place of employment. You are attending your first meeting. Other committee members are there when you arrive and watch you sit down.

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## 5-Step Negotiation Process



## Five Stages of Negotiation Note Page

Take notes on what actions you need to take in each of the 5 stages of the negotiation process.

**Prepare**

**Discuss**

**Propose**

**Bargain**

**Agree**

## Negotiation at Work

For each of the work conflicts below, decide which type of solution you think would work best and explain the reason for your choice.

win/win

compromise

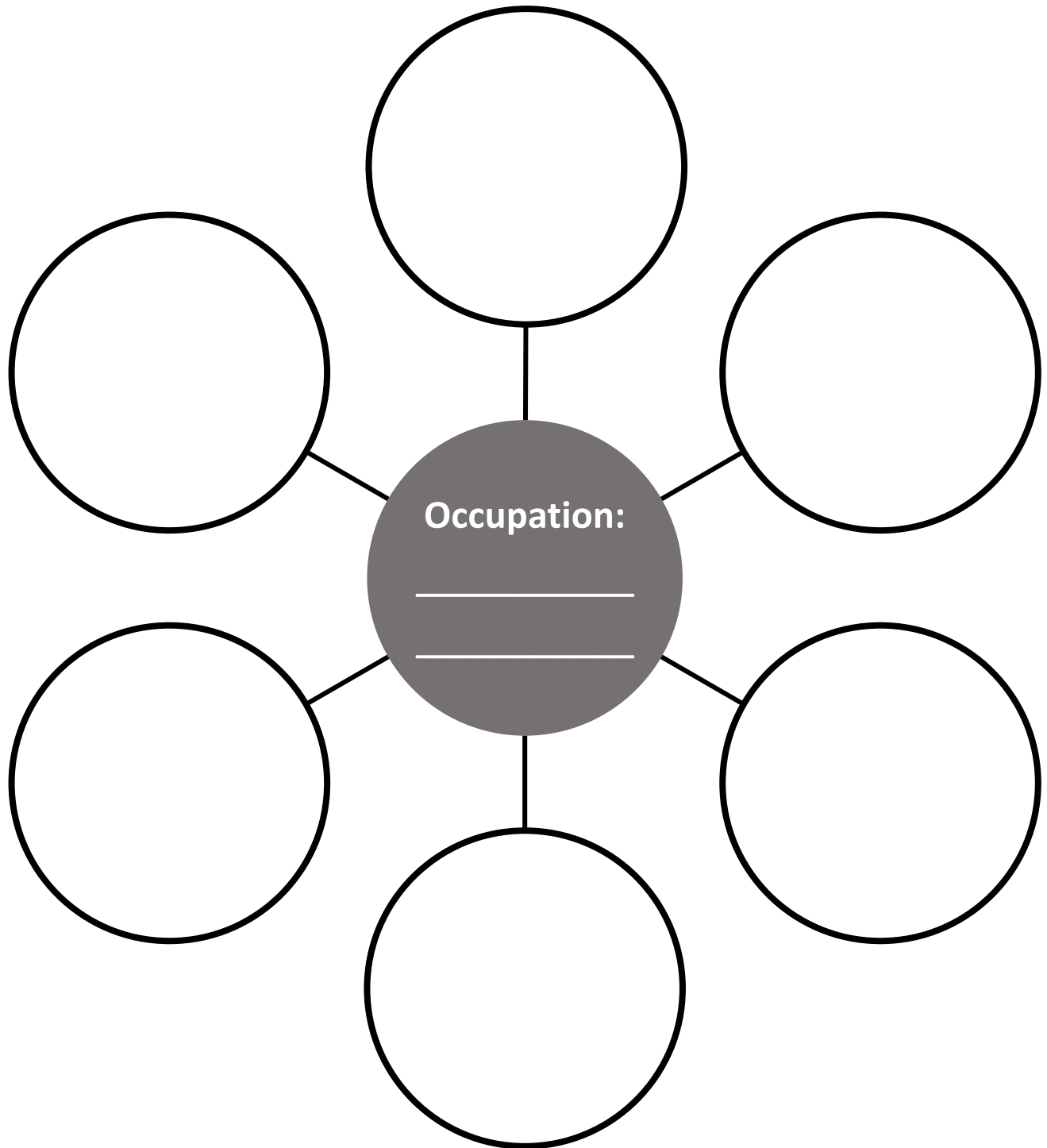
agree to disagree

walk away

1. Jason's manager wants Jason to stay late to finish a project so it will be ready for a meeting at noon. Jason had planned to take time off in the afternoon to attend a dentist appointment. He said he could finish the project at home tonight.
2. Sienna and Max have been given a report to work jointly on. At this point the report is not done and is not coming together well at all. They are very angry at each other and are not using a respectful tone with each other.
3. Kylie, Michael, and Lisa each have a different idea of how to approach an assignment they have been given by their supervisor. Each wants to feature his or her department because he or she thinks that their department has the most important and significant input.
4. Colin and Amber are active in a work-related association. There is an election pending for a new association president. Colin and Amber each back a different candidate, each believing that his or her candidate is the best choice. Colin believes that unless his candidate is voted in, the association's membership will decline.

## Networking to Find a Job

Choose an occupation of interest. Then list 10 different places you could network to find a job in that occupational area. Add more circles as needed. (For example: if you want a job as a nurse, join the local or state nurses' association as a member and attend a conference)



## Email Networking Message Graphic Organizer

When writing an email message to someone referred by a connection, follow this template. Use the space below to compose a networking email for an occupation of your choice. Make the content appropriate to the occupation.

**Subject Line:** Introduction – (name of contact)

**Salutation:** Dear Name: (use a colon, not a comma)

**Body:**

Introductory Paragraph (Identify yourself, the referring contact, and your connection to that person)

Body of Letter (What type of employment opportunity you are seeking or are interested in and why; attach your résumé; mention 2 or 3 unique qualifications that match the type of job you are seeking)

**Closing:** (Express appreciation and a specific action statement)

**Sincerely,**

Your name  
Phone number  
Email address

## Social Networking Journal Activity

Thinking about your own social networking habits, how do you think using these social networks can support your job search efforts? Does the use of social networking make you feel more comfortable than face-to-face communication? Choose yes or no and explain why.

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# Impatience: Finding the Cause and Managing the Symptoms



Make a list of 5 things that make you impatient. These are your 'triggers.'

## My Triggers -

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Additional Triggers Identified by the Group -

1. \_\_\_\_\_
2. \_\_\_\_\_

## My Plan to Manage My Symptoms of Impatience

Brainstorm and make a list of 5 strategies that you can do to overcome impatience and manage your symptoms.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

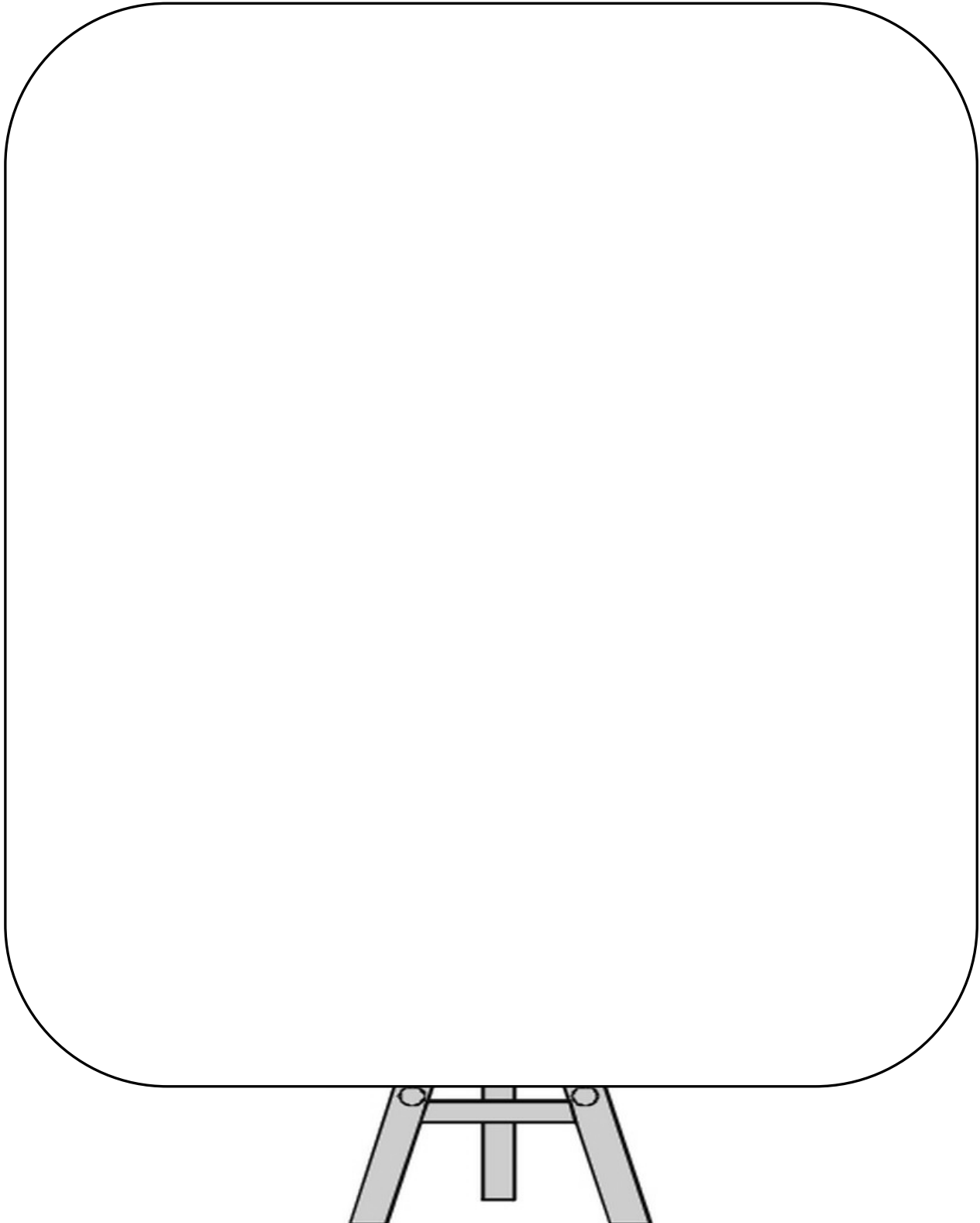
## Group suggestions for Managing Symptoms -

1. \_\_\_\_\_
2. \_\_\_\_\_



## Keep Calm and Carry On!

Using this slogan, design a poster in the space below that employers can post at work to remind employees to keep calm and carry on.



# Top 10 Tips for Effective Presentations

**1** Focus on the audience's needs

**2** Connect with your audience by showing your passion

**3** Keep the core message simple

**4** Start out strong

**5** Make eye contact and smile

## Top 10 Tips For Effective Presentations (cont.)

**6** Use your voice effectively

**7** Include stories to engage your audience

**8** Use your body

**9** Slow down, relax, and breathe

**10** End with a strong conclusion

## Avoid Death by PowerPoint

Brainstorm ways to make slide presentations more impactful, exciting, interesting and engaging. Use the space below to list as many as possible.



## How confident are you?

Take this self-assessment and decide for yourself if you need to improve.

I do what I believe is right, even if others mock or criticize me. Yes  No

I am willing to take risks and go the extra mile. Yes  No

I can admit my mistakes and learn from them. Yes  No

I wait for others to congratulate me on my accomplishments. Yes  No

I accept compliments graciously. Yes  No

I do what is right, even if it is not what others expect of me. Yes  No

I embrace change. Yes  No

I handle new situations with ease. Yes  No

I have energy and a positive outlook on life. Yes  No

If something looks difficult, I try it anyway. Yes  No

I never give up, even if others do. Yes  No

I achieve goals that I set for myself. Yes  No

I believe in myself. Yes  No

People give me positive feedback about my ideas and work. Yes  No

I will continue to work hard on a project, even if I face obstacles and unexpected challenges. Yes  No

# Self-Esteem: Keep it UP!

## Benefits of high self-esteem

- Increased respect
- Increased ability to reach goals
- Increased willingness to try
- Increased feelings of value

## Risks of low self-esteem

- Vulnerable to peer pressure
- Feels insecure
- Disrespects others and self
- Doesn't feel valuable
- Fears failure
- Uses drugs and alcohol
- Behaves destructively

## A person who has high self-esteem:

- Acts independently
- Assumes responsibility
- Takes pride in accomplishments
- Tolerates frustration
- Attempts new tasks and challenges
- Handles positive and negative emotions
- Offers assistance to others

## Components of self-esteem:

- Belonging
- Willingness to take risks
- Uniqueness – celebrate your differentness

- Power (personal)
- Productivity
- Support
- Solitude
- Humor
- Gratification difference (and know the difference between needs and wants)
- Mentors and models
- Re-seeding – giving back to others

## Improving your self-esteem

- Use positive self-talk: I can do this. I am capable. I am a good person. I have value. I have talents and skills. I am loved (by parents, siblings, friends, God). I am lovely/beautiful/handsome just the way I am.
- Act with integrity- doing what you know is right
- Interpret messages from others: Consider who is doing the talking and where they're coming from (their own self-image, their values and views, their emotions, or their situation at the time)
- Choose supportive friends
- Accept yourself

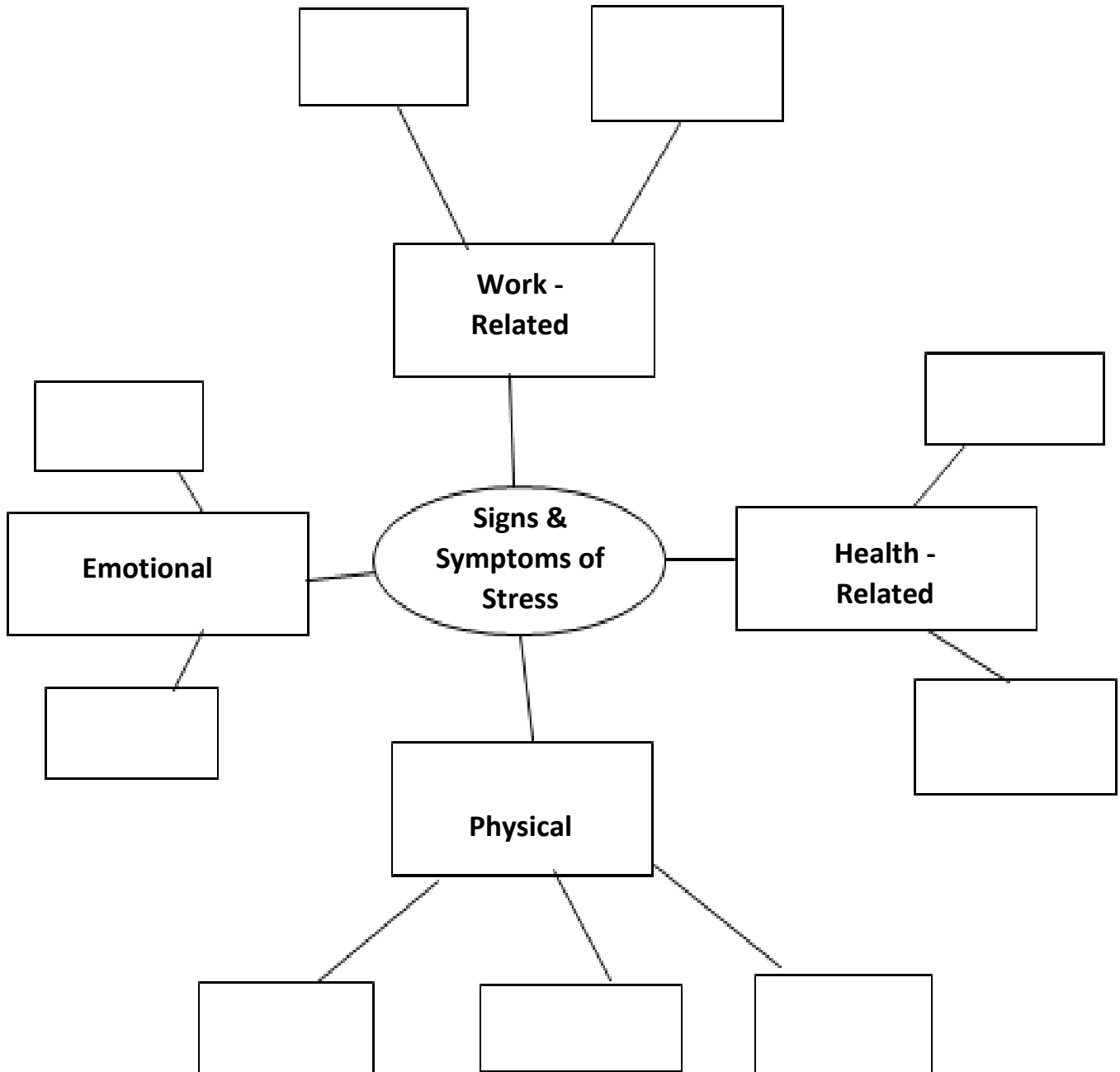
# SWOT Analysis

Take a SWOT analysis identifying your strengths, weaknesses, opportunities, and threats as you think about self-confidence.



# Signs of Stress Mind Map

List physical, emotional, health-related and work-related signs and symptoms of stress.





## Work Stressors and Responses

In the spaces provided, students should read the work stressor and give an example of a positive and negative response to teach.

| Work Stressor  | Positive Response | Negative Response |
|--|-------------------|-------------------|
| Having too many projects                                 |                   |                   |
| Hearing a mean comment by a coworker                     |                   |                   |
| Being unprepared for a big meeting                       |                   |                   |
| Getting stuck in a meeting making you late for another   |                   |                   |
| Losing your ID to enter the building                     |                   |                   |
| Death of a colleague                                     |                   |                   |
| Being assigned a task you have no experience with        |                   |                   |
| Getting a new department supervisor                      |                   |                   |
| Disagreeing with a coworker on how to approach a project |                   |                   |
| Being terminated from your job                           |                   |                   |

