English 212

Business English
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Guide</td>
<td>5</td>
</tr>
<tr>
<td>Workshop One</td>
<td>10</td>
</tr>
<tr>
<td>Workshop Two</td>
<td>17</td>
</tr>
<tr>
<td>Workshop Three</td>
<td>22</td>
</tr>
<tr>
<td>Workshop Four</td>
<td>29</td>
</tr>
<tr>
<td>Workshop Five</td>
<td>38</td>
</tr>
<tr>
<td>Appendix</td>
<td>41</td>
</tr>
<tr>
<td>Appendix A</td>
<td>43</td>
</tr>
<tr>
<td>Evaluation Criteria</td>
<td></td>
</tr>
<tr>
<td>Appendix B</td>
<td>105</td>
</tr>
<tr>
<td>Icebreaker</td>
<td></td>
</tr>
<tr>
<td>Appendix C</td>
<td>106</td>
</tr>
</tbody>
</table>
### Universidad Metropolitana

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>PowerPoint Goodwill Messages</td>
<td>111</td>
</tr>
<tr>
<td>E</td>
<td>Exercises Workshop One (1)</td>
<td>113</td>
</tr>
<tr>
<td>F</td>
<td>Goodwill Letter Checklist</td>
<td>114</td>
</tr>
<tr>
<td>G</td>
<td>PowerPoint Handling Routine Correspondence</td>
<td>116</td>
</tr>
<tr>
<td>H</td>
<td>Debate Sample Questions</td>
<td>118</td>
</tr>
<tr>
<td>I</td>
<td>PowerPoint Workshop Two (2)</td>
<td>125</td>
</tr>
<tr>
<td>J</td>
<td>Self Appraisal</td>
<td>129</td>
</tr>
<tr>
<td>K</td>
<td>PowerPoint Workshop Three (3)</td>
<td>157</td>
</tr>
<tr>
<td>L</td>
<td>Sample Chronological Resume</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>Sample Functional Resume</td>
<td></td>
</tr>
</tbody>
</table>
Appendix M ..................................................................................................................... 160

Sample Combination Resume

Appendix N ..................................................................................................................... 161

Parallel Structure

Appendix O ..................................................................................................................... 164

Self-Evaluation Interview Checklist
Universidad Metropolitana

Study Guide

Course Title: Business English

Course code: ENGL 212

Duration: Five Weeks

Pre-requisite: First Year English; ENGL 211

Description:
This course is the first part of an introduction to Business English for students in the Business Administration and Secretarial Sciences programs. The aim of this course is to improve the basic foundations for studying and practicing composition of goodwill messages, claim and adjustment messages, and persuasive messages to name a few. Reports and media communications will be emphasized to equip them with the necessary tools to develop news releases and newsletters. Since conducting a job search and preparing employment communications is an important goal, the course also is devoted to these principles.

General Objectives:

Through the development of the activities of this course, students will be expected to develop the abilities to:
1. Develop and refine dictionary and reference skills.
2. Refine spelling and business vocabulary skills.
3. Recognize the basic parts of speech and sentence elements, patterns, and types.
4. Apply grammar, punctuation, capitalization, and word usage rules in textbook exercises.
5. Develop a critical proofreading attitude to locate and correct errors in grammar, punctuation, capitalization, numbers expression, and word usage.
6. Develop such desirable office worker traits as regular attendance, completion of all assignments on time, active participation, and a conscientious demeanor.
7. Increase computer competency using the software tutorial and grammar exercises.
8. Use English grammar and syntax correctly in business communication.
9. Use business terminology adequately.
10. Use the learning resources center to access and update information about English word usage and idioms, as well as, principles of communication in English and the business world.
11. Demonstrate confidence as they increasingly use English orally and in writing.
12. Adhere to the principles of Standard English usage.
13. Write effective sentences and communications.
Text Resources:


A college-level English-Spanish; Spanish English Dictionary

Students should have a diskette, memory stick or other type of media to save their work.

Reference and supplementary material:


Brieger, N. and S. Sweeney (1994). *The Language of Business English: Grammar & Functions (Business Management English).*


Universidad Metropolitana


Guffey, M. E. Essentials of Business Communication.


Universidad Metropolitana

Evaluation: (All Evaluation Criteria and Descriptions can be found in Appendix A)

For this course students will be evaluated based on the following criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Group Binder Assignment from Workshop 1 (Due Workshop 2)</td>
<td>100</td>
</tr>
<tr>
<td>Group Binder Assignment from Workshop 2 (Due Workshop 3)</td>
<td>100</td>
</tr>
<tr>
<td>Job Interview Role-Play</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Order Placement and Memo Report</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

The evaluation guidelines will be negotiated and agreed upon with the facilitator.

Guidelines for the course:

1. Attendance is mandatory. In case of absence, students should contact facilitator in order to be excuse and means to hand in assigned work.
2. Facilitator reserved the right to accept the excuse and the assigned work. Facilitator will use his/her criteria in evaluating the work.
3. This is an accelerated program. Students should be prepared before each workshop. An average of 10 hours per week is required for each workshop.
4. Student’s work should be original. Plagiarism is not acceptable. Credits should be given to the source of information.
5. Changes made by the facilitator will be discussed in the first workshop. A written description of the changes will be given to the students as well as the Program.
6. The facilitator will establish the means of contact and communication for the course.
Workshop 1
Writing Goodwill Messages
Writing Messages for Inquiries and Requests

Specific Objectives:

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

1. Identify the characteristics of a goodwill message
2. Compose thank-you messages; congratulations messages; invitations, announcements, or welcome messages; get-well or sympathy messages; and letters that maintain or reactivate business
3. Explain the importance of handling routine correspondence
4. Write and sign a letter for your supervisor
5. Explain the steps necessary to handle correspondence responsibilities
6. Write routine communications
7. Write effective inquiries and requests
8. Practice techniques for answering yes or no to an inquiry or request
9. Write an effective form letter to an inquiry
10. Write an effective cover letter

Internet Sites:

Goodwill Messages
Search Engine Web sites

411 Locate
http://www.411locate.com/

411.com
http://www.411.com/

Who Where?
http://www.whowhere.lycos.com/

Any Who: Internet Directory Assistance
http://www.anywho.com/

Yahoo! People Search
http://people.yahoo.com/
Universidad Metropolitana

Internet Address Finder
http://www.iaf.net/

Online Yellow Pages

Yahoo! Yellow Pages
http://yp.yahoo.com

Infospace
http://www.infospace.com

Switchboard: The Internet Directory
http://www.switchboard.com

Lycos Yellow Pages
http://yellowpages.lycos.com/

Additional Learning Links

Speaker's Platform
http://www.speaking.com/

The Speaker's Platform (SP) posts articles from its speakers on motivational topics for businesses.

Press Release Templates and Examples
http://www.morebusiness.com/templates_worksheets/press/

These templates from Khera Communications, Inc.'s Business Resource Center have been prepared to help promote a company while taking advantage of common occurrences in the business environment. Though designed as press releases, the templates can serve as models for writing business announcements.

Writing Goodwill Messages
http://emedia.leeward.hawaii.edu/hurley/eng209w/unitweb/unit4/info/letters/goodwill.htm

Interactive Practice Test
http://www.glencoe.com/qe/qe89.php?qi=2705

E-Flashcards

Interactive Crossword Puzzle.
http://www.glencoe.com/ps/buscomm/bcw/student/crosswords/bcw_08.shtml
Writing Messages for Inquiries and Request and Handling Correspondence

*Airline Web sites*

Southwest Airlines
http://www.southwest.com

United Airlines
http://www.ual.com

American Airlines
http://www.aa.com

Alaska Airlines
http://www.alaskaair.com

Northwest Airlines
http://www.nwa.com

Delta Airlines
http://www.delta.com

*Retail Store Web sites*

The Gap
http://www.gap.com

Nordstrom
http://www.nordstrom.com

Macys
http://www.macys.com

Levi’s
http://www.levi.com

JCPenney
http://www.jcpenney.com

Wal-Mart
http://www.walmart.com

Kmart
http://www.bluelight.com/
Additional Learning Links

Bull's Eye Business Writing Tips
http://www.basic-learning.com/tips0220.htm

Basic Learning Systems, Inc. provides a list of lengthy phrases, long words, and their concise counterparts for use in business communications.

Writing Business Messages
http://owl.english.purdue.edu/workshops/pp/audorg.ppt

Handling Correspondence
com1.med.usf.edu/admin/hr/ExamplesA,C,PAduties.doc

Writing Letters of Inquiry
http://www.writing-business-letters.com/advertising-agency.html

E-Flashcards

Interactive Practice Test
http://www.glencoe.com/qe/qe89.php?qi=2705

Interactive Crossword Puzzle

Assignments prior to workshop 1:

1. Skim through you ENGL 212 Course Module and textbook to familiarize yourself with its contents.

2. Read in your textbook or in any other available resource on the characteristics of Goodwill Messages and the different types of goodwill messages there are. Read in your textbook or in any other available resource on the importance of handling routine correspondence, writing inquiries and request and writing a form letter. (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other Business Communication books available in your library). Try to answer the questions in the Interactive Practice Tests. (See URLs: http://www.glencoe.com/qe/qe89.php?qi=2705 and http://www.glencoe.com/qe/qe89.php?qi=2706).
Universidad Metropolitana


   a. condolence messages  
   b. formal invitations   
   c. goodwill   
   d. destroyers of a positive tone   
   e. goodwill message   
   f. informal invitations   
   g. message of congratulations   
   h. service attitude   
   i. conflict management   
   j. we attitude   
   k. thank-you message   
   l. tone   
   m. form letter   
   n. reservation request   
   o. general request   
   p. customer service   
   q. tickler file   
   r. inquiry letters   
   s. internal communications   
   t. stopgap letter


Activities

1. Ice breaker activity will be carried out (Suggested activities available in Appendix B.)

2. Facilitator will introduce him/herself and provide an overview of the course. Particular emphasis should be placed on objectives, evaluation criteria, student participation, and group work. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.

3. Facilitator presents the following quote: (Facilitator can write it on the board, present it in a slideshow or present it in a transparency)

   “What you do when you don’t have to, determines what you will be when you can no longer help it.”
Universidad Metropolitana

Rudyard Kipling

4. Discuss with students what they feel and think about this quote. Ask the questions: How does this quote exemplify “goodwill”? “Why Is this quote good to provide a discussion point on goodwill?”

5. Discuss the terms students studied in Step #3 of the Assignments prior to Workshop One. Make sure they comprehend the definitions of each term.

6. Facilitator guides discussion on what goodwill message are, the guidelines for goodwill messages and the reasons or situations where goodwill messages are used for. Facilitator can use the PowerPoint presentation available in Appendix C.

7. Divide students into small groups. Assign them one or two of the exercises on Appendix D. In their groups students will prepare a sample letter for the situation being described. (Note to facilitator: If the group is small you may assign one per student, or two per group. You may also make a selection of the exercises and not do them all.)

8. Students select a representative that can read and share the group’s letter orally or in written form. Discuss the strengths and weaknesses. Use the checklist available in Appendix E.

9. Facilitator guides discussion of Handling Routine Correspondence and its responsibilities. (Use PowerPoint sample available in Appendix F.)

10. Have students mention a list of the types of Routine Correspondences or Communications they read about either on their textbooks or other sources. Make sure they mention the following: Information letters, Acknowledgements, Referral letters, Transmittal letter, Follow-up correspondence, and Internal communications.

11. Divide students into groups of no more than six. Have students work in their group and create a company, company name, and have them design a business letterhead. They must use the letterhead in order to write Routine Correspondences or Communications to exemplify each of the types mentioned above. In other words, they must create and present one of each of the following: Information letter, Acknowledgement, Referral letter, Transmittal letter, Follow-up correspondence, and Internal communication. This will be handed in during Workshop Two. Evaluation Criteria is available in Appendix A. Each group will hand in ONLY one binder with all the letters. Each member should write a reflection of the process used to complete this task; if they found it useful; and how they could do better next time. This reflection is individual, but should be handed in the same binder with the rest of the assignment. All letters and reflection MUST be typewritten or Word processed.
12. Offer a preview of Workshop 2 and discuss upcoming homework.
Workshop 2
Writing Claim and Adjustment Messages

Specific Objectives:

At the end of this workshop, students will be able to:
1. Explain the value of complaints
2. Write routine claim letters
3. Write persuasive claim letters
4. Write letters granting, denying or compromising on adjustments

Internet sites:

Retail Store Web sites

The Gap
http://www.gap.com

Nordstrom
http://www.nordstrom.com

Macys
http://www.macys.com

Levi's
http://www.levi.com

JCPenney
http://www.jcpenney.com

Wal-Mart
http://www.walmart.com

Kmart
http://www.bluelight.com/

Career Web sites

Monster.com
http://www.monster.com/

Career Builder Inc.
http://www.careerbuilder.com/
Job Hunter's Bible  
http://www.jobhuntersbible.com/

FlipDog.com  
http://www.flipdog.com/

Kforce.com  

Additional Learning Links

BBB Dispute Resolution Services  
http://www.bbb.org/

The Better Business Bureau offers advice on how to file a claim with a business. If this fails, the BBB alternatives include filing complaints with the BBB online and dispute resolution.

Business and Organizational Writing  
http://www.wuacc.edu/services/zzcwwctr/businessorg_menu.html

Washburn University Writing Center handouts include discussion of "Writing a Good Claim/Complaint Letter" and "Writing the Adjustment Letter." Sample letters are included.

Consumer Information Center  
http://www.pueblo.gsa.gov/

This Web site is sponsored by the Consumer Information Center, U.S. General Services Administration.

Business Letters a Guide to Writing Effective Business Letters  
http://www.city.londonmet.ac.uk/langstud/je103/letters.htm

E-Flashcards  

Interactive Practice Test  
http://www.glencoe.com/qe/qe89.php?qi=2707

Interactive Crossword Puzzle  

Assignments prior to workshop 2:
Universidad Metropolitana

1. Complete Assignment from workshop 1. This is to be turned in. A description is available in Workshop 1, and in Appendix A.

2. Read in your textbook or in any other available resource on the topic of Writing Claim and Adjustment Messages. (Some of the Internet Sites provide you with some sources where you can read on these topics).

3. Try to answer the questions in the online exercises. Try to answer the questions in the Interactive Practice Test. (See URLs: http://www.glencoe.com/qe/qe89.php?qi=2707

4. Visit the websites, actively read and make notes on them. Make sure you understand the definitions of important terms as presented in the e-flashcards available online at http://www.glencoe.com/qe/eflashcard.php?qi=2724
   a. complaint letter
   b. compromise
   c. direct approach
   d. adjustment
   e. enclosure
   f. goodwill
   g. courteous
   h. persuasive claim letter
   i. adjustment letter
   j. counterproposal
   k. buffer
   l. claim letter


Activities

1. Students turn in their assignment from workshop 1.

2. Discuss the terms students studied in Step #4 of the Assignments prior to Workshop One. Make sure they comprehend the definitions of each term. This can be done in a debate or social discussion. If the facilitator decides to have a debate, he/she can use vocabulary terms from Workshop 1 and 2. For the debate, have the group divided into two groups and have students answer questions on the definitions and situations presented showing they can identify the terms and understand their meanings. Sample questions will be available in Appendix G.

3. Facilitator guides social discussion on the topics of the workshop. Facilitator can use PowerPoint Sample Outline available in Appendix H.
4. Divide students into groups of no more than five. Students need to write a letter for each of the following situations:

a. Sample Letter 1
   i. Directions: You purchased a vest with fluorescent stripes on the back and front to wear when you walk after dark. The stripes illuminate so people can see you. This vest was purchased on March 23 from Wild Mountain Sporting Goods, 907 Cabernet Drive, Duluth, MN 55811. Two weeks after you had purchased the vest you were walking when it started raining. The rain washed the fluorescent coloring off the stripes so cars cannot see you when you are walking after dark. The vest had a 90-day warranty. Write a claim letter asking for a refund or a new vest to replace the current one.

b. Sample Letter 2
   i. Directions: The watch your parents bought you while on a trip to Switzerland four years ago recently quit working. You have taken it to the local jeweler, All That Glitter, 996 West 33 Street, Brookfield, WI 53005, and asked them to repair it. The store manager indicated to you that store policy was to call the customer with an estimate of the cost of repairing the watch. At this point you could either instruct them to repair the watch or not. When the store called you, they indicated that it would costs $85 to repair the watch and that it would take about three weeks to complete the repairs. After four weeks you had not been notified by the store that your watch was repaired. You called the store and found out that they had to send the watch to New York and the repair would take an additional three weeks because of having to order parts from Switzerland. On August 17 you received in the mail the repaired watch and a bill for $210. Add any data or details you feel are appropriate.

c. Sample Letter 3
   i. Directions: Respond favorably to the claim letter (Sample Letter 1) requesting replacement of the fluorescent vest or money back for the item. Add any details that you feel are appropriate.

d. Sample Letter 4
   i. Directions: Jack Taylor (14265 Newell Drive, Baltimore, MD 21213) bought a locket to give his girlfriend Lauren for her birthday. He had it engraved with both of their names and a sentimental thought. Jack and Laura broke up before her birthday and Jack not only wants to get rid of the locket and the memories it carries, but he also wants to get his money back from the jewelry store where you work—Golden’s, 118 Main Street, Baltimore, MD 21213. Before Jack paid for the locket he examined it and said it was perfect. You must deny his claim because you cannot resell an engraved locket. Also the receipt for the locket had a statement printed at the bottom indicating that engraved items were not returnable.

e. Sample Letter 5
   i. Directions: Respond in writing to the claim letter for the watch that was repaired (Sample Letter 2). While you cannot have the store absorb the repair bill, you are willing to compromise and only charge the customer for
the original estimate of $85. The customer’s address is 345 Covered Bridge Road, Platte City, MO 64079-8130.

5. **This will be handed in during Workshop Two.** Evaluation Criteria is available in Appendix A. Each group will hand in ONLY one binder with all the letters. Each member should write a reflection of the process used to complete this task; if they found it useful; and how they could do better next time. This reflection is individual, but should be handed in the same binder with the rest of the assignment. All letters and reflection MUST be typewritten or Word processed.

6. Offer a preview of Workshop 3 and discuss upcoming homework.
Universidad Metropolitana

Workshop 3
Conducting a Job Search
Selling Yourself to Employers

Specific Objectives:

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

1. Develop a self-appraisal inventory
2. Select an appropriate résumé style
3. Prepare a résumé
4. Complete an employment application
5. Develop a portfolio
6. Prepare a persuasive cover letter
7. Prepare for an interview
8. Interview effectively for a job
9. Prepare effective follow-up letters
10. Prepare an effective resignation letter.

Internet sites:

Online Exercise Links for Conducting a Job Search

Stress/Anxiety Questionnaires

Contact Behavioral Health Services Stress Management Quiz
http://www.uihealthcare.com/topics/healthquizzes/heal4660.html

Stress Management

Well Connected Health Quizzes
http://www.selfhelpwarehouse.com/stressquiz.html

Quiz Central
http://quiz.ivillage.com/health/tests/whstress.htm

Career Web sites

Monster.com
http://www.monster.com/
Universidad Metropolitana

Career Builder Inc.
http://www.careerbuilder.com/

Job Hunter's Bible
http://www.jobhuntersbible.com/

America’s Job Bank
http://www.ajb.dni.us/

FlipDog.com
http://www.flipdog.com

Additional Learning Links

The Career Interest Checklist (Discovering Careers that Fit you)
http://icpac.indiana.edu/careers/inventories/Interest-Checklist.xml

Brainstorming About Jobs (You will need an e-mail address to register and have access to this FREE printout)
http://www.teachervision.fen.com/lesson-plans/lesson-6089.html

Career Objective Guide sheet
http://www.career.fsu.edu/ccis/guides/CareerObjectiveGuidesheet.htm

Career Option Form
http://www.pvpusd.k12.ca.us/teachweb/twidwell/CareerOptionForm.html

Lesson Plan for Career Portfolios
http://www.sccis.org/main/educators/lessonplans2.htm

Princeton Review Career Quiz
http://www.princetonreview.com/cte/quiz/default.asp or
http://www.princetonreview.com/cte/quiz/career_quiz1.asp

Fill in your name, answer questions about career interests and styles, and read the resulting career profile. The Princeton Review developed this self-assessment tool.

Career Development Manual
http://www.cdm.uwaterloo.ca/

The University of Waterloo presents an online version of their "Steps to Career/Life Planning Success" career development manual. The manual provides information on self-assessment, occupational research, decision making, employment contacts, work, and career/life planning.
Résumé Workshop
http://owl.english.purdue.edu/workshops/hypertext/resumew/

An online "Résumé Workshop" is available at the Purdue University Online Writing Laboratory Web site. Discussion includes how to write a résumé and how to write letters concerning employment.

Should You Consider a Functional Format for Your Resume?
http://www.quintcareers.com/functional_resume.html

Job Hunter's Bible
http://www.jobhuntersbible.com/

Dick Bolles, author of the job-hunting book *The 1999 What Color Is Your Parachute?* offers a variety of Internet resources to aid you in your quest for employment.

Online Exercise Links *Selling Yourself to Employers*

Personality Profile Web sites

Keirsey Temperament Sorter Questionnaire
http://www.keirsey.com/

Personality Online
http://www.spods.net/personality/tests/engine.php3?testid=3

Queendom Free Interactive Tests
http://www.queendom.com

Cross Traits
http://www.crosstraits.com/xquiz.cfm

Enneagram Personality Dynamics
http://www.9types.com/

Meyers-Briggs Type Indicator Tests and Others
http://www.typelogic.com/typelinks.shtml#tests

Additional Learning Links

Interviewing and résumés Information
http://www.msstate.edu/Dept/Coop/interview.html

The Mississippi State University's Cooperative Education Program Web site includes information on how to prepare for and go on a job interview. Information on writing résumés, cover letters, follow-up letters, and thank-you letters is provided.
Common Interview Questions
http://www.western.edu/career/interview/Interview_questions.htm
http://caps.concordia.ca/students/searchtools/
http://www.glencoe.com/sec/careers/career_city/interques.shtml
http://www.nutritiononestop.com/jobs/resource/questions.html

Monster.com résumés and Letters
http://content.monster.com/resume/

Monster.com describes techniques for writing effective résumés and cover letters. Examples of various types of job-related letters appear. Monster.com is an online resource for job seekers and employers. Candidates may post their résumés and search the job postings. Employers may recruit from the posted résumés and list openings in their companies.

Interviewing Tips
http://www.reslady.com/interviewing.html

Pat Kendall, owner of Advanced Resume Concepts, stresses the importance of preparing for a job interview in this article. Tips on writing cover letters and electronic résumés are also available at her Web site.

Appropriate Dress code for Interviews
http://www.interview-techniques-explained.com/Interview%20Techniques%204.htm

Types of Interviews
http://www.collegegrad.com/jobsearch/18-0.shtml
http://www.quintcareers.com/phone_interview_etiquette.html
http://www.career.vt.edu/JOBSEARC/interview/onsite.htm
http://www.wachovia.com/inside/page/0,,137_360_394_396,00.html
Assignments prior to workshop 3:

1. Complete Assignment from workshop 2. This is to be turned in. A description is available in Workshop 2, and in Appendix A.

2. Read in your textbook or in any other available resource on the topic of Conducting the Job Search and Selling Yourself to Employers. (Some of the Internet Sites provide you with some sources where you can read on these topics). Try to answer the questions in the Interactive Practice Test. (See URLs above).

3. Be sure to complete Princeton Review Career Quiz mentioned in the URLs above or complete the Self-Appraisal available in your textbook on Pages 473-476 or in Appendix I and come ready to discuss and share your findings in class.

Activities

1. Students hand in their assignment from Workshop 2.
2. As students arrive, provide each student with a paper plate. The facilitator should also have colored markers and maybe old magazines or clip art that students can cut out from. Also have scissors and tape available.
3. On the plate that he/she still has he/she draws (selects clipart) that represents or symbolizes the strength or quality that they would bring to any job they have
selected. It can be a drawing or symbol. Students should not use words on the Paper Plate.

4. Have students put their paper plates on the wall, or on the floor in a circle. Have students walk around and look at each others plates.

5. After students have seen all the paper plates, guide a discussion on the following questions:
   a. --What things did you find out about your group?
   b. --What are some of the qualities or strengths you have recognized on the plates?
   c. --Is there any picture or symbol you would like to know more about?
   d. --How are these skills, strengths or qualities going to aid your group as you embark on this journey?
   e. --What did you think of this activity? Did it help you get to know your peers better? What did you like the most? What would you change from the activity?

6. Facilitator guides social discussion on the topics of the workshop. Facilitator can use PowerPoint Sample Outline available in Appendix J.

7. Pair up students. Ask them to look for a job advertisement (use the classified, Internet, and other resources. Ask students to select a job opportunity and print out or clip an advertisement form a newspaper or magazine that describes a position both students would like to have. Individually, both students will write a Cover Letter and resume for that position. Prepare a list of (three to four questions) you think an interviewer would make.

8. Using the questions, students will role-play an interview in the next workshop (Workshop 4). (Orally present the interview) (Remember to switch roles so that everyone is interviewed once.) At least three (3) students that watch the interview will rate students' responses using the following checklist: (Checklist and Description also available in Appendix A)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided good examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasized specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave insight into self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of position and related it to own background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed enthusiasm and confidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Results will be collected from everybody and an average will be prepared. The facilitator will also evaluate students' performance in the role-play. Facilitator's points will count double. An average will be provided and a grade assigned for the presentation. Example of scores and how they will be used to assign a grade:

   Student 1    15
   Student 2    25
10. Portfolio Assignment will be due for Workshop 4 as well.
Workshop 4
Writing Order, Credit, and Collection Messages
Developing Memos and Memo Reports

Specific Objectives:

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

1. Describe the process of ordering merchandise and write effective order letters
2. Discuss ordering by phone, fax, and the Internet
3. Describe the different formats for replying to orders
4. Discuss the situations in which sending an order acknowledgment is required
5. Compose routine and special acknowledgements; refusing an order; request credit
6. Discuss the steps to perform a credit reference check
7. Write messages that extend or refuse credit
8. Design a collection letter series and list the techniques used
9. Identify the most common forms and purposes of internal communication
10. Organize and write memos and apply the correct approach to various memo-writing situations
11. Explain the steps in preparing a different types of memo report
12. Write an effective memo report

Internet sites:

Order, Credit, and Collection Messages

Online Electronic Malls

Best Buy
http://www.bestbuy.com/

Egghead
http://www.egghead.com/

Circuit City
http://www.outpost.com/

eCOST.com
http://www.ecost.com/

J & R Music World
http://www.jandr.com/
Universidad Metropolitana

*Retail Web sites*

The Gap  
http://www.gap.com

Nordstrom  
http://www.nordstrom.com

Levi's  
http://www.levi.com

JCPenney  
http://www.jcpenney.com

Wal-Mart  
http://www.walmart.com

Kmart  
http://www.bluelight.com/

*Additional Learning Links*

Amazon.com  
http://www.amazon.com

With only this "virtual" store front, Amazon.com describes itself as "Earth's biggest bookstore" and the "world's most visited Internet retailer." Information on their secure server software is available at their site. Alternative ways to order their products are also explained.

BBB Business Library  
http://www.newyork.bbb.org/library/publications/

The Better Business Bureau reveals scams and schemes targeting businesses and offers advice on ordering over the telephone.

Federal Trade Commission  
http://www.ftc.gov/index.html


Interactive Practice Test  
http://www.glencoe.com/qe/qe89.php?qi=2709
Universidad Metropolitana

E-Flashcards

Interactive Crossword Puzzle

Developing Memos and Memo Reports

*Communication Web sites*

Test Your Knowledge of Human Communication
http://www.cios.org/www/testme.htm

Western States Communication Association
http://www.csufresno.edu/comm/wscalink.htm

Presentations.com
http://www.presentations.com/

Public Relations Society of America
http://www.prsa.org/

Society for Technical Communication
http://www.stc.org/

The Plain English Network
http://www.plainlanguage.gov/

Toastmasters International
http://www.toastmasters.org/

*Search Engine Web sites*

Google
http://www.google.com

Ask Jeeves
http://www.askjeeves.com/

AltaVista
http://www.altavista.com/

Lycos
http://www.lycos.com/
Universidad Metropolitana

Yahoo!
http://www.yahoo.com

Additional Learning Links

Memo Writing
http://owl.english.purdue.edu/handouts/pw/p_memo.html

This Purdue University Online Writing Lab's handout discusses the purpose and parts of memos.

Memorandum Reports
http://rubicon.water.ca.gov/guidelines.fdr/memorpts.html

Guidelines for producing memorandum reports at the California Department of Water Resources are provided. Examples are available at http://rubicon.water.ca.gov/guidelines.fdr/examples.html

Memo
http://www.ecf.utoronto.ca/~writing/handbook-memo.html

University of Toronto Engineering Writing Centre presents the components of routine memos. Writing various types of memo reports is also discussed. Examples are provided.

Credit Cards
http://www.creditcardmenu.com/ccm/business_credit_cards.html
http://www.creditcardmenu.com/

Interactive Practice Test
http://www.glencoe.com/qe/qe89.php?qi=2710

E-Flashcards
http://www.glencoe.com/qe/eflashcard.php?qi=2727

Interactive Crossword Puzzle

Assignments prior to workshop 4:

1. Students turn in their portfolio assignment.
2. Think about when you have ordered merchandise on the internet or by mail. Did what you receive meet your expectations? Did the merchandise arrive on time? In what way did the words you used to place the order affect these things?
Universidad Metropolitana

3. If you were a company filling an order, how would you make sure that you understand what the customer wants? What is the best way you can respond to a customer's request? (For example, some companies provide tracking information.)

4. Imagine you are a company representative dealing with someone who has missed a payment, and someone else who is three months late on a payment. What different techniques would you use to try to get the customer to pay?

5. Think about times when you have wanted to communicate to a co-worker (or fellow student or teacher) and rather than speaking to them, you chose to use email. Why did you do this and what are the advantages and disadvantages of email versus speaking directly?

Activities

1. Students will play the roles of debtor and creditor, alternatively. These should be done in order.
   a. A customer calls the telephone company about some mysterious charges on his/her bill. The representative is well-skilled in "customer no-service".
   b. A tenant calls his/her landlord to complain about a leaky roof. The landlord tries to put the tenant off because he knows the repairs will be expensive.
   c. A manufacturer calls one of its vendors (suppliers) about a shipment of parts that are three weeks late. The vendor tries to cover up the fact that the order was lost.
   d. A customer missed a payment to the electric company and the company calls the customer to arrange terms.
   e. A customer calls the manager of a swimming pool service company because, although the service normally is very good, for the past few weeks the employee has done a poor job. The customer called the company a week ago and talked to a customer service person, but nothing changed.

   Evaluation criteria:
   Did the conversation come to some resolution?
   Were concrete action steps specified?
   What negotiation strategies employed?
   What was done to guarantee that the other party would keep their end of the bargain?
   Was goodwill maintained?

2. As part of a new "Employee of the Month" program, your company wants you to purchase plaques. After an internet search you have found a distributor that has a model that seems to fit your needs. Prepare an email that:
   a. Asks them for more details on the product.
   b. Asks them if they will give you a discount since you would be doing repeat business.

   Evaluation Criteria:
   Courteous
3. Place students in groups and have them write a sample of each of the following messages: (The facilitator may assign different messages to different groups, which would have each group write one or two of the samples messages instead of all of them)

a. Sample Message 1
   i. Directions: You received an order from Lee Hughes, 36 River Road, Clinton, MS 39056, for four (4) dozen hyacinth bulbs, four (4) dozen daffodil bulbs, and three (3) dozen tulip bulbs. You are currently out of stock of the tulip bulbs, but you should receive your next shipment within the next 5-7 days. Write a letter acknowledging the order but notifying the customer that the tulip bulbs will be delayed slightly.

b. Sample Message 2
   i. Directions: Refuse credit to Mr. Patrick Wittman (1455 Maple Drive, Sebasco Estates, ME 04565) who has applied for a credit card from Great Outdoors Company. You are turning down Mr. Wittman at this time because his employment history shows he has only been employed for the past month.

c. Sample Message 3
   i. Directions: Ms. Lisa Langdon (1142 Oxford Road, Accokeek, MD 20607) has not paid her bill for two months. You need to send her a friendly reminder that her account is overdue. The end of January is near, and she has not paid on her account since November 27.

d. Sample Message 4
   i. Directions: The local university, Wilson State University, has just contacted the human resources department at your company, Yeoman Manufacturing, to see if you would be willing to participate in their internship program for college students during the summer months. The internship program will be conducted this year with students from the College of Engineering. As a host site, you would be hiring students, and they would be working on projects that are indicative of what they might expect to do when they graduate. In other words, you are providing an on-the-job training program that allows them to apply their classroom training to the “real world.” You need to find out if any departments at Yeoman Manufacturing are interested in participating, and, if so, how many interns they are interested in hiring. The departments that will be participating in the program should submit their intern needs and a job description for the interns to you by April 16. Compose and format this information for all engineering departments.

e. Sample Message 5
Universidad Metropolitana

i. Directions: As director of human resources at Yeoman Manufacturing, you have the pleasant task of announcing to all employees that they will receive an additional vacation day to be used between July 1 and October 31. Employees must have this extra vacation day approved by their supervisors before using it. This extra day of vacation was authorized by the Board of Directors in appreciation for the hard work of all employees that led to a record-setting profit for the company.Compose this good-news announcement as a memo.

f. Sample Message 6

i. Directions: As training director you are scheduling classes to train employees on the upgraded software that is in the process of being installed. Write a memo to the first departments to go through the training, Sales and Marketing, with the schedule of classes that will be offered. Class size is limited to 8 and will be held in the Training Room on the second floor. Employees must call and reserve their place in the class. Tell how to sign up for a class. If a class fills, additional classes will be scheduled. Compose this message to send to marketing and sales employees.

g. Sample Message 7

i. Directions: Your company is in the process of installing new computers and software. You are one of the persons who is actually installing both the hardware and the software. Your supervisor has asked you to write a report updating him/her on the project. Include whatever details you think are appropriate. Write your report to Dave Schatz, Director of MIS. You will want to do some research on progress reports on equipment installation systems. Prepare your report with the following heads:

1. Scope of Project
2. Work Completed
3. Work Remaining
4. Conclusion

4. Have groups present their sample messages and share with the rest of the group. Have students discuss if the messages meet the expectations of Order, credit and collection messages and/or a memo or memo report.

5. Assign student to complete the following activities: (This is an individual assignment and it will be due in Workshop 5.)

a. Connect to the Internet and follow the steps below to find the address of the National BUSINESS Education Association from whom you wish to purchase two publications.
   i. Key in the URL: http://www.nbea.org
   ii. Scroll down the screen until you come to the topic Publications Marketplace; then click on it.
   iii. This screen gives a brief summary of each publication. An Order From link is provided separately. A How To Order link is provided
elsewhere in addition. Click on the link you’re interested in, such as Publications by Subject or Title. Click on Title to select the publications your employer wants: *Principle-Centered Leadership* and *The Whole Internet*. This will bring up a screen with information about the publications: *The Whole Internet and Principle-Centered Leadership*

iv. Write down the information on the two publications you want to order.

v. Return to NBEA’s home page by clicking on the hyperlink identified NBEA Home Page or click on the Back button on your browser until you return to the home page.

vi. Click on How to Order. Phone, fax, and mailing information for ordering are given.

vii. Write an order letter for the two books identified above.

b. Connect to the Internet and find information on credit cards that are currently available (annual interest rate, annual fee, grace days, purchase benefits, and travel benefits). Your company president has asked you to determine what credit card would be the best to adopt as a “company credit card.” From the research you gather at the Websites, write a memo report with recommendations for your president.

i. Visit a website that provides you the opportunity of comparing credit cards (i.e.,
http://www.creditcardmenu.com/com/business_credit_cards.html or http://www.creditcardmenu.com/)

ii. Based on the information you have gathered from the research, write a memo report to your employer recommending a credit card for the company.

6. Preview Workshop 5 assignments and activities.
Workshop 5
Creating Press Releases and Newsletters

Specific Objectives:

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

1. Describe and explain the guidelines for writing a press release.
3. Describe and explain the guidelines for writing a newsletter.

Internet sites:

Online Exercise Links
Business Codes of Ethics Web sites

ACM Code of Ethics and Professional Conduct
http://www.acm.org/constitution/code.html

Halliburton Company
http://www.halliburton.com/about/3_0001.jsp

Texas Instruments

Honeywell
http://www.honeywell.com/about/page1_3.html

Professional Association Code of Ethics Web sites

International Association of Business Communicators
http://www.iabc.com/members/joining/code.htm

National Association of Educational Buyers
http://www.naeb.org/code.htm

Association of Independent Information Professionals
http://www.aiip.org/AboutAIIP/aiipethics.html

National Association of Remodeling Industry
http://www.bscd.com/code.htm
Universidad Metropolitana

Additional Learning Links

Getting Free Publicity for Your Small Business
http://www.morebusiness.com/running_your_business/marketing/v1n2.brc

The suggestions from Khera Communications, Inc.’s Business Resource Center on writing a press release are directed to small business but apply to any situation where a press release is appropriate. Templates for a variety of situations are available on the site at http://www.morebusiness.com/templates_worksheets/press/

Publish
http://www.publish.com/

Publish magazine deals with the effective and creative use of electronic publishing tools. The online version of the magazine contains features and reviews relating to newsletter design and production.

Press Release Writing
http://www.prweb.com/pressreleasetips.php
http://www.ssdesign.com/librarypr/content/prtips.shtml
http://www.stetson.edu/~rhansen/prguide.html
http://www.winbmdo.com/press.HTML

Newsletter Tips
http://desktoppub.about.com/cs/newsletterdesign/
http://newsletter.lifetips.com/OurGurus.asp
http://www.topstory.ca/newsletters.html
http://www.ideabook.com/freeinfo4.htm
http://newsletter.lifetips.com/Cat.asp__Q__id__E__55868

Interactive Practice Test
http://www.glencoe.com/qe/qe89.php?qi=2711

E-Flashcards

Interactive Crossword Puzzle

Assignments prior to workshop 5:

1. Finish your written report as assigned in Workshop 3.
2. Read and review available resources on the topic of Creating Press Releases and Newsletters. (Some of the Internet Sites provide you with some sources where you can read on these topics). Try to answer the questions in the Interactive Practice Test. (See URLs above).

3. Complete the online exercises mentioned in the URLs above.

Activities

1. Students should hand in their written MEMO Report.
2. Facilitator guides discussion on the guidelines for writing a newsletter.
3. Brainstorm with students a list of business concepts (ideas for business). What would they do if they were going to open a business of their own?
4. Group student by similar services, or if they are very different select two or three business concepts and group students into different ones.
5. The students will then, in their team, produce a product or offer a service. It should be a real product or service. They can choose a product that already exists or something new.
6. Ask students to write a press release introducing their company/product to the public.
7. The press release should meet these criteria: (This is considered to be the final test)
   a. Clearly stated purpose
   b. Target media identified
   c. Interest angle present
   d. Avoids highly technical detail
   e. Conforms to press release format
8. Students should hand in their press release.
9. Course Evaluation shall be administered and collected.
## Appendixes

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Evaluation Criteria</td>
<td>43</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Icebreaker</td>
<td>105</td>
</tr>
<tr>
<td>Appendix C</td>
<td>PowerPoint Goodwill Messages</td>
<td>106</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Exercises Workshop One (1)</td>
<td>111</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Goodwill Letter Checklist</td>
<td>113</td>
</tr>
<tr>
<td>Appendix F</td>
<td>PowerPoint Handling Routine Correspondence</td>
<td>114</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Debate Sample Questions</td>
<td>116</td>
</tr>
<tr>
<td>Appendix H</td>
<td>PowerPoint Workshop Two (2)</td>
<td>118</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Self Appraisal</td>
<td>125</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>J</td>
<td>PowerPoint Workshop Three (3)</td>
<td>129</td>
</tr>
<tr>
<td>K</td>
<td>Sample Chronological Resume</td>
<td>157</td>
</tr>
<tr>
<td>L</td>
<td>Sample Functional Resume</td>
<td>159</td>
</tr>
<tr>
<td>M</td>
<td>Sample Combination Resume</td>
<td>160</td>
</tr>
<tr>
<td>N</td>
<td>Parallel Structure</td>
<td>161</td>
</tr>
<tr>
<td>O</td>
<td>Self-Evaluation Interview Checklist</td>
<td>164</td>
</tr>
</tbody>
</table>
Appendix A
Evaluation Criteria

Evaluation Criteria for Assignment from Workshop One (DUE in Workshop TWO)

For this assignment, the facilitator has divided students into groups of no more than six. The students work in their group and create a company, company name, and design a business letterhead. They must use the letterhead in order to write Routine Correspondences or Communications. In other words, they must create and present one of each of the following: Information letter, Acknowledgement, Referral letter, Transmittal letter, Follow-up correspondence, and Internal communication. This will be handed in during Workshop Two. Each group will hand in ONLY one binder with all the letters. Each member should write a reflection of the process used to complete this task; if they found it useful; and how they could do better next time. This reflection is individual, but should be handed in the same binder with the rest of the assignment. All letters and reflection MUST be typewritten or Word processed. Possible Score: 50 points. Your score will be divided between 50 to base your grade on 100%.

<table>
<thead>
<tr>
<th>Rubric To Evaluate Your Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>1. Do your communications look attractive?</td>
</tr>
<tr>
<td>2. Are your communications accurate with respect to language, grammar, punctuation, spelling, and keyboarding?</td>
</tr>
<tr>
<td>3. Did you use the correct approach? (Direct approach for positive communications; indirect approach for negative communications)</td>
</tr>
<tr>
<td>4. Are your communications concise while including enough information to make further communication?</td>
</tr>
<tr>
<td>5. Will the reader know exactly what to do and when to do it, without further communication?</td>
</tr>
<tr>
<td>6. Is the tone positive? Will the communications build goodwill?</td>
</tr>
<tr>
<td>7. Have you used the “you attitude” by showing genuine concern for your reader rather than for yourself or your organization?</td>
</tr>
<tr>
<td>8. Do the messages present a favorable image of you, your employer, and your organization?</td>
</tr>
<tr>
<td>9. Are all reflections included? Is the assignment complete in all its parts (Company name, letterhead, all the letters required, and reflection)?</td>
</tr>
<tr>
<td>10. Was each reflection well thought and free of errors?</td>
</tr>
</tbody>
</table>

Comments (Use back of page)
TOTAL _______ (50 points) (Student’s Score/50 = ____%)
Appendix A (cont.)

Evaluation Criteria

Evaluation Criteria for Assignment from Workshop Two (DUE in Workshop Three)

Assignment Description:

*Divide students into groups of no more than five. Students need to write a letter for each of the five situations given. (See Activity #4 in Workshop Two).*

Evaluation Criteria:
Possible Score: 40 points. Your score will be divided between 40 to base your grade on 100%.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the letters addressed to the person or department that made the error?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do the letters ask for a specific adjustment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do the letters assume that the mistake was unintentional?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the facts presented objectively?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the letters explain the problem in a clear, concise manner?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the letters give identifying information?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are the letters courteous?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Was the appropriate approach used for each letter?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL _______ (40 points) (Student’s Score/40 = ____%)**

Comments:
Appendix A (Cont.)
The Job Interview Role-Play

Pair up students. Ask them to look for a job advertisement (use the classifieds, Internet, and other resources. Ask students to select a job opportunity and print out or clip an advertisement from a newspaper or magazine that describes a position both students would like to have. Individually, both students will write a Cover Letter and resume for that position. Prepare a list of (three to four questions) you think an interviewer would make.

Using the questions, students will role-play an interview in the next workshop (Workshop 4). (Orally present the interview) (Remember to switch roles so that everyone is interviewed once.) At least two (2) students that watch the interview will rate students' responses using the following checklist: (Checklist and Description also available in Appendix A)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided good examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Emphasized specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gave insight into self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated understanding of position and related it to own background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Showed enthusiasm and confidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results will be collected from everybody and an average will be prepared. The facilitator will also evaluate students' performance in the role-play. Facilitator's points will count double. An average will be provided and a grade assigned for the presentation. Example of scores and how they will be used to assign a grade:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>20</td>
</tr>
<tr>
<td>Student 2</td>
<td>25</td>
</tr>
<tr>
<td>Facilitator</td>
<td>20 * 2 = 40</td>
</tr>
<tr>
<td>Total</td>
<td>85%</td>
</tr>
</tbody>
</table>
### Appendix A (cont.)

**Student 1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided good examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Emphasized specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gave insight into self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated understanding of position and related it to own background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Showed enthusiasm and confidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student 2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided good examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Emphasized specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gave insight into self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated understanding of position and related it to own background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Showed enthusiasm and confidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Facilitator**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes (5 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided good examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Emphasized specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gave insight into self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated understanding of position and related it to own background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Showed enthusiasm and confidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A (cont.)
Portfolio Description and Evaluation Criteria

Portfolio Details – This is an adaptation of Australia’s Career Online Index available at http://www.careersonline.com.au/disc/index.html

This assignment calls for you to create a portfolio. More than just an assignment, I hope it becomes a voyage of professional self-discovery. The portfolio will help you to look at yourself and get to know yourself better as you plan your career goals and identify strengths and weaknesses.

It is a lengthy assignment, so please do not leave it for the last minute. The portfolio is due Week 4 of the course. It will be returned to you during Week 5. The facilitator will not keep the portfolio.

You must comply with the following tasks. As you complete each one, place them in your portfolio. Each task will actually ask you for a reflection. In order to complete the reflections, you must sometimes complete some exercises. HINT: The best way for you to complete this task, is make a copy and write your answers under each question. Enough space has been provided, or you may use the back of the page.

Task 1
Take several pieces of paper and write your name at the top left hand side of each page or use the little squares, treating them as your pieces of paper and completing the exercise here.

On each page write one of the names from the list below at the top of each page. You should now write down on each page, what you think each of these people think ABOUT YOU.

Mother, father, brothers, sisters, girl/boy friend, teacher/boss, a close friend, an enemy, your doctor, sporting coach or captain, a stranger you met at a party, your 6th class teacher, you in a good mood, you in a bad mood, your spouse (husband or wife) in 10 years time, your workmates in 10 years time.
Appendix A (cont.)

Task 2
Could any of your past experiences be useful to you when thinking about your career, or when drawing up your resume?

How could they be useful?

List any significant past experiences you have had that may be useful.

Some of the past experiences which you might be thinking about could include the things listed below. Make a mark on any which relate to you. On paper, write down any further details if you think it necessary.

Travel overseas   Travel around the United States
Competitions entered and/or won   Civil Defense or services offered
Schools attended   Family Problems
Places lived in   Involvement in community service work
Volunteer work   Growing up as part of a migrant group.
Religious involvement   Police records
Casual jobs

Which of these would a potential employer find of value in thinking about your suitability for a position?

Are there any other past experiences you have had which could help you when looking for jobs? If so, write them down.
Appendix A (cont.)
Task 3
Can you work out why the following advertisements (based on physical ability) are unrealistic?

Give some reasons why advertisements like these would not be used by employers.

**WANTED**: Young female, age 15-17 1/2, needed to assist in store. Must be built like a truck to handle very large packages. Good vision not essential, but someone with good hearing preferred (you can hear fork-lift trucks before you see them). Applicant should have no history of colds, flu, broken limbs or 'Mondayitis'. Apply, with medical history to.....

**YOUNG PERSON**: Upper age limit - 20 years, to assist plumber. Must be under 55kg and less than 150cm tall, with excellent night vision & hearing. Must also be good at working in confined spaces, and obeying instructions yelled at him/her. Must also be a Transylvanian immigrant as boss speaks no English. Apply in person to...
Universidad Metropolitana

Appendix A (cont.)
What about you?
Mark with an X where your physical features rate between each of the extremes listed (P.S.-try to be honest!).

| Feature                | Rating | Rating | Rating | Rating | Feature
|------------------------|--------|--------|--------|--------|---------
| Well groomed           |        |        |        |        | Messy   |
| Tall                   |        |        |        |        | Short   |
| Fat                    |        |        |        |        | Thin    |
| Attractive             |        |        |        |        | Ugly    |
| Strong back            |        |        |        |        | Weak back|
| Healthy                |        |        |        |        | Unhealthy|
| Good stamina           |        |        |        |        | Lacking stamina|
| Excellent vision       |        |        |        |        | Blind as a bat|
| Good color vision      |        |        |        |        | Color blind|
| Fit                    |        |        |        |        | Unfit    |
| Weak                   |        |        |        |        | Strong   |
| Needs little sleep     |        |        |        |        | Needs lot of sleep|
| Deaf                   |        |        |        |        | Great hearing|
| Good ear pitch         |        |        |        |        | Tone deaf|
| Inexhaustible          |        |        |        |        | Easily exhausted|
| Well coordinated       |        |        |        |        | Badly coordinated|
| Left handed            |        |        |        |        | Right handed|
| Allergic to many things|        |        |        |        | No allergies|
| Heat resistant         |        |        |        |        | Wilts with the heat|
| High blood pressure    |        |        |        |        | Low blood pressure|
| Strong stomach         |        |        |        |        | Weak stomach|
| Clear speech           |        |        |        |        | Unclear speech|
| Good sense of smell    |        |        |        |        | No sense of smell|
| Good sense of taste    |        |        |        |        | Poor sense of taste|
| Affected by air conditioning |    |        |        |        | Unaffected by air-conditioning|

Are there any other special physical features about you which haven't been included in this list?

Can you name some different jobs which you would need (or not need) each of these physical features for.
Appendix A (cont.)

What special physical features might be necessary to perform the following jobs?

Chef, newspaper reporter, fire fighter, printer, truck driver, gardener, punk singer, butcher, foundry worker, pilot, parent with young children, letter box distributor, model, electrician, police officer, musician, actor/actress, plumber, artist, air traffic controller, miner, teacher, jockey, piano tuner, sign writer, T.V. announcer, hairdresser, jeweler, gym instructor, beautician, nurse, herbalist, doctor, public servant, bar attendant, locksmith, ticket collector, bus driver, bricklayer, receptionist.

Write down the details of your particular physical features-such as:

- height
- weight
- build
- sex
- race
- age
- eye color
- hair color
- voice clarity
- sight
- color vision
- hearing
- general health
- disabilities
- distinguishing marks or scars
- others

Which of these physical features listed might be of importance to ALL employers? Why?

What type of jobs would YOU be physically unsuitable for? Why?

Appendix A (cont.)

Task 4
Before you start, if you want a quick diversion, then try this off-site link to The Personality Index (http://careersonline.testingroom.com/b2c_wpi.jsp) to see what
type of personality you have...

Many personality characteristics are listed below.

Each one ranges from one extreme to the other.

For each one of these, your first task is to mark with an 'X' the spot where you think your personality lies.

introverted .......................................extroverted
charming .................................................rude
polite............................................ill-mannered
sociable .............................................solitary
shy .................................................confident
cold .....................................................warm
serious ..............................................flippant
emotional .........................................unemotional
friendly ................................................aloof
determined .....................................easily discouraged
ambitious .........................................not ambitious
steady .............................................changeable
diplomatic ........................................blunt
disciplined ......................................undisciplined
dominant..........................................submissive
Appendix A (cont.)
NOW, for each one, GO BACK AND MARK (with a checkmark) WHERE YOU WOULD LIKE TO BE.

Is there much difference between what you ARE and what you WANT to be like?

For those characteristics where there is a significant difference, do you want to change? Can you?

Do you think that you might be able to vary your personality to suit certain situations?

In what situations is this most likely to be useful to you?

Have you learnt anything about yourself from this exercise which will help you in some way with your career decision? What?

From what you know of the following jobs, indicate according to the scale whether you think that they would suit your PERSONALITY:
Appendix A (cont.)

<table>
<thead>
<tr>
<th>Job</th>
<th>definitely</th>
<th>yes</th>
<th>maybe</th>
<th>no</th>
<th>definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard-sell salesperson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer operator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truck driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stunt man/woman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bar attendant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disc jockey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actor/Actress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politician</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can you name the particular personality characteristics which might be important in each of these jobs?

Can you think of other examples of jobs where you need to have certain personality characteristics in order to do the job properly? For what reasons do you need those characteristics?
Appendix A (cont.)
Task 5

Attitudes

A common reason given to dismiss people is that they "don't have the right attitude."

What does this mean? What would be looked at by the boss in determining a person's attitude?

What attitudes do you have which could have an effect on the type of job you should do?

CIRCLE those words that apply to you now.
UNDERLINE those words that you would like to apply to you.

My attitude to WORK usually is:
slack, dedicated, disorganized, efficient, keen, effective, ambitious, industrious, innovative, hard working, hyperactive, persistent, uncaring, sincere, academic, practical, responsible, lazy, businesslike, flippant, mature, bored, organized, positive, punctual, reliable, immature, adaptable, and negative.

My attitude to my FRIENDS/WORKMATES usually is:
cooperative, cheesed off, aloof, independent, superior, inferior, equal, competitive, thoughtful, sympathetic, inspiring, caring, racist, bored, irritable, protective, helpful, shy, quarrelsome, tolerant, friendly, trusting, polite, moody, pushy, aggressive, supportive, and sexist.
Appendix A (cont.)

My attitude to AUTHORITY usually is:

dependable, rebellious, angry, subservient, scared, eager to please, stubborn, loyal, crawler, cautious, suspicious, happy, argumentative, sneaky, open, assertive, passive, aggressive, tolerant, proud, and cynical.

What do your answers to these exercises indicate to you, about you?

Do you think that the type of job you were doing would affect your attitude to it? Why?

What possible effect would these other things have on your attitudes to your job:

- length of time at job
- workmates
- pay
- your love life
- your financial and or family commitments
- your health

Are different attitudes needed for different jobs? If so, can you name some examples.
Appendix A (cont.)

Task 6

Abilities

Obviously, if you can't DO the tasks involved in a job, you should not be doing it (and you probably would not have got the job in the first place).

However, can you think of other reasons why it would be helpful to think about your abilities when choosing a career?

& Interests

Like abilities, interests can also play a big part in helping you to choose, and to be a success in your career. Can you think of any reasons why this is so?

Can you work out what your special abilities are?

Think of all the sorts of tasks you might do in a week
- think very carefully about what each task involves
- and write down exactly what it is you are able to do well.

You need to know:

- what your special abilities are
- what abilities are required to do the jobs you have in mind, and
- whether you have, or can develop, these required abilities.

You can probably easily say what things you are NOT interested in doing, but you may not find it so easy to list the things you really like doing.
Appendix A (cont.)

Follow yourself through a normal day from when you first get up, and list all the things you do under these headings:

Things I Really Enjoy Doing

Things I Find O.K.

Things I Dislike Doing

Do you know WHY you like/dislike doing certain things? Write down your reasons.

Do the things you like/dislike doing suggest to you any jobs which you could do, or maybe should not do? What?

Completing these sentences should help your brain to get ticking over:

I'm praised for ............................................

When I'm at home, I really enjoy ........................

I'm interested in collecting ..............................

My favorite hobby is ....................................

I'd like to write a book about .........................

The thing I like most about weekends is ...............
Universidad Metropolitana

My best Mastermind topic would be .........................

With my hands I'm good at .................................

I help at home by ...........................................

At school I was at my best in .............................

I'm good at organizing ......................................

School is ....................................................

I can best express the way I feel by ......................

When dealing with people, I'm ...........................

The best way of filling in my spare time is by ...........

I like reading about ........................................

I think I'm really terrific at ..............................

The subject I would most like to teach is ..............

At sport, I'm ..............................................

The most enjoyable thing I have ever done was when ........

**ABILITIES RATINGS**

Try to develop an image of your skills and talents (and your weaknesses) by rating your abilities in each category. After you have done this, ask a friend to rate how they see you, and compare results.

**Use this scale:**

1. Hopeless
2. Could be Better
3. Not so Terrific
4. O.K.
5. Quite Competent
6. Happy about
7. Very proud of

Appendix A (cont.)
<table>
<thead>
<tr>
<th></th>
<th>Hopeless</th>
<th>Could be Better</th>
<th>Not so Terrific</th>
<th>O.K.</th>
<th>Quite Competent</th>
<th>Happy about</th>
<th>Very proud of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing paperwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using my hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic talents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My looks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-ordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A (cont.)

INTERESTS RATINGS
Try to develop an image of what you like and dislike doing by rating your interest in certain things.

Use this scale:

1. Boring
2. A bit dull
3. O.K.
4. Great Fun
5. Terrific

<table>
<thead>
<tr>
<th>Solving problems</th>
<th>Boring</th>
<th>A bit dull</th>
<th>O.K.</th>
<th>Great Fun</th>
<th>Terrific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing things with my hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing things properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixing with people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My looks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping fit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A (cont.)
Task 7

ABILITIES Worksheet

For each task listed below, put a CHECKMARK if you think that you are able to do it WELL.

If you aren't sure, or know you can't do it at all, then leave it blank.

Note: No-one is perfect, so don't go fooling yourself by putting checkmarks next to almost everything.

GROUP ONE

- fit in with others
- talk to others
- work with people
- meet people
- help people
- be polite to others
- cooperate with others

GROUP TWO

- add, subtract, etc.
- remember figures/formulae
- concentrate on your work
- use statistical tables
- solve puzzles
- use a calculator
- solve math problems

GROUP THREE

- talk well
- accept responsibility
- organize people
- keep people happy
- understand people's feelings
- be patient with people
- listen to people

GROUP FOUR

- use a library
- do crosswords
- read books, papers, etc.
- speak well
- remember names/facts/etc.
- understand what you read
- write original stories/essays
Appendix A (cont.)

GROUP FIVE

- write letters
- check lists
- open and sort mail
- use machines such as calculators, typewriters, etc.
- sort parcels/letters
- file letters/bills/receipts/etc.
- remember/take messages

GROUP SIX

- design things
- use simple tools
- use simple machines
- concentrate on your work
- understand plans/patterns
- make/mend/repair things
- work with wood OR cloth OR metal OR leather, etc.

GROUP SEVEN

- use your imagination
- understand people’s ideas
- sketch plans/designs
- come up with new ideas
- make nice things
- react to people’s moods
- notice things others might miss

GROUP EIGHT

- stand for long periods
- work energetically
- see things far from you
- do things by yourself
- carry loads
- walk long distances
- work outside in all weathers

GROUP NINE

- work as part of a team
- stand the sight of blood
- do what is expected of you
- keep private matters secret
- work under pressure
- cope with other people’s pain or distress
- help sick/old people

GROUP TEN

- think for yourself
- learn new things
- find out how things work
- do things carefully
- find information in a library
- concentrate on your work
- consider unusual answers to problems

COUNT UP THE NUMBER OF CHECKMARKS you have for each group, and then record them below:
Universidad Metropolitana

Group One .... Group Two ...... Group Three .... Group Four .... Group Five ....
Group Six .... Group Seven .... Group Eight ..... Group Nine .... Group Ten ....
You’ll come back to this later on…
Universidad Metropolitana

Appendix A (cont.)

INTERESTS Worksheet
This time... you should put a CHECKMARK next to each task if you **REALLY LIKE DOING IT**.

If you are unsure, or if you know you don't like doing that task, then leave it blank.

You will notice that some of the statements are similar to those in the Abilities Worksheet... but this time you are saying whether you **LIKE DOING THEM!**

<table>
<thead>
<tr>
<th>GROUP ONE</th>
<th>GROUP TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>- working with people</td>
<td>- numbers</td>
</tr>
<tr>
<td>- being with people</td>
<td>- graphs</td>
</tr>
<tr>
<td>- meeting people</td>
<td>- calculating machines</td>
</tr>
<tr>
<td>- talking to people</td>
<td>- solving math problems</td>
</tr>
<tr>
<td>- learning about people</td>
<td>- budgeting</td>
</tr>
<tr>
<td>- being friendly</td>
<td>- making decisions</td>
</tr>
<tr>
<td>- cooperating with others</td>
<td>- keeping things in order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP THREE</th>
<th>GROUP FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>- listening to people</td>
<td>- writing stories</td>
</tr>
<tr>
<td>- doing things for people</td>
<td>- spelling</td>
</tr>
<tr>
<td>- talking things over</td>
<td>- reading papers</td>
</tr>
<tr>
<td>- understanding people</td>
<td>- reading magazines</td>
</tr>
<tr>
<td>- keeping people happy</td>
<td>- reading books</td>
</tr>
<tr>
<td>- being interested in others</td>
<td>- using libraries</td>
</tr>
<tr>
<td>- helping people in trouble</td>
<td>- writing about books, plays or events</td>
</tr>
</tbody>
</table>
Appendix A (cont.)

GROUP FIVE
- writing letters
- remembering things
- sorting things
- checking lists
- filing paperwork
- using typewriters
- housework

GROUP SIX
- designing things
- making things
- using simple tools
- using simple machines
- using your hands
- mending/repairing things
- working with wood OR cloth OR metal OR leather, etc.

GROUP SEVEN
- painting
- drawing
- sketching plans/designs
- making things
- designing things
- making up stories/acting
- using your imagination

GROUP EIGHT
- walking
- exercising
- picnics, B.B.Q.'s
- working outdoors
- being with plants/animals
- outdoor sports/events

GROUP NINE
- help sick people
- try to cure illness
- help old people
- learn first aid
- prevent/treat disease
- know how the body works
- help people recover from sickness, etc.

GROUP TEN
- study plant life
- learn new things
- chemistry experiments
- study stars and planets
- see how things work
- study tissues/liquids
- collect and study rocks

COUNT UP THE NUMBER OF CHECKMARKS you have for each group, and then record them below:
Appendix A (cont.)

Group One .... Group Two .... Group Three .... Group Four.... Group Five....
Group Six .... Group Seven .... Group Eight.... Group Nine.... Group Ten ....
Appendix A (cont.)
Abilities & Interests
Summary of Results
Look back at the results you wrote down for both the ABILITIES WORKSHEET and the INTERESTS WORKSHEET.

It should be pretty obvious that the job/s you might be suited for will have to suit your abilities and satisfy your interests.

This exercise is intended to help you put these two together and suggest some jobs which may suit both your abilities and your interests.

Transfer the results from the ABILITIES WORKSHEET to this column
Transfer the results from the INTERESTS WORKSHEET to this column

Group 1  # checkmarks =  
Group 2  # checkmarks =  
Group 3  # checkmarks =  
Group 4  # checkmarks =  
Group 5  # checkmarks =  
Group 6  # checkmarks =  
Group 7  # checkmarks =  
Group 8  # checkmarks =  
Appendix A (cont.)

Group 9  # checkmarks = # checkmarks =

Group 10 # checkmarks = # checkmarks =

What groups can you say you are **BEST AT** - those with more than 5 checkmarks in the ABILITIES column?

What groups can you say you are **MOST INTERESTED IN** - those with more than 5 checkmarks in the INTERESTS column?

1. In which groups do you have:
   - **SEVEN** checkmarks in both ABILITY and INTEREST?
   - SIX or SEVEN checkmarks in either ABILITY or INTEREST?
   - NONE, ONE or TWO checkmarks in either ABILITY or INTEREST?

2. You are looking for those groups which you said that you were able to do AND which you are interested in doing - i.e. the groups with the MOST checkmarks. Can you think of some jobs which might involve doing and enjoying the tasks listed under those groups?
Appendix A (cont.)

3. You should forget about any jobs which would involve doing the tasks under those groups you had the LEAST number of checkmarks for. Can you name some jobs that wouldn’t suit you?

4. If you have THREE or FOUR checkmarks for any groups, you MIGHT be able to develop your abilities and/or your interests far enough to consider doing some jobs that might fit these groups.

Do you think it is possible/necessary for you to try to develop further abilities and/or interests? Can you name some jobs which might suit these groups?

- Group 1 - Influencing & Personal Contact (I)
- Group 2 - Figures & Computational (F)
- Group 3 - Helping & Community Service (H)
- Group 4 - Literary (L)
- Group 5 - Clerical & Administrative (C)
- Group 6 - Practical & Manual (P)
- Group 6 - Technical & Engineering (T)
- Group 7 - Artistic & Creative (A)
- Group 8 - Outdoor (O)
- Group 9 - Medical (M)
- Group 10 - Scientific (S)

Once you have identified visit the following website and do a search on your type of job. http://jobguide.thegoodguides.com.au/text/searchList.cfm?searchType=tow

AGAIN, you should now ask yourself: Do I have any ABILITY to do such things well?

If you find that you have BOTH an INTEREST and an ABILITY in any of these things, then that will suggest a group of jobs that you should consider looking more closely at.
Because you **LIKE doing** those type of tasks, and because you have an **ABILITY to do them well**, you would probably be very successful in those type of jobs.

What do you think? How do you feel about the results? Are they similar to what you thought? Have you learned something new? Are there new interests developing in your professional life? Was the exercise accurate?

**Task 8**

**Values**

Values are the things that we believe in and which we think are important. Each person has a value system which has been influenced by their background and their philosophy of life.

Some jobs provide a scope for expressing what we believe, while other occupations go against certain values. You could find that a job which supports your value system will interest and motivate you far more than a job which goes against your values.

Because there is a strong relationship between jobs and lifestyle, the things which you value in your lifestyle - income, location, free time, etc. - can also play an important part in your career choice.

**WHAT ARE YOUR VALUES?**

Write your answers to these incomplete sentences:

The things I want most to achieve before I die are ..............................................

The things I want to achieve this year are ......................................................

If I had a million dollars, I'd ..........................................................

The things about myself that I value most are ...........................................

My greatest achievement so far is ...........................................................

The possession I value most is .............................................................

I wish .................................................................................................
Think about what rewards or satisfactions the following people might get from their work. Write a short reflection to the questions below: (You can write it in the back of this page.)

- What type of values do they appeal to?
- What type of person might do this type of job?

- Child care worker
- Journalist
- Army officer
- Social worker
- Security guard
- Telephonist
- Waiter/waitress
- Hairdresser
- Nurse
- Computer Operator
- Fruit picker
- Receptionist
- Traveling Sales Rep.
- Office worker
- Window cleaner
- Architect
- Tire fitter
- Pilot
- Model
- Cook
- Musician
- Health inspector
- Jockey
- Librarian
- Cleaner
- Carpenter
- Factory Hand
- Sales assistant
- Accountant
- Cashier
- Toll collector
- Teacher
- Doctor
- Veterinary assistant
- Florist
- Pathologist
- Bus driver
- Author
- Typist
### Appendix A (cont.)

**WHAT ARE VALUES?**

Using the values listed below; indicate how important each of them is to you using the scale:

<table>
<thead>
<tr>
<th>Value</th>
<th>Very Important</th>
<th>Important</th>
<th>Neutral</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice (fairness, honesty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence (ability to understand)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship (trust, companionship)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excitement (adventure, travel, interest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Recognition (respect, admiration, fame, status)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wealth (material comfort and security)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement (contribution to society)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eternal Life (Heaven, life after death)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace (freedom from war and personal conflict)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasure (enjoyment, comfort)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beauty (appreciation of nice things)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security (personal and national protection)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix A (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Neutral</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality (opportunity for everyone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love (closeness, intimacy, self-giving)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family (security, care, closeness)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace of Mind (freedom from inner conflict)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Determination (power to control own life)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness (satisfaction, joy, contentment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Respect (pride, confidence in yourself)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority (total order, confidence in leadership)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment (appreciation of nature)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom (power to do what you want to do)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and growing as a person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service (giving/doing to others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popularity (being liked, respected)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## QUESTIONS:

1. Of those values which you said were very important to you, which TEN are most important? Rank them in order of importance from 1 to 10.
Appendix A (cont.)

2. Look at the values you said were very unimportant to you. Rank the TEN which are of least importance to you.

3. Do you think that there are some jobs you just couldn't do because of what you believe? Try to name at least five jobs which would fit this description.

4. How important do you think it is to do a job which satisfies your values? Is it equally important to make sure that the job you are doing doesn't only just satisfy your "least important" values?
Appendix A (cont.)
Task 9

Values and the Workplace

Are there some things or jobs you would prefer **NOT to do** because of what you believe?

Are there some you would **REFUSE** to do even if they were the only available option?

**Look at this list of jobs.** Would you rate them as:

- supporting your beliefs
- O. K.
- a little against your beliefs, or
- a lot against your beliefs?

If there are any jobs **that you would not** do under any circumstances, then make sure you cross them off the list.

- street sweeper
- kangaroo shooter
- soldier
- uranium miner
- gun shop owner
- life insurance salesperson
- burglar
- beauty contest organizer
- casino operator
- worker at Aboriginal Legal Aid
- selling unsafe children's toys
- stripper
- unpaid full-time community worker
- teacher of sex education to 12 year olds
- encyclopedia salesperson
- full-time home duties
- fur-stole making
- producer of pornographic literature
- promoter of tranquillizers for a drug company
- domestic servant
- developer of parkland for
- promoting a cigarette company
- an abortionist
- giving credit to people who can't afford to repay it
- involved with the in-vitro fertilization program
- a beach bum
- spy for an enemy country
- a prostitute
- bar attendant
- scientist in Antarctica for long periods of time
- a politician
- mechanic for a firm which does shoddy work
- public executioner or hangman
- working in an overseas aid agency
- working at the stock exchange
- a police officer
- a job in another country
- giving out social security
 commercial profit
• heroin dealer
• selling faulty second hand cars
• bookmaker at the races
• process worker
• a priest, minister or nun
• worker for a homosexual rights group
• barrister defending people who are guilty
• a beggar
• telephone tapper for CIA
• designing machinery to put people out of work
• working with severely handicapped people
• chocolate shop owner
• abattoir worker
• scientific experiments with live animals
• parole officer
• a real estate agent

handouts
• owning a pinball & video machines shop
• private detective
• a whaler
• running a bottle shop
• counseling child abusers
• collecting people's garbage
• doctor
• doing plastic surgery
• a landlord
• acting in a corny soap opera
• a union shop steward
• advertising agent
• running a junk food shop
• working in the tax department
• a police informer
• teaching in an alternative Christian school
• parking police
• professional demonstrator and political activist
• developing tax evasion schemes
• demolition of beautiful historic houses

Use the exercise in Task 8 to help you answer these questions.

Which values do each of these jobs go against?

What values and advantages does each job offer?

For each job which you said you wouldn't do under any circumstances, state your reasons for feeling this way.
Appendix A (cont.)

Do you agree with the notion that "every person has their price" and could be persuaded to do a job they wouldn't normally do?

Which five jobs go against your value system most? Why?

When you were deciding which of these jobs were O.K., did you consider how high or how low in status you'd be doing that job?

Did you consider the "legality" of a job when deciding whether a job was O.K.? Does it make any difference to you whether the job is legal or illegal?

Does it matter if you do a job that is strongly against your value system? Why?
Appendix A (cont.)

Task 10

Why do people work?
Try to imagine how you would fill in 24 hours a day, every day, if you didn't have to work. There you go - off to the beach in summer, the movies in winter, watch T.V. on rainy days, go skating or horse riding, read a lot of books or magazines, sleep . . .

But would you?

Where would the money come from to pay your bus fares, to get into the movies, to buy your T.V. or to pay for the electricity, or buy your skates and books?

Let's say that money grew on trees, and that no-one had to worry about that "small" problem. Now you can do all those things... right?

Probably not, because if no-one had to worry about earning money, then who would bother driving your bus to the beach - for that matter, who would bother building your bus, or making your movies, skates, books, etc.? Why would they have to?

What you'd probably end up doing would be spending most of your time out in the fields growing your own food, or looking after your cows for milk and meat, your sheep for clothing, growing bamboo for the walls of your humpy.

Why would you need to do this? Because no-one else would need to do it to earn money, because money grew on trees - right?

Obviously, money in that sort of society doesn't really exist, and is of no value to the people...

So, in our society, is MONEY is the NUMBER ONE reason for working ! ! ! ???

A lot of people might agree with this statement, but is money the main reason why so many people spend so much of their time working?

Surely work gives us other things as well as money?

Go back to your farm for a second . . . and think of all the things you would have to do for yourself. What would happen if, for example, you weren't able to repair your hand-plough if it broke down?

Now, some other farmer probably discovered that they were particularly good a repairing broken down ploughs, and when everyone found this out, they all asked
this farmer to repair theirs. Soon a thriving business had been set up—ploughs repaired in exchange for corn, or milk or rugs or any other thing the repairer needed.

Pretty soon, other people began specializing in all sorts of things, and they didn’t have to worry about doing everything for themselves, as they were able to trade their special skills for the things they wanted.

So, the main reason why “work” exists today is since we cannot possibly do everything for ourselves, we get other people to do things for us, and pay them for their work. In order to do that, we must also do things for other people so that we can earn money.

Think of everything you do— all of it costs money. Electricity isn’t free, nor is water, food, housing, clothing, etc. So, we appear to be back at the point again where money is still the MAIN REASON for working, but now probably not in the original way you were thinking.

However, in the process of reaching this conclusion, we have uncovered another couple of reasons why people work—

- because you are good at doing something special
- other people need your skills, and you need theirs
- to satisfy our needs for shelter and food
- to provide “luxuries” to make our lifestyle more enjoyable.

You can get a lot out of working - it doesn't just have to be something "you gotta do!".

In fact, although money might appear to be the main reason for working, it isn't always the main "thing" people get from their job.

In fact, many people stay in low paid jobs because they get a lot of personal satisfaction from other aspects of that job.

**Rewards from Work**
Look at this list of "rewards" that people might get from work, and see whether you think that money is still number one:
Appendix A (cont.)

WORK:

- lets me use my special abilities, skills and knowledge
- makes me feel that I'm doing something useful
- keeps me busy and helps fill in time
- lets me be creative
- involves doing a variety of tasks
- allows me to meet a lot of people
- lets me experience new things and learn more
- lets me see something for my efforts
- allows me to be responsible
- gives me power/influence over others
- provides opportunities to make friends
- lets me help people
- provides money
- allows me to be with others
- provides physical activity for me
- allows me to contribute to the community
- lets me control my own time
- allows me to satisfy my other needs
- offers me chances for improvement and/or promotion
- allows me to be known and liked by many people

Are there any other rewards that work might offer?

If you can think of any add them to the list and then pick out and number in ORDER of IMPORTANCE, your TOP FIVE reasons why you would like to work.

Keep these reasons in mind when looking at job/s you'd like to do - will those jobs provide you with those rewards?
Appendix A (cont.)
For each statement listed above, can you name at least one job which would offer that as its main reward?

WHAT SATISFACTIONS DO I WANT FROM WORK?
This worksheet lists groups of certain features of jobs which are often important to people because they give them satisfaction.

Think about each statement carefully.

Using the scale below, write down the number which describes how accurately you think or feel.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not me at all</td>
<td>Sometimes I think this</td>
<td>DEFINITELY me!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you have finished each group, add up your score for that group and write it in the 'Total' space at the bottom.

GROUP ONE
My job must:

- provide opportunities to sort out problems
- allow me to do something useful
- let me see something for my efforts
- be able to be done efficiently
- have good working conditions
- let me use my hands
- perform a useful function in the community
**Universidad Metropolitana**

<table>
<thead>
<tr>
<th>GROUP ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide honest information or service</td>
</tr>
<tr>
<td>provide time to enjoy other aspects of life</td>
</tr>
<tr>
<td>allow me to work with things/objects rather than with books/ideas</td>
</tr>
</tbody>
</table>

**TOTAL SCORE GROUP ONE  = ........**

**GROUP TWO**

**My job must:**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow me to carry out decisions I make</td>
</tr>
<tr>
<td>let me try out new ideas</td>
</tr>
<tr>
<td>allow me to express an opinion</td>
</tr>
<tr>
<td>allow me to enjoy freedom from close supervision</td>
</tr>
<tr>
<td>let me organize work for others to do</td>
</tr>
<tr>
<td>have opportunities for promotion to senior levels</td>
</tr>
<tr>
<td>let me make decisions for myself</td>
</tr>
<tr>
<td>allow me to mostly be my own boss</td>
</tr>
<tr>
<td>allow me to tell others what to do</td>
</tr>
<tr>
<td>allow me to influence others</td>
</tr>
</tbody>
</table>

**TOTAL SCORE GROUP TWO  = ........**
Appendix A (cont.)
GROUP THREE
My job must:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>give me a feeling of achievement</td>
<td></td>
</tr>
<tr>
<td>let me meet people</td>
<td></td>
</tr>
<tr>
<td>let me teach others what I know</td>
<td></td>
</tr>
<tr>
<td>be one where I'm really needed</td>
<td></td>
</tr>
<tr>
<td>make me feel appreciated</td>
<td></td>
</tr>
<tr>
<td>give me an opportunity to be known for my abilities</td>
<td></td>
</tr>
<tr>
<td>be seen by society as &quot;useful&quot;</td>
<td></td>
</tr>
<tr>
<td>let me get some occasional praise or thanks</td>
<td></td>
</tr>
<tr>
<td>allow me to show others what I can do</td>
<td></td>
</tr>
<tr>
<td>increase my self-confidence</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE GROUP THREE = ..........
Appendix A (cont.)

GROUP FOUR

My job must:

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>keep me busy most of the time</td>
<td></td>
</tr>
<tr>
<td>make me feel that I am useful</td>
<td></td>
</tr>
<tr>
<td>allow me to plan for the future</td>
<td></td>
</tr>
<tr>
<td>not be risky or dangerous</td>
<td></td>
</tr>
<tr>
<td>have good working conditions</td>
<td></td>
</tr>
<tr>
<td>have opportunities for promotion</td>
<td></td>
</tr>
<tr>
<td>include provisions for retirement</td>
<td></td>
</tr>
<tr>
<td>be well paid for the work done</td>
<td></td>
</tr>
<tr>
<td>be one I can make a career out of</td>
<td></td>
</tr>
<tr>
<td>be one where I know exactly what I must do</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE GROUP FOUR</td>
<td>= .........</td>
</tr>
</tbody>
</table>
Appendix A (cont.)
GROUP FIVE
My job must:

| • allow me to get things done |
| • provide opportunities to follow what really interests me |
| • allow me to see something for my efforts |
| • have opportunities for promotion |
| • let me become independent |
| • allow me to further develop my knowledge and abilities |
| • provide some challenging work for me to do |
| • allow me to attain status/prestige in the firm/community |
| • allow me to achieve something with my life |
| • enable me to get the material things that go with being successful |

| • TOTAL SCORE GROUP FIVE | = ........ |
Appendix A (cont.)

GROUP SIX

My job must:

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>give me a chance to be with people</td>
<td></td>
</tr>
<tr>
<td>let me work closely with others</td>
<td></td>
</tr>
<tr>
<td>help other people</td>
<td></td>
</tr>
<tr>
<td>give me a chance to help people with problems</td>
<td></td>
</tr>
<tr>
<td>allow me to share my interests with others</td>
<td></td>
</tr>
<tr>
<td>provide a useful function in the community</td>
<td></td>
</tr>
<tr>
<td>provide opportunities to meet a range of different people</td>
<td></td>
</tr>
<tr>
<td>give me a chance to hear what others think/feel</td>
<td></td>
</tr>
<tr>
<td>provide occasional praise/thanks for work done</td>
<td></td>
</tr>
<tr>
<td>give me a chance to understand people</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE GROUP SIX</td>
<td>..........</td>
</tr>
</tbody>
</table>
### Appendix A (cont.)

**GROUP SEVEN**

My job must:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow me to acquire and pass on information</td>
<td></td>
</tr>
<tr>
<td>let me try out new ideas</td>
<td></td>
</tr>
<tr>
<td>allow me to share my ideas with others</td>
<td></td>
</tr>
<tr>
<td>be one where I know what is going on</td>
<td></td>
</tr>
<tr>
<td>allow me to further develop my abilities/knowledge</td>
<td></td>
</tr>
<tr>
<td>allow me to organize and analyze information</td>
<td></td>
</tr>
<tr>
<td>provide some challenging work</td>
<td></td>
</tr>
<tr>
<td>improve my understanding of certain things</td>
<td></td>
</tr>
<tr>
<td>allow time for discussion about work with others</td>
<td></td>
</tr>
<tr>
<td>provide opportunities for me to broaden my horizons</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE GROUP SEVEN</td>
<td>.......</td>
</tr>
</tbody>
</table>
Appendix A (cont.)
GROUP EIGHT
My job must:

| • give me a chance to work with pleasant things |
| • allow me to be creative |
| • provide pleasant surroundings for me to work in |
| • let me use my talents fully |
| • let me express myself in my work |
| • let me try out new ideas |
| • improve my understanding/appreciation of nature and/or culture |
| • leave opportunities for me to enjoy the nice aspects of life |
| • be pleasing to my senses |
| • enable my work to be appreciated by others |

**TOTAL SCORE GROUP EIGHT** = .......... 

**Which group/s showed as being most important for you?**
Do you think this is an accurate picture of what you really want to get from work?

*Think of three jobs you'd like to do.*
Would these jobs give you the satisfactions you've said were important (from the graph)?
If not, should you try to think of other jobs which would provide those satisfactions?
Appendix A (cont.)

Task 11

Choosing A Career

The Genie Personnel Officer

_Bearing in mind the things you know about yourself so far, work out what the Genie has to offer you in the next exercise._

One day you are walking along the beach and you find a really unusual but very attractive bottle.

As you pick it up and start brushing off the sand, out comes a Genie (who also happens to be a Personnel Officer).

This Genie allows you one wish - to choose the **perfect** job!

Whatever job you choose from the Genie's list of 20 vacancies, you will be VERY good at, and everyone will respect you.

You must decide straight away, with no help from anyone, as the Genie's time is very limited......

**Which of these jobs will you do?**

"Positions Vacant" - Genie Personnel Office

1. You can be the Prime Minister or President of your country.
2. You can be appointed as the conductor for the leading symphony orchestra in the country.
3. You can star in the movies alongside all your idols.
4. You can be a skilled doctor, performing miracles for the sick and the dying.
5. You can be a top model, traveling around the world.
6. You have the chance to do research into your favorite topic and write a book about it.
7. You can be a mastermind with computers and develop many new and exciting programs.
8. You can choose to experience the joy of raising two beautiful children.
9. You can become a guru, guiding others in the way of truth, harmony and philosophy.
10. You can be the managing director of a huge company.
11. You could be a brilliant teacher who is loved and appreciated by all the students.
Appendix A (cont.)

12. You can be a well respected journalist who mixes with interesting people and who is able to influence public opinion.
13. You can be a famous chef, with people queuing to dine at your restaurant.
14. You could use your skills to invent and discover things which will help make the world a better place.
15. You can be an adventurer - climbing mountains, crossing deserts, and touring around the world.
16. You can be a successful singer/composer, expressing your point of view about many things in your songs.
17. You can be the top sportsman/woman in your field, enjoying the challenge, training, competition and success.
18. You are able to see much benefit from your work in helping needy charities.
19. You can be a top airline steward/ess, seeing the world.
20. You can decide to do nothing at all - rest, relax and have no financial worries.

QUICKLY....
which one will you choose....
time is running out!

Your Choice? ........................................................................................................................................

What is appealing about each of these jobs?

What disadvantages might they have?

When you have chosen your job, write down FIVE reasons for choosing that particular one.
Appendix A (cont.)
Task 12

Genie Personnel Officer #2

WELL, your perfect job works well for a year!

But then your charm, energy and the Genie’s magic start to wear off!

You suddenly find yourself out of work.

Not knowing what to do, you wander along that same beach, desperately hoping that you’ll find another bottle with a Genie in it. You’re about to give up hope, and start rubbing old soft-drink bottles on the off chance that one of them contains a Genie . . . and then - ZAPPPFF !! out of one of these old bottles comes a Genie.

Well . . . a sort of a Genie.

One who started Genie/Personnel Officer School but dropped out after only a couple of months.

Again (at last!) you have one wish, but this Genie says that before you even SEE the list, you MUST AGREE do one of these jobs full-time for twelve months.

You agree because you really want a job,

...... and then you get to see the list......

- taxi driver on the midnight to dawn shift
- an encyclopedia salesperson
- a deserted spouse with 4 kids under 3, 2 cats, 1 dog and no money
- collector of donations for charity
- a chicken plucker
- a laborer with 4.00am start
- putting letters into envelopes by the thousands
- a prostitute on the streets
- working from 7am to 11pm, 7 days a week in your own shaky business
- stacking boxes in a dog food factory
- a debt collector
- an undertaker
- making more than 200 telephone sales calls every day
- a parking cop
- cleaning under the cages of battery hens
- building a rabbit proof fence in the outback
Appendix A (cont.)

- unclogging blocked drains
- feeding labels into a labeling machine in a soft drink factory
- selling papers in peak hour traffic
- a nurse's aide in a hospital for the very sick and dying

Which job would you choose? Why?

If your decision was difficult, explain why it was.

Which of these jobs do you think you would be UNABLE to do for a year? Why?

What advantages and disadvantages do each of these jobs have?

What do you think would happen in real life if we pinned all our hopes on one "ideal" job which didn't work out?

What happens if our expectations are too high, or too low?

Appendix A (cont.)
Universidad Metropolitana

How can we be more realistic in our expectations about getting the job we want?

How can you avoid the "I'll take a job . . . ANY job" situation?
### Appendix A (cont.)
### Task 13

### The Future

#### Expectations & Predictions

Look at the things listed below which suggest some of the things which could happen to you.

Which of these do you really think will happen to you?

(Indicate your answer as ?, Yes or No)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll get some job, but not the one I really want</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll get a pretty good job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll end up getting a pretty lousy job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will easily get the job I'm after</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I won't have to worry about work as I'm going to win a lot of money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will try a few jobs until I find one I like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll get the job I want, but I'll have to work hard to get it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think that any job I do will only be a fill-in for a few years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will probably be out of work for some time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hope to work constantly until I retire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will earn enough money so that I can travel when I'm in my twenties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will have periods of employment and unemployment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect never to have a job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll get any sort of job—it doesn't matter what</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've arranged a job with my friend/relative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rather just do a part-time job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll start my own business some time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect stability of employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect variety and flexibility in my job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'll be married before I'm 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't want to get married at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a marriage I would expect both husband and wife to work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would regard marriage as more important than a career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a relationship, I would be prepared to devote equal time to both the relationship, and my career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to have some children -soon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to have some children -later</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Did you find this exercise easy or difficult? Why?

Do you think you are being realistic with your answers to these questions?

Have you left too much to chance, or do your answers show some definite thought on your future?

**In making any important decision**, there needs to be some weighing up of what is happening with you now, with what your plans are for the future.

For each really big decision you make, there would be some trade off between what is to be lost and what can be gained.

If your present comfort or security is your only consideration, you could easily fail to achieve what you really want from life.

For example, to undertake a full-time course of study for four years means giving up a full-time salary for those four years in the hope of getting some long-term benefit. However, it may not be possible to take on full-time study if you don't have or can't get enough money to live on.

**The future may be unknown**, but it still affects the choices and decisions which we make.
Appendix A (cont.)

It does this in a variety of ways:

- an individual has hopes, plans, fears and expectations about the future that can't help influencing their decision making
- to get certain things in the future it is necessary to do certain things now i.e. study for future profession or save for future purchase
- the job market is also affected by the future. In ten years time, many present jobs will have vanished while many new ones will have been created

YOUR FUTURE

Ask yourself these questions...

- What goals do I have?
- What dreams have I got?
- What type of life would I like to lead?
- When would I like to get married?
- How many children would I like to have?
- What would I like to be well known for?
- What standard of living would I like?
- What education level would I like to reach?
- Where would I like to travel to?
- In what ways can I grow as a person?
- What steps am I taking now to achieve the future I want?

It is very possible that other people have some hopes and plans for YOUR future.

What hopes, plans, and expectations do you think these people have for you?
What effect do they have on your expectations and plans?

Mother; Father; Brothers; Sisters; Teachers; Coaches; Friends; Other relatives; Neighbors

When thinking about your life now these factors listed here (there are many others as well) are likely to influence your decision. Write a short reflection giving your answer.
Appendix A (cont.)
Can you explain how each one might have an effect on your decision making?

LIVING SITUATION -- location, costs, tension within
FAMILY - expectations, needs, responsibility, financial situation, marriage breakdown
FRIENDS - their expectations, joining them, leaving them
HEALTH - yours and others, short term or long term illnesses, pregnancy
FEARS - unemployment, no money, failure
LOVE LIFE/ROMANCE - marriage plans, boy/girl friend lives where, time spent with
SCHOOL - friends, no friends, dislike of teachers, trouble, achievements
OTHER INTERESTS - such as sports, hobbies, politics
Appendix A (cont.)
Portfolio Evaluation Criteria

WRITING EVALUATION GUIDELINES
A TOOL FOR ASSESSING WRITTEN ASSIGNMENTS

An A Portfolio demonstrates excellence consistently throughout. In addition to being complete, the Journal is outstanding because: 1) the reflective entry creates a thoughtful, often provocative context for the rest of the Journal. In it, the writer intelligently reflects on his/her changing processes over the course of the term. The writer risks complex ideas. The writer's essays teach me something; prompt me to pause, to question, to challenge, to think.

A B Portfolio is very good because it is complete and goes beyond the requirements of the Journal assignment in significant ways. Like in the A Journal, the reflective entry creates a meaningful context for the rest of the Journal. Throughout the Journal--in the letter and the revised pieces--the writer develops complex ideas and expresses those ideas clearly. It can miss the "A" mark for a number of reasons, some of which include the following: While the expression is sophisticated, the ideas are less compelling, usually because the writer "plays it safe" and closes down ambiguity instead of risking an examination of it. Or, the writer may risk complex ideas but lacks the expressive competency to communicate them effectively. For example, s/he may use simple sentences to convey meaning. Or perhaps paragraphs lack development, with transitions that border on the formulaic. There may be flashes where the writer brings them together, but this excellence is not consistently upheld throughout the Journal.

A C Portfolio meets the requirements of the assignment. It is complete, and the reflective entry describes the writer's revisions. In general, "C" work is simple, in both its content and expression. The ideas are clear and adequately developed, but the writer's examination of them lacks depth: Insights are obvious and lack the self-conscious awareness exhibited in more impressive work. While the writer meets the assignment requirements, s/he needs to analyze and reflect in more sophisticated and challenging ways.

D/F Portfolios fail to meet the requirements of the assignment. The Journal may be incomplete, or the final entry may reveal the writer's failure to revise and edit thoughtfully and carefully. For example, the reflective entry may sound like something the writer cranked out 20 minutes before class: It might be funny or cute, but it fails to reflect on the writer's relationship to language. Other times the contents of the Journal reveal that the writer hasn't done much thoughtful writing during the course.
Appendix A (cont.)

Participation Appraisal Evaluation Criteria (This will be evaluated throughout the five workshops.

**PARTICIPATION APPRAISAL**

Name: ___________________________ Date: ___________________

This appraisal form is to be used to evaluate your in-class participation and leadership. **This is how the facilitator will evaluate** how you got involved in both class discussions and group activities. The facilitator will circle the value he or she believes best describes the value to be assessed in each area. Then s/he will total the score at the bottom of the form to determine your overall participation level. The maximum score is 50 points.

**Attendance:** Based on number of class absences.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed all</td>
<td>Missed four</td>
<td>Missed three</td>
<td>Missed two</td>
<td>Missed only one</td>
<td>Didn’t miss any</td>
<td></td>
</tr>
</tbody>
</table>

**Group Involvement:** (Rate 0-low to 4-high) **Circle One**

<table>
<thead>
<tr>
<th>Added to group discussion frequently</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed interest in the group discussion and activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Led group discussions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Asked questions of others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was prepared for group discussions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Participated freely and cooperated to assist the group</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Class Involvement** (Rate yourself from 0-low to 4-high)

<table>
<thead>
<tr>
<th>Added to class discussions frequently</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed interest in class discussions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Asked pertinent questions in class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Came prepared to each class (Brought homework, had</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Universidad Metropolitana

FINAL GROUP AND CLASS PARTICIPATION GRADE  /50 =  %
Appendix A (cont.)

Order Placement and Memo Report Evaluation Criteria (Assignment from Workshop 4 – Due Workshop 5)

<table>
<thead>
<tr>
<th>Order</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Is it an order, an acceptance of purchasing the materials?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you provide a complete description of each item?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is it in clear format?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you tell where, when, and how you want the merchandise shipped?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is your communication accurate with respect to language, grammar, punctuation, spelling, and keyboarding?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 25 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Memo Report</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Is the problem/purpose identified?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is it apparent that student did the research and information gathering?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the information organized logically?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did the student use clear, easy-to-understand language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Was the information presented factually and objectively?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Was the data/information analyzed and interpreted appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are conclusions given?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are recommendations given?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 40 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Order (out of 25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Memo Report (out of 40)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s total score / 75 points = %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Appendix B Icebreakers

Balloon Game #1- have everyone put one piece of information about themselves in a balloon, then blow up the balloon and throw the balloon in the middle of the circle of participants, then one by one, pop the balloons and guess to whom that piece of information belongs.

Balloon Game #2- pass one balloon around the circle and have each person write a question on that balloon, then passes the balloon around the circle and each person has to answer three questions on the balloon.

Animal Match- upon entering the room, everyone is given a card with an animal on it (make sure there are two of every animal) one the count of three everyone makes their animal noise and tries to find their partner. They then interview their partner and present their partner to the others in the group.

People Bingo

You will each receive a blank Bingo card. Go around the room and ask people their names. As they reply to you, write the name in an individual square on your card. When you have finished filling out the card, you may sit down.

The facilitator will ask each student to write their name in a slip of paper. They will then fold the slip of paper and put it in a box or bag.

To play the game, the facilitator will take out the slips of papers from the box one by one and read the name aloud. As the names are read that person will share two things about him or herself. The people that had his/her name can mark an X on the name that is read aloud. The first one to make BINGO wins!

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goodwill Messages

ENGL 212
Week/Workshop One

What are Goodwill Messages?

- Goodwill messages are special messages. Unlike good news message that say “yes’ to the reader related to business, goodwill messages are meant to build goodwill.
- These messages usually come as a pleasant surprise and are always appreciated
Appendix C (cont.)

Guidelines

- **Be selfless.** Focus on the reader, not on the sender. A sincere thank you to a customer should not include a notice of an upcoming sale.

- **Be specific.** Instead of vague statements (You did a good job), include special details (Your strategy for approaching customers proved to be outstanding).

Guidelines

- **Be sincere.** Show your honest feelings with conversational, everyday language.

- **Be spontaneous.** Strive to make the message natural, fresh and direct. Avoid canned phrases (If I may be of service, please do not hesitate...)

- **Be short.** Goodwill messages are fairly brief.
Goodwill Situation I

Conveying Congratulations:
- for promotions and appointments
- for awards for engagements, marriages, births
- for any significant event

Send congratulatory messages for highlights in people’s personal lives (weddings, births, graduations, success in non-business competitions) or in their professional lives (new job, promotion, other business accomplishment)

Goodwill Situation II

Showing Appreciation:
- to customers for their business
- to hosts for their hospitality
- to colleagues for jobs well done
- to individuals who have performed favors
Appendix C (cont.)

Goodwill Situation II (cont.)

- As appropriate, express your pride in the reader’s accomplishment or state how the reader deserves the honor without being gushy.
- Cover three points in gift thank-you’s
  - identify the gift
  - tell why you appreciate it
  - explain how you will use it.
- Be sincere in sending thanks for a favor or for hard work. Tell what the favor means to you. Avoid superlatives and gushiness. Maintain credibility with sincere, simple statements.
- Offer praise in expressing thanks for hospitality.

Goodwill Situation III

- Extending Sympathy:
  - to console a friend or relative
  - to console a business associate or the associate’s family
Appendix C (cont.)

Goodwill Situation III (cont.)

- Refer to the loss or tragedy directly but sensitively. In the first sentence mention the loss and your personal reaction. Unlike other business letters, this letter may start with “I” since you are expressing personal feelings. For deaths, praise the deceased. Describe positive personal characteristics.
- Offer assistance. Suggest your availability, especially if you can do something specific.
- End on a reassuring, positive note. Perhaps refer to the strength the reader finds in friends, family, colleagues or religion.

Goodwill Situation IV

- **Showing Recognition**
  - Write promptly. don’t procrastinate in recognizing accomplishments and significant events in the lives of friends, customers, and fellow workers.
  - Personalize the message. Include specific details, anecdotes, and meaningful tidbits that show your thoughtfulness and feelings.
Appendix D

Small group Activities for Goodwill Messages

Activity 08-1

Directions: Write a thank-you letter to Chef Ron Franz, The Perfect Spot, 8833 Cleveland Avenue, Columbus, OH 43087. While being entertained there for your birthday recently, the chef made a special dish for the occasion as a surprise. This act was much appreciated and the dish was thoroughly enjoyed by all at the celebration. Add whatever details you feel are appropriate.

Activity 08-2

Directions: Write a message of appreciation to Betty Hort, The Print Shop, 829 State Street, Clarks Summit, PA 18411. Betty assumed the responsibility of working late on several occasions while she was assisting with the printing of a special project that you had given to The Print Shop. Through Betty’s efforts, the project was proofread accurately and delivered ahead of schedule. Send a copy of the letter to Betty’s supervisor, Jason Lavelle.

Activity 08-3

Directions: Write a thank-you message for an individual who has served on the Board of Directors for the Rialto Public Library. Add whatever details you feel are appropriate to complete the message.

Activity 08-4

Directions: Write a congratulations message to a colleague who was just named your company’s Employee of the Year.

Activity 08-5

Directions: Write a message (informal invitation) inviting Mr. Tony Hoffman (90032 Cactus Flower Road, Tempe, AZ 85282) to a 25th anniversary celebration for one of your co-workers.

Appendix D
Activity 08-6

Directions: Write a condolence letter to Mr. George Schmidt, whose wife Janice just died. You worked with Mr. Schmidt’s wife until her retirement last year. George’s address is: 916 Harvard Place, Laurel, MD 20708.
### Goodwill Letter Checklist

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you were the receiver, would you honestly like to receive this letter? (A goodwill letter does its job only when it makes the receiver feel good.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Will the receiver feel that you enjoyed writing the letter and that you mean everything you wrote? (If the reader detects, gushy, bored, or indifferent tone or sarcasm, he or she may doubt your sincerity and interest.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you keep the spotlight on the receiver? (To make the receiver feel important, put your organization and yourself in the background, and convince the receiver you wrote the letter just for him or her.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you avoid including specific sales material? (The receiver will feel let down if your personal good wishes are only a prelude to a sales pitch.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Appendix F
PowerPoint on Handling Routine Correspondence and your Responsibilities

Writing Messages for Inquiries and Requests

Handling Routine Correspondence and Your Responsibilities
Week/Workshop 1

• If your responsibilities include handling the mail for your supervisor(s), you should follow these steps when a letter arrives:
  1. Open the letter. Attach the envelope to the letter for verification of the date mailed and the return address.
  2. (If needed, time-stamp the letter)
  3. Review the message.
  4. Underline or highlight main points.
  5. If a reply is needed: make notes for a reply and determine if the reply should be made in writing, by phone, or by some other method. If a written reply is needed, write it so that documentation of the message is established.
Accepting Correspondence Responsibilities

1. Check incoming messages for factual discrepancies.
2. Record all promises you make for further correspondence or communication.
3. Confirm in writing any appointments and invitations arranged orally.
4. Recognize the importance of sending goodwill messages promptly.
5. Proofread all correspondence you write, sign, and mail for your employer.
Appendix G
Sample questions for debate

1. A letter expressing dissatisfaction; a complaint letter.
2. A letter written in response to a claim
3. A ready-made letter that can be used repeatedly for multiple recipients
4. A reasonable response when both the seller and the buyer share responsibility for problem situations or when responsibility is uncertain….
5. A request seeking information without any intention of buying or selling

A self-centered viewpoint that focuses on the sender’s needs rather than the receiver's.
6. sentence used to lessen the impact of bad news
7. A short, direct acknowledgment that explains why an answer will be delayed, and when it may be expected
8. A sincere interest in the customer’s welfare and the willingness to do a little more
9. An alternate proposal made when the initial proposal has been
10. An electronic filing system used as a memory aid to keep track of deadlines and due dates
11. An important part of customer relations that helps build human relations both inside and outside an organization
12. Any contact between a business and its customers
13. Communications sent by people within an organization to each other
14. Cover letters sent to accompany information or other materials being sent
15. Document or other material which is attached to a business document
16. Friendly, rational, and professional
17. In business, this is also called a claim letter….
18. Invitations written in letter format in a more casual style
19. Letters that ask for information
20. Letter-writing strategy that gets straight to the message, usually a positive one
21. Response by a company to correct a problem indicated in a claim letter
22. Sent to invite someone to a special event; usually follow a traditional format
23. Sent to people who have experienced a death or tragedy
Appendix G (cont.)

24. Talking down the reader, exaggerating, showing doubt, irritation or indifference, criticizing, arguing or being sarcastic, showing anger

25. Tells a person "well done" for getting a promotion, an award, etc.

26. The favorable attitude and feeling people have toward a business

27. The favorable attitude and feeling people have towards a business

28. The positive attitude or feeling people have in regard to a company and its services

The way a message sounds; the feeling the communication conveys to the receiver.
29. reserve lodging or dining accommodations
30. Transforming negative conflict into something positive
31. Type of letter written when there might be some reluctance on the part of the receiver to grant the requested adjustment
Appendix H
PowerPoint on Writing Claim and Adjustment Messages

Writing Claim and Adjustment Messages

ENGL 212
Workshop/Week 2

Let the buyer beware.

Author unknown, a Roman maxim
General Guidelines for Claim Letters

1. Send the letter promptly.
2. Write to the responsible person or to the customer relations (customer service) department.
3. Ask for the adjustment you think you deserve.
4. Assume that the problem was unintentional.
5. Present the facts and details clearly and honestly.
6. Keep a copy of the letter and all enclosures.

Routine Claim Letters

(Direct Approach)
Paragraph 1: Ask for a specific adjustment
Paragraph 2: Explain what’s wrong
Paragraph 3: Give identifying information
Routine Claim Letters

Use this checklist when you write a *Routine Claim Letter*.

<table>
<thead>
<tr>
<th>Routine Claim Letter Checklist</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the letter sent promptly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the letter addressed to the person or department that made the error?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the first paragraph ask for a specific adjustment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the letter assume that the mistake was unintentional?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the facts presented objectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the second paragraph explain the problem in a clear, concise manner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the third paragraph give identifying information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the letter courteous?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Persuasive Claim Letters

(Indirect Approach)

Paragraph 1: Give identifying information
Paragraph 2: Explain what’s wrong
Paragraph 3: Ask for a specific adjustment
Persuasive Claim Letters

Use this checklist when you write a Persuasive Claim Letter.

<table>
<thead>
<tr>
<th>Routine Claim Letter Checklist</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the letter sent promptly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the letter addressed to the person or department that made the error?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the first paragraph give identifying information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the second paragraph explain the problem in a clear, concise manner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the last paragraph ask for a specific adjustment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the letter assume that the mistake was unintentional?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the facts presented objectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the letter courteous?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjustment Letters

Letter Granting an Adjustment

(Direct Approach)

Paragraph 1: Give the good news.
Paragraph 2: Give an explanation and a thank you.
Paragraph 3: Resell the product or the service, and/or resell your organization.
Letter Granting an Adjustment - Guidelines

1. Tell the reader that full adjustment is gladly granted.
2. Express sincere appreciation for the reader’s adjustment request.
3. Stress your organization’s effort to prevent further customer dissatisfaction.
4. End the letter positively.

Letters Denying Adjustments

(Indirect Approach)
Paragraph 1: Start with a buffer (never start with bad news)
Paragraph 2: Give an explanation.
Paragraph 3: Say no to the adjustment.
Paragraph 4: Close with a buffer.
Letters Denying Adjustments - Guidelines

1. Support the reader’s point of view in your opening buffer paragraph.
2. Assure the customer that the request is appreciated and has received individual consideration.
3. Present the explanation before the decision.
4. Be courteous even when answering an angry or distorted claim.
5. Try to leave the reader in a pleasant frame of mind.

Letters Compromising on an Adjustment

(Indirect Approach)
Paragraph 1: Start with a buffer (never start with bad news).
Paragraph 2: Give an explanation.
Paragraph 3: Say no to the adjustment.
Paragraph 4: Offer a counterproposal or compromise.
Paragraph 5: Close with a buffer.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reflect pleasant cooperation in the buffer opening.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain why you are denying the requested adjustment.</td>
</tr>
<tr>
<td>3.</td>
<td>State or imply the refusal.</td>
</tr>
<tr>
<td>4.</td>
<td>Offer a counterproposal or compromise.</td>
</tr>
<tr>
<td>5.</td>
<td>Use a buffer closing.</td>
</tr>
</tbody>
</table>
Appendix I
Self-Appraisal Inventory (adapted from Chapter 17 Worksheet available in your textbook (pages 473-476).

1. Complete the following self-appraisal inventory by referring to the directions that precede each section.

**Interest/Talents/Aptitudes**
What are my hobbies or volunteer activities?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What are my special talents or aptitudes?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What do I learn most easily?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
How can I relate my talents and interests to a position or career?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**Skills/Abilities**
What personal qualities do I have that make me good at certain type of work.
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What have I learned at my current job that I can use in another position?
________________________________________________________________
Identify the qualities that employers care about most.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Describe why you should be hired for a position

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Experience:

<table>
<thead>
<tr>
<th>Job title</th>
<th>Significant Responsibilities/Results</th>
<th>Company Name/Address</th>
<th>Months/Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education: (Begin the list with the most recent school attended)

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Dates</th>
<th>Diploma/Certificate/Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I (cont.)

**Career Goal:**
What kind of work do I want to be doing three to five years from now?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

What sort of position should I seek now in order to prepare for my career goal?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**Positions Wanted:** (List the types of positions you feel you are best qualified for and want.)
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

What aspects of your experience, education, or skills will be most beneficial to an employer?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

In the left column, list your personal traits that could help you in carrying out the duties of a position for which you want to apply. Use concrete adjectives such as dependable, neat, and tactful. In the right column, opposite each trait listed, record any evidence that shows that you possess the trait. An example of a trait is “punctual.” Evidence of this trait is “arriving for class on time” and “paying bills on time.”
In the left column, list your abilities (things you can do well) that could help you in carrying out the job duties. In the right column, opposite each ability listed, jot down any evidence you can think of to show that you have that ability. Be specific – an ability could be “composing effective business letters” and the evidence of this ability might be “have written request letters asking for product information.”

<table>
<thead>
<tr>
<th>Ability</th>
<th>Evidence/Proof</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Company</th>
<th>Address/Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conducting the Job Search

You've got to be very careful if you don't know where you are going, because you might not get there.

-- attributed to Yogi Berra

Conducting the Job Search

• Starting the Employment Process
• Conducting a Job Search
• Preparing a Résumé
• Completing and Employment Application
• Developing a Portfolio
Appendix J (cont.)

Conducting the Job Search

Starting the Employment Process

• Prepare a self-appraisal inventory
  – This is exactly what you did with the Princeton Review Career Quiz or with the one available in Appendix I or in your textbook on pages 473-476.
  • Identify your interests, talents and aptitudes
  • Identify your skills and abilities
  • Assess your experience
  • Evaluate your education
  • Identify your career goal
  • Describe the position you want.

Conducting the Job Search

Conducting a Job Search

• Networking
• Classified Advertisements
• Career Centers and Employment Agencies
• World Wide Web
Preparation of a Résumé

• A summary of your background
• Provides employers with enough details and information so he/she can assess your qualifications
• Concise
• It’s the FIRST IMPRESSION!

Résumé Parts
– Heading
– Career Objective or Summary
– Experience
– Education
Conducting the Job Search

Preparing a Résumé

• Heading
  – Your full name
  – Your complete mailing address
  – Your telephone number (including area code), fax number, and e-mail address (if applicable)
  • Be sure telephone number is one at which messages will be taken during business hours, or indicate when you can be reached by phone.

• Career Objective or Summary
  – An Objective is a concise statement indicating the type of position you are seeking. It may reflect your goals for the next three to five years.
  – A Summary is a concise statement that sums up your experience and ability to assist the interviewer in assessing your qualifications.
Conducting the Job Search

Preparing a Résumé

• Career Objective Sample:
  – To obtain an administrative position with Ana G. Méndez University System that involves report preparation and use of database and spreadsheet applications.

• Summary Sample:
  – Five years' full-time experience as a trained and competent administrative assistant with 24 credits toward a masters degree in business administration. Managed administrative and secretarial duties in a medium-sized office while pursuing bachelor's degree.

• Experience
  – Tells the employer that you are capable of doing the job.
  – Begin with your most recent or present position and work backwards to less recent positions.
  – Emphasize what you have accomplished (refer to your inventory to do this part).
  – Include volunteer work.
Conducting the Job Search

Preparing a Résumé

• Education
  – If you are strong in experience, list experience in a section immediately after the heading. If your education is more than your experience, present your education first.
  – If your education is your main selling point, include skills (keyboarding, speed, ability to operate special equipment), knowledge (software programs, programming languages), and specialized training.
  – List these items in order of importance to a prospective employer, with the most impressive first.

Conducting the Job Search – Résumé Styles

• Chronological Résumé
• Functional or Skills Résumé
• Combination Résumé
Conducting the Job Search – Résumé Styles

• Advantages Chronological Résumé
  – Appeals to more traditional interviewers.
  – Fits best in conservative fields, such as law, banking and academia.
  – Emphasizes a steady employment record and career growth.
  – Is easiest to write – employment dates are usually listed first from present to past.

• Disadvantages Chronological Résumé:
  – Makes it difficult to highlight the applicant’s best.
  – May be an inappropriate style for someone making a career change.
  – Can reveal obvious employment gaps.
  – May put undesired emphasis on job areas the applicant wants to minimize.

For sample of Chronological Résumé see Appendix K
Conducting the Job Search – Résumé Styles

- Advantages of Functional or Skills Résumé
  - Emphasizes selected areas which are marketable or in demand rather than the “when and where” of companies worked.
  - De-emphasizes a “spotty” employment record.
  - Allows the applicant to emphasize professional growth.
  - Plays down positions not related to the career goals.
  - Organizes information by descending order of importance.

- Disadvantages of Functional or Skills Résumé
  - Omits work history, which can make employers suspicious.
  - Doesn’t allow the applicant to highlight “prestigious” companies or organizations.

For sample of Functional or Skills Résumé see Appendix L
Conducting the Job Search – Résumé Styles

• Advantages Combination Résumé
  – Combines the concise, targeted approach of the functional résumé with the logical progression of the chronological résumé.
  – Emphasizes the applicant’s relevant skills and abilities in relation to the job objective.
  – Is good for career-changers.
  – De-emphasizes gaps in employment.

• Disadvantages Combination Résumé:
  – May end up with a longer résumé.
  – Presents a challenge in determining how to organize the information.

For sample of Combination Résumé see Appendix M
Appendix J (cont.)

Conducting the Job Search

• What to do in a Résumé
  – Select, organize, and format the information in your résumé.
  – \textit{Consider words carefully.}
  – \textit{Maximize readability.}
  – \textit{Use a checklist to evaluate your résumé.}

Conducting the Job Search

• \textbf{Consider words carefully}
  – Omit the pronoun I.
  – Use phrases or short statements; do not use sentences.
  – Begin statements with strong action words that best describe your skills and experience.

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Achieved</th>
<th>Adapted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed</td>
<td>Coordinated</td>
<td>Compiled</td>
</tr>
<tr>
<td>Controlled</td>
<td>Demonstrated</td>
<td>Developed</td>
</tr>
<tr>
<td>Devised</td>
<td>Developed</td>
<td>Initiated</td>
</tr>
<tr>
<td>Installed</td>
<td>Interpreted</td>
<td>Processed</td>
</tr>
<tr>
<td>Produced</td>
<td>Recommended</td>
<td>Simplified</td>
</tr>
<tr>
<td>Solved</td>
<td>Streamlined</td>
<td>Standardized</td>
</tr>
<tr>
<td>Trained</td>
<td>Translated</td>
<td>Upgraded</td>
</tr>
<tr>
<td>Verified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conducting the Job Search

• **Maximize Readability**
  – Use simple; clean structure
  – Be concise
  – Use bullets and listings
  – Leave as much white space between sections as possible
  – Use parallel structure* for similar items.
  – Keep résumé to one page if possible. (If you need to use two pages, the heading on the second page and subsequent pages should include your name and the page number)

• Keep the number of fonts to a minimum – two at he most.
• Keep capitalization, italics, and underlining to a minimum.
• Print your résumé on white or cream paper using good-quality printer. (photocopies and dot-matrix printer are unprofessional)
• Print on one side of the paper only.
• Proofread to eliminate spelling, factual, grammatical, and punctuation errors.

*For a review on Parallel Structure, see Appendix N.

Conducting the Job Search

• **Use a checklist to Evaluate your Résumé**

<table>
<thead>
<tr>
<th>Résumé Evaluation Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for misspellings</td>
</tr>
<tr>
<td>___ Perform a spell check</td>
</tr>
<tr>
<td>___ Carefully proofread every word</td>
</tr>
<tr>
<td>___ Ask a friend or relative to proofread your résumé</td>
</tr>
<tr>
<td>Check for Punctuation mistakes</td>
</tr>
<tr>
<td>___ Be consistent in your use of punctuation</td>
</tr>
<tr>
<td>___ Check ends of lines of text</td>
</tr>
<tr>
<td>Check for grammar and mechanics mistakes</td>
</tr>
<tr>
<td>___ Use the present tense to describe duties you currently perform and the past tense for ones you performed in the past.</td>
</tr>
<tr>
<td>___ Be consistent in your use of date format (i.e., 5/1/2004 or May 5, 2004)</td>
</tr>
<tr>
<td>___ Check abbreviations of state names. (Two letters without periods – Oklahoma = OK, Texas = TX)</td>
</tr>
</tbody>
</table>
Conducting the Job Search

• Completing and Employment Application
  – The way you complete the employment application tells the interviewer the following:
    • How well you can follow written directions
    • How accurately you can complete a task.
    • How well you handle details
    • Whether your work habits are neat or sloppy

Conducting the Job Search

• Completing and Employment Application
  – Three basic categories:
    • Personal – name, mailing address and phone number during business hours
    • Education
    • Experience
    • References
Conducting the Job Search

• Completing and Employment Application
  – Guidelines:
    • Use your waiting time to find out about the company or to review your answers to possible interview questions.
    • Do not ask for more than one copy of the employment application.
    • Have adequate supplies and information with you to complete the employment application.
    • Avoid asking unnecessary or obvious questions. If you must ask questions, make notes as you complete the employment application and interrupt the office staff only once.
Conducting the Job Search

• Developing a Portfolio (showcasing our qualifications and talents)
  – Contents:
    • Your official college transcript(s)
    • A statement of your personal philosophy that reflects to the career field
    • A list of all your skills
    • A description of experiences and accomplishments that do not fit into your résumé
    • Certificates and awards you have received
    • Letters of commendations and recommendations
    • Newspaper articles that recognize achievements and promotions
    • Programs from events you planned or participated in
    • Samples of documents you wrote and prepared, including letters, memos, reports, brochures, newsletters, or proposals.

Selling Yourself to Employers

The secret of success is doing what you ought to do, when you ought to do it, whether you want to or not. No debate.

Walter Hailey, Jr.
Selling Yourself to Employers

- Preparing a Cover Letter
- Interviewing
- Follow-Up Letters
- Resignation Letters

Preparing a Cover Letter

- Prepare for writing your cover letter
  - What does the organization do, make, or sell?
  - What is your central selling point?
  - To whom should you address the letter?
  - What type of cover letter should you write?
Blind Advertisement

- Lists available positions without indicating the name of the company. These are used:
  - A company doesn’t want their current employees to know about a position they want to fill.
  - A company may not want its competitors to know of a position it is attempting to fill.
  - A company wants to discourage mass mailings from all applicant sources.

Unsolicited vs. Solicited Cover Letters

- Unsolicited
  - A cover letter sent to several organizations where you are interested in working. It creates interest so that the employers will contact you for an interview.
Unsolicited vs. Solicited Cover Letters

• Solicited
  – Sent to a prospective employer for a position which you know is open and for which you are qualified.

Cover Letter Guidelines

• Use an interesting opening to attract the reader’s attention.
• Give a convincing presentation of your qualifications.
• Use a strong closing with a request for action.
Cover Letter Guidelines

• Cover letters should be written using a persuasive approach.
  • Identify the type of position you are applying for and tell how you learned about the opening.
  • Summarize your qualifications for a specific kind of position.
  • Express support for the kind of work the organization performs.

Identify the type of position you are applying for and tell how you learned about the opening.

Dr. Dennis Bruno, Superintendent of Altoona School District, told me you are seeking for an Assistant Administrator in your Student Files Department. Dr. Bruno is confident that my college preparation and my experience in the Medical Records Department at Winter Park Memorial Hospital qualify me for this position.
Appendix J (cont.)

Summarize your qualifications for a specific kind of position.

You will find my accounting and computer skills and inventory experiences beneficial to your company’s purchasing department. I would enjoy working with your clients and promoting goodwill with other organizations both personally and by the phone.

Express support for the kind of work the organization performs.

Retailing provides the challenge of meeting people and selling them on a product, an idea, a principle, or a goal. Your retail opening is the challenge I have been looking for and feel qualified to fill.
Qualifications should be related to the work you are applying for and must be backed by evidence.

After working as a help desk technician in the evenings and during rush periods, I learned that I enjoyed the fast pace well as the work itself. In addition, my three summers as an intern at a computer retail store gave me valuable experience in dealing with customers.

Stress what you have learned from your courses and school activities.

My college courses in clothing construction have given me a broad knowledge of the makeup of men’s and women’s fashion. My sales training and marketing courses have given me many techniques about selling that I could put to good use for National Clothes Company.
Describe how your past work experience has prepared you for the job opening.

While talking with the merchants of Lewisville as a member of the college newspaper advertising staff, I learned about business challenges and gained insight into what customers expect of a retail store.

Provide a smooth transition from a description of your qualifications to a request for an interview.

My résumé, enclosed with this letter, describes my qualifications that I believe could be assets to 21st Century Leaders. I would like to meet with you to discuss the position of administrative secretary. Please call me at 555-555-5555 to let me know a time when we may meet to discuss other ways I might be of value to 21st Century Leaders.
Cover Letter

<table>
<thead>
<tr>
<th>Check the following items to be sure you have:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written to an individual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made each letter an original – not a photocopy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used the correct spelling of all names and the proper company name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have not overused the personal pronoun I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed the letter to the anticipated needs of the prospective employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made sure the letter is free of grammar, spelling, punctuation errors. Edited and proofread carefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used good quality business letter format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used good quality bond paper that matches the résumé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used quality laser printing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written concisely, not exceeding one page</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J (cont.)

**Interviewing**

- Preparing for the Interview
  - Analyze your strengths and determine areas for improvement
  - Research the organization.
  - Consider your responses to common interview questions
  - Prepare possible questions to ask the interviewer.
  - Review your résumé before the interview.
  - Dress appropriately.
  - Arrive promptly

**Types of Interviews**

- Phone interviews
- On-site interviews
- Preliminary interviews
- Screening interviews
- Group interviews
- One-on-one interviews
- Stress interviews
- Behavioral interviews
The Interview Process

- Building Support
- Opening Statements
- The Heart of the Interview
- The Interview Closing

Traits That Influence Interviews

- Unfavorable Traits
  - Wandering – the inability to focus on relevant information.
  - Compulsive talking – rambling rather than listening.
  - Nervousness – wring hands, touching face, jingling coins, fidgeting, toe tapping, and so on.
  - Boredom – yawning, looking out the window, mind obviously not on the interviewer.
  - Being non-communicative – quiet to the point of being unable or unwilling to communicate or interact with the interviewer.
Appendix J (cont.)

Traits That Influence Interviews

• Favorable Traits
  – Friendliness – is pleasant to be around, shows sense of humor, obviously enjoys people, smiles.
  – Preparedness – has taken the time to learn about the organization’s products or service, its size based on volume or market area, the number of employees and other details.
  – Sincerity – genuinely interested in the organization, the position, teamwork, and results.
  – Good work ethics – arrives early, uses time productively, completes tasks.
  – Pride in quality of work – believes in doing the job right the first time and making sure the customers are satisfied.

Self-Evaluation Checklist

• See Appendix O for Interview Self-Evaluation Checklist.
Appendix J (cont.)

Guidelines for Writing Follow Up Letters

- Thank the interviewer for his or her time during the interview.
- Reemphasize one of your strong “selling points”
- If you thought of something after the interview that you failed to cover during the interview, include it, if it is a significant point.
- Close your letter with a positive statement about your interest in the position. Mention that you are looking forward to the interviewers favorable decision.

Guidelines for Writing Follow Up Letters

- Written within a week or two of your interview and you haven’t heard from the interviewer…
  - Mention:
    - The date of your previous application form or letter
    - The position you applied and interviewed for
    - Your continued interest in the opening.
Acceptance or Refusal Letters

• An acceptance letter should start with the good news – the acceptance.
• A refusal letter must begin with a buffer.

Acceptance Letter

1. Begin with the acceptance – the good news.
2. Present some thoughts about your enthusiasm for the opportunity being given to you.
3. Close courteously with a promise or commitment for a starting date.
Refusal Letter

1. Follow the indirect approach and begin with a buffer in which you thank the company for the interview and the offer.
2. Lead into the refusal with your explanation that will ultimately state or imply your decline of the offer. (keep goodwill)
3. Close cordially with a look toward the future to end your letter on a positive tone.

Resignation Letters

• A typical plan for a resignation letter:
  1. Tell your plans for the position you have accepted (assuming you took another job).
  2. State in a positive way that you are resigning, and give the effective date.
  3. Offer to retrain replacement, if appropriate.
  4. State your reason for leaving, unless it is obvious or negative.
  5. Tell how you’ve benefited from the job you are leaving.
  6. Use a goodwill closing.
Certification

Certified Public Accountant, Texas

Professional Experience

**BigTime Computer Services LTD., Austin, TX**

**Assistant Treasurer -- July 1995 to Present**

Manage corporate case of $35 million to $50 million in various tier-one investment facilities, including commercial paper, repurchase agreements, Eurodollars and collateralized mortgage obligations.

Assist in negotiating covenants, closing and syndicating a $90 million credit facility. Also responsible for amending loan facilities and covenants, setting up letters of credit and co-managing the corporate banking relationships with eight lending institutions.

Responsible for negotiating bank fees, approving wire and ACH transfers and setting interest rates on COFI-based loans.

**Accountant, Corporate Acquisition Team -- June 1994 to July 1995**

Evaluated potential acquisition candidates, drafted confidentiality agreements, wrote letters of intent and managed the financial due diligence for acquisition target companies.

Prepared financial acquisition models, financial turnaround and shutdown strategies.

Wrote and presented Board of Directors' approval packages and reviewed definitive acquisition agreements.

**Senior Financial Analyst -- July 1992 to June 1994**

Completed due diligence on acquisition candidates, prepared financial acquisition models and financial business plans.

Appendix K (cont.)

Prepared internal financial models and assisted with closing bank credit facilities and setting loan covenants.
Researched, composed and issued the company's quarterly letter to shareholders, with complete financial statement analysis.

Led fraud prevention team, implemented procedures to prevent check fraud, and coordinated team, including local and federal authorities, to arrest check fraud criminals.

*Hughes & Springer, Dallas, TX*

**Audit Senior Associate -- June 1990 to July 1992**

Audited accounts and procedures for oil, gas, manufacturing and banking industries.

Managed audits for private and public companies.

Coordinated overall engagement administration, including planning and supervising fieldwork, preparing and reviewing financial statements and ensuring the profitability of the engagement.

Supervised bank closing teams for RTC projects and researched various accounting issues.

Instructed staff training courses.

Member of the firm's college recruiting team.

**Audit Associate -- Sept. 1988 to June 1990**

Audited accounts for the oil and gas industries.

**Education**

*University of Texas at Austin, Austin, TX*

**Bachelor of Business Administration, Accounting;** degree earned Aug. 1988

**Computer Skills**

Appendix L
Sample Functional Résumé

Aggie Name

Campus Address: 123 Fish Camp Road
College Station, TX 77844
(979) 847-3333

Permanent Address: 456 Main Street
Houston, TX 77250
(713) 979-1234

aggio@tamu.edu

EDUCATION
Texas A&M University
Bachelor of Science in Psychology, May 20xx
Major GPA: 3.3, Overall GPA 3.0
ACHIEVEMENT: Worked full-time while in college to fund 100% of expenses.

PROFESSIONAL SKILLS

Leadership
- Served as Cheerleading Instructor for the Universal Cheerleading Association.
- Taught 300 camp participants the artistic, athletic, and vocal techniques to motivate sports audiences.
- Received “All American Award” for outstanding performance.
- Elected to several positions of leadership for Alpha Chi Omega Sorority:
  Historian, Vice Chairperson of Social Activities, Fundraising Chairperson.

Artistic Expression
- Studied Theater, Acting, Film and Cinema and performed in several plays and skits before large audiences.
- Acquired skills in script memorization, voice dictation, set and prop design.

Service to Others
- Coordinated games and activities for children living in the Brazos County Domestic Violence Shelter.
- Participated in Adopt-A-Highway program.
- Volunteered with church organization as committee chairperson for holiday food drive.

Initiative and Motivation
- Developed new fundraising activity that doubled revenue compared to previous semesters.
- Founded Parents Night Out childcare program for university staff and faculty members.

Sales and Customer Service
- Contributed creative ideas to generate additional sales by introducing various contests and incentives to restaurant waitstaff.
- Consistently increased “per ticket” sales over a three-year period.

WORK HISTORY

20xx - Present  Fox and Hound—Waitress  College Station, TX
20xx - Present  Chicken Oil Company—Manager  College Station, TX
20xx - 20xx  Bennigan’s—In-Store Trainer  Sarasota, FL
20xx - 20xx  Signworks—Graphic Artist  Coolville, TN

PERSONAL
Enjoy assisting others - Highly creative - Quick learner - Willing to relocate -
Welcome extensive travel – Conversational Spanish skills.

REFERENCES
Available upon request
Jack D. Corbet
711 Newport Lane
Perdido Beach, AL 90518
(205) XXX-XXXX

PROFESSIONAL OBJECTIVE
An internal auditing position for either a large commercial organization or a governmental agency.

EDUCATION
Bachelor of Science, Auburn University, Auburn AL, June 19XX
Major in Accounting with minors in Human Relations and Computer Science.

HONORS
Beta Alpha Psi, National Accounting Honorary, 19XX-XX

WORK EXPERIENCE

Skills
Accounting
Designed internal auditing system. Maintained accounts payable and receivable and payroll records. Balanced monthly bank statements and prepared statements of receipts and disbursements.

Administration & Supervision
Hired, trained and managed a clerical staff of 15.

Sales
Identified new clients through personal and phone contacts. Planned, organized, and implemented sales programs and presentations.

Summary
19XX - Present
Marketing Representative, Financial Research Systems
Auburn, AL

19XX - XX
Accounting Supervisor, Martzee Corporation, Atlanta, GA
Administered bookkeeping functions in an electronic manufacturing firm.
Assisted in the development of management training program.

19XX - XX
Bookkeeper, NBU Computer Software, Inc., Mobile, AL
Performed bookkeeping duties to assist accounting personnel.

Interests
Jogging and wind surfing

References
Available upon request from candidate.
Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or." (For more information on coordinating conjunctions, see our handout at http://owl.english.purdue.edu/handouts/grammar/g_clause.html.

1. Words and Phrases

With the -ing form (gerund) of words:

Parallel: Mary likes hiking, swimming, and bicycling.

With infinitive phrases:

Parallel: Mary likes to hike, to swim, and to ride a bicycle.

OR
Mary likes to hike, swim, and ride a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

For more information on gerunds and infinitives, see our handout at http://owl.english.purdue.edu/handouts/grammar/g_verbals.html.

Do not mix forms.

Example 1

Not Parallel: Mary likes hiking, swimming, and to ride a bicycle.
Parallel: Mary likes hiking, swimming, and riding a bicycle.

Example 2

Not Parallel: The production manager was asked to write his report quickly, accurately, and in a detailed manner.
Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.

Appendix N (cont.)

Example 3
Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.
Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

2. Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

-- or --
Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Example 2

Not Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers. (passive)
Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

3. Lists after a colon

Be sure to keep all the elements in a list in the same form.
Appendix N (cont.)

Example 1

Not Parallel: The dictionary can be used for these purposes: to find *word meanings, pronunciations, correct spellings,* and *looking up irregular verbs.*
Parallel: The dictionary can be used for these purposes: to find *word meanings, pronunciations, correct spellings,* and *irregular verbs.*

Proofreading Strategies to try:

- Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
- If you have several items in a list, put them in a column to see if they are parallel.
- Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.

This page is located at http://owl.english.purdue.edu/handouts/print/grammar/g_parallel.html. Copyright ©1995-2004 by OWL at Purdue University and Purdue University. All rights reserved. Use of this site, including printing and distributing our handouts, constitutes acceptance of our terms and conditions of fair use, available at http://owl.english.purdue.edu/lab/fairuse.html.
## Interview Self-Evaluation Checklist

Check your performance against this checklist every time you go to an interview.

<table>
<thead>
<tr>
<th>Before the Interview</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed skills, abilities, and experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listed and was prepared to discuss three or four important points an interviewer should know about me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researched information about the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathered materials needed for interview (copy of résumé, list of references, copy of cover letter, portfolio of sample of work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared answers to possible questions asked by interviewers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knew location of interview (had address, telephone number)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Interview</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was pleasant to receptionist or administrative assistant who greeted me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had professional appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used persuasive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was energetic and enthusiastic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed positive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used good listening skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded effectively to questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed messages sent through body language (eye contact, showed interest as a listener, favorable traits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was poised and self-confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailored answers to organization’s needs and position as determined by research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview Closing</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanked interviewer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave one last statement about my skills, abilities, and experience would be an asset to organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave a firm handshake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the Interview</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote a thank-you letter to interviewer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote other thank-you letters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>