

## Getting a Job

### Chapter Objectives

After completing this chapter, you will be able to:

#### ▶ Section 21.1 *Qualifying for a Job*

- **Discuss** the importance of understanding employers' wants and needs.
- **Describe** some of the qualifications employers seek in employees.

#### ▶ Section 21.2 *Getting the Job You Want*

- **Discuss** the parts of a résumé.
- **Describe** the elements involved in the application process.
- **Discuss** how employers and job candidates both benefit from a job interview.

### Ask

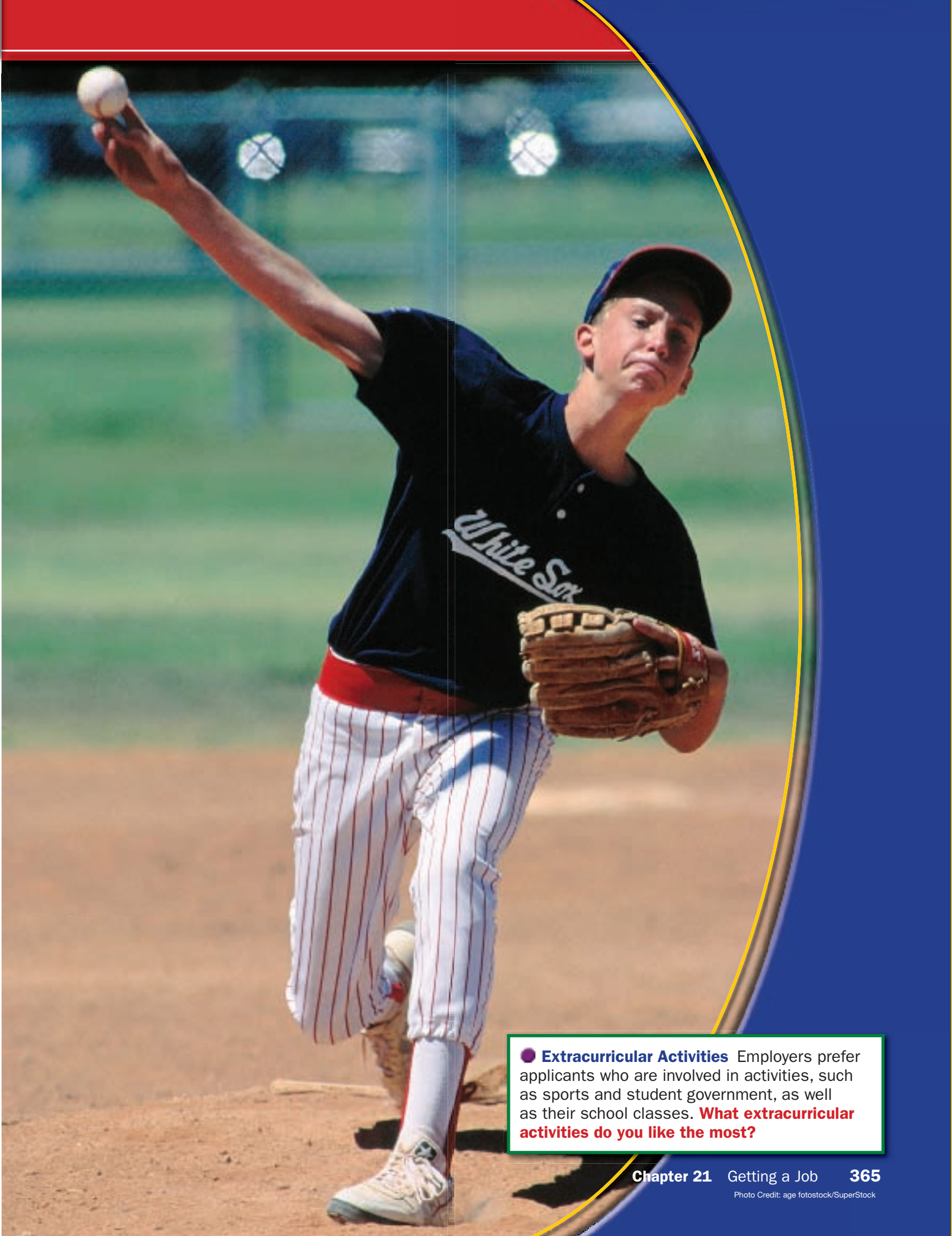
#### STANDARD **Getting a Job: Employee Stock Options** & POOR'S

**Q:** A prospective employer has offered me stock options. How do I know if they are valuable?

**A:** Options are contracts that permit their holders to either buy or sell a stock at a pre-set price during a specified length of time. Options that allow investors to purchase stock are known as call options, while those that allow investors to sell stock are called put options. When a stock's current price makes an option's strike price attractive, the option is said to be "in the money." For example, if you're holding a call option with a strike price of \$30, and the stock is currently trading at \$35, your option is "in the money."

**Mathematics** A *Wall Street Journal* options listing reads: IBM Oct 90 Call at \$2.00. This means that you could purchase an IBM call option for \$2 that will expire in October for a strike price of \$90 a share. If you decide to buy 100 shares because the stock is currently in the money, how much will you spend if you also must pay a \$75 commission?

**CONCEPT** **Order of Operations** To solve a complex equation, it is important to write the equation correctly, and solve it in the correct order. This is called the order of operations. First, simplify within parentheses, and then evaluate any exponents. Then multiply and divide from left to right, and add and subtract from left to right.



● **Extracurricular Activities** Employers prefer applicants who are involved in activities, such as sports and student government, as well as their school classes. **What extracurricular activities do you like the most?**

# Qualifying for a Job

## Reading Guide

### Before You Read

Think about the skills you have that will help you stand out when pursuing a job.

### Read to Learn

- Discuss the importance of understanding employers' wants and needs.
- Describe some of the qualifications employers seek in employees.

### The Main Idea

Businesses and nonprofits provide different products and services. They need all kinds of workers to perform various tasks. You need to know what employers look for in an employee.

### Key Concepts

- Finding a Job
- Your Qualifications and Skills

### Vocabulary

#### Key Terms

qualifications  
employability skills  
body language  
extracurricular activities

### Academic Vocabulary

You will find these words in your reading and on your tests. Make sure you know their meanings.

administrator  
accessing  
seek  
attitude

### Graphic Organizer

In a table like the one below, list five qualifications employers look for in an employee, and describe what those qualifications mean to you.

Employment Qualifications	Description



Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a printable graphic organizer.

### Academic Standards

#### English Language Arts

**NCTE 1** Read texts to acquire new information

#### Mathematics

**Number and Operations** Understand numbers, ways of representing numbers, relationships among numbers, and number systems

## Finding a Job

Once you have an idea of what you want to do, you can take the next step and start your job search. As you search for a job, you will learn more about the various qualities employers look for in employees.

## Knowing What Employers Want and Need

Businesses and nonprofits provide different products and services. They need all kinds of workers to perform different tasks. For example, a hospital needs doctors, nurses, cooks, janitors, supervisors, and an **administrator** who oversees operations. A department store needs retail buyers, sales associates, stock clerks, assistant managers, and a store manager who supervises everything. Each of these jobs carries tasks and a certain level of responsibility. Each also requires a different level and type of skills. You need to know what employers want and need in an employee.

## Your Qualifications and Skills

Different jobs require different **qualifications**, or the education, skills, and work experience needed to do a particular job. What is important for one job might be less important for another. Employers look for more than job qualifications. They also look for employability skills. **Employability skills** are basic skills that you need to get a job, keep a job, and do well at a job.



Reading Check

**Define** What are employability skills?



**Work Permits** Most people under the age of 16 must obtain a work permit to have a job. In some states the age requirement is 18. A work permit is a legal document that allows a minor to hold a job. It shows the number of hours a minor can work and the kinds of jobs that can be held. *Why do you think the government requires work permits for minors?*

## ETHICS in Business

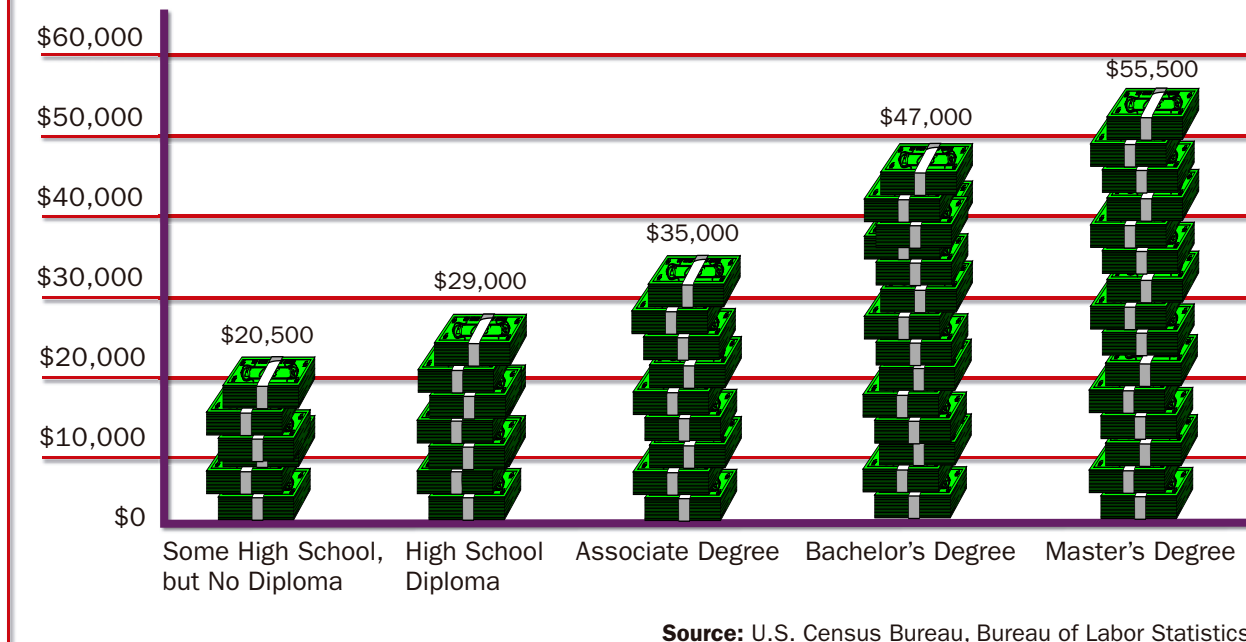
### Applying for a Job

- **Critical Reading** Life is full of important decisions. Think about the kinds of decisions that you make as you read the question below.

You are in the process of applying for a position at a large accounting firm. In a discussion with a friend who also applied for the position, you learn that applicants with more experience than you are being hired.

- **Decision Making** Would learning about the applicants with more experience make you change your application, résumé, cover letter, or answers in an interview to make yourself look more qualified? Explain your answer.

**Figure 21.1** – Median Earnings of Full-Time Workers



● **Education and Earnings** One of the many advantages of education is that it increases your earnings potential. **What is the difference in the annual earnings of a high school dropout and a high school graduate?**

## Level of Education

For most jobs, employers want applicants to have at least a high school diploma. High school dropouts have fewer job opportunities, especially if they have no previous work experience. The more skills and education a worker has, the wider the job market will be for him or her. **Figure 21.1** illustrates the median income for workers based on their level of education.

### As You Read

Think about what it would be like to work at a TV studio. What skills do you think you would need?

## Basic Skills

Almost all jobs require basic skills. Employees must be able to read well enough to function in their job. They should be able to do simple mathematical problems. They must also be able to communicate with others. Basic computer skills, such as entering or **accessing** data, are necessary. Many jobs also require basic work-related skills. For instance, a warehouse worker may need to know how to operate a forklift or specific machinery.

## Work Experience

Experienced workers have proven skills and a familiarity with a job. They need less training to do a new job. That is why many employers want workers who have some work experience. It is important to get some kind of experience. Most jobs that require skills and experience pay more than those that do not.

## Character and Personality

Skills are important, but employers also **seek** certain character traits in potential employees. Employers value hard work, honesty, dependability, and an ability to finish tasks. They also look for a good **attitude** toward work, a desire to do the job well, and the ability to work with others. Workers who can follow instructions as well as take initiative are also wanted. Sometimes, having strong character and personality traits can make up for weaknesses in other areas, such as experience. An employer can learn about these traits in several ways.

**Body Language** Body language often says more about you than spoken or written words. Your **body language**, or nonverbal communication, includes your posture, eye contact, facial expressions, and gestures. They can either add to or detract from the impression you make. For example, if you fidget during interviews, you may appear to lack interest in the job.

## BusinessWeek Reader and Case Study

### These Technicians Are Better Than Robots

**Japan is turning to hyper-skilled *supaa ginosha*, or super technicians, to preserve its manufacturing edge.**

Behind the locked doors of a Sharp® Corp. factory in the central Japanese city of Nara, Rina Masuda spends her days at a task most people would find both mind-numbing and infuriating. With the searing tip of a soldering iron, she guides droplets of molten metal on a circuit board to the edges of a microchip. In less than a minute she has the chip standing on dozens of tiny metal legs separated by a hair's breadth to keep electrons flowing smoothly. Masuda's job seems at odds with the bank of machines just a few yards away that spit out hundreds of circuit boards every hour. Yet Masuda doesn't fear losing her job to automation, at least not until the equipment is as precise as she is. When the machines botch a job, she's called in to fix up the chips. "The soldering I do by hand is far superior to anything the machines can do," says the 33-year-old.

Japan has thousands of workers like Masuda, with talents so extraordinary that no machine can do their jobs. Their skills have amounted to the X factor that has given Japan a manufacturing edge for decades.



**CASE STUDY** Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for the *BusinessWeek* Reader Case Study.

#### Active Learning

Research the manufacturing processes that are used to create microchips. Use a device that does not contain a microchip (such as a pen or pencil) to write a letter to your teacher about the ways microchips have made your life easier.

**School Performance** Employers might check school records to see how a potential employee performs. Good grades show motivation and a willingness to apply oneself to a task. Some employers check attendance records. Even if you do not have the best grades, good attendance and punctuality indicate that you are reliable and will show up for work on time.

**Extracurricular Activities** **Extracurricular activities** are activities that you do besides schoolwork. They indicate extra effort and interests on your part, as well as possible leadership ability. For example, taking part in team sports shows an ability to work in a group. Volunteer work shows commitment and responsibility. Your efforts in and out of school create a record that future employers may want to see.

**Your Overall Impression** Think of a personnel director with three piles of job applications. One pile is labeled “Yes.” One is labeled “Maybe.” One is labeled “No.” Your goal is to get your application into the “Yes” pile. Consider the way you present yourself. Your writing, problem solving, creative thinking, and reasoning skills will show. Employers will be influenced by the way you dress and whether you are well-groomed. They will also notice if you use slang or anything other than standard English. A good first impression increases your chances of getting hired.

## Section 21.1

### After You Read



#### Review Key Concepts

1. Why is it important to know what employers look for in an employee?
2. What are employability skills?
3. What are some of the qualifications that employers consider for potential new employees?

#### Academic Skills

4. **Mathematics** Mike got a job offer from Loom Inc. He would earn \$25,000 a year plus benefits. The value of the premiums the company pays to the insurance company is  $\frac{3}{5}$  of 10% of his base salary. How much are the premiums for a year?

#### CONCEPT

#### Numbers and Operations: Fractions, Decimals, and Percents

Fractions, percents, and decimals are three ways to express numbers between 0 and 1. You can convert one to another. To solve this problem, convert “ $\frac{3}{5}$  of 10%” to a decimal, and multiply by \$25,000.



For math help, go to the Math Appendix.



Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) to check your answers.

# Getting the Job You Want

## Reading Guide

### Before You Read



Think about some ways that potential employers can get more information about job applicants.

### Read to Learn

- Discuss the parts of a résumé.
- Describe the elements involved in the application process.
- Discuss how employers and job candidates both benefit from a job interview.

### The Main Idea

One of the first steps in finding a job is to prepare a résumé. A résumé tells an employer what a worker has to offer. Cover letters, job applications, and interviews also provide information about potential employees.

### Key Concepts

- Beginning Your Job Search
- Contacting Potential Employers
- Interviewing for Jobs

### Vocabulary

#### Key Terms

résumé  
chronological résumé  
job objective  
cover letter  
job interview

### Academic Vocabulary

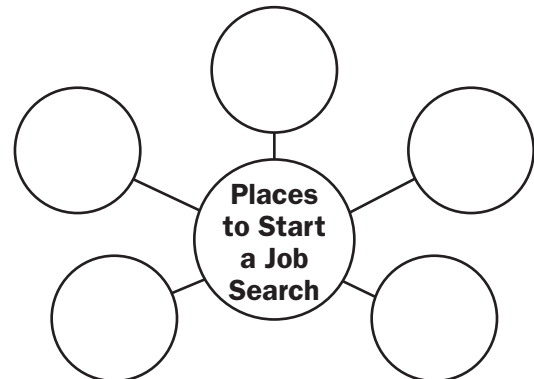
You will find these words in your reading and on your tests. Make sure you know their meanings.

assess  
achievements

transferable  
objective

### Graphic Organizer

In a figure like the one below, note five sources you can use to find a job.



Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a printable graphic organizer.

## Academic Standards

### English Language Arts

**NCTE 1** Read texts to acquire new information

**NCTE 7** Conduct research, and gather, evaluate, and synthesize data to communicate discoveries

**NCTE 11** Participate as members of literacy communities

### Science

**Content Standard G** Students should develop understanding of science as a human endeavor



### As You Read

Think about jobs you might like most and might be able to do best.

## Beginning Your Job Search

Before you begin looking for a job, you need to discover which jobs you would like most and would be able to do best. You should avoid limiting your search to one type of job. **Assess** the job market objectively. Some jobs require little or no experience. Other jobs require work experience. Still others might require certain skills.

### Preparing Your Résumé

One of the first steps in finding a job is to prepare a résumé. A **résumé** is a summary of your skills, education, and work experience. It tells an employer what you can offer as a worker. Its purpose is to persuade potential employers to interview you. Some people also list their hobbies on their résumé to provide an indication of their personal interests and other work-related qualifications.

Your résumé gives an employer his or her first impression of you. If it is disorganized and full of mistakes, your chances of getting an interview will be slim. Check your grammar and spelling before submitting your résumé. Make sure it is neat and that the information in it is correct. Try to limit it to one page.

There are different types of résumés. The most common type is the chronological résumé. A **chronological résumé** lists your **achievements** in time order. It has five parts: the heading, the job objective, a skills summary, work experience, and education. Figure 21.2 shows an example of a chronological résumé.

### Science/TechTRENDS

#### Becoming an Astronaut

Many young people want to be astronauts someday. What does it take to become an astronaut? While there is no real step-by-step way to ensure employment as an astronaut, there are some things you can do that will put you on the right path. A bachelor's degree in science or mathematics is the first step toward a career in space travel. Extracurricular activities such as participating in your school's science club can also help you reach your goal of becoming an astronaut. An understanding of the physical challenges of space travel is also important.

#### Web Quest

Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for links to Web sites where you can research how someone would become an astronaut. Look for examples of how astronauts can be affected by space travel. Write a few paragraphs describing what steps you would take to become an astronaut.

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TPhilips@school.edu

## Teri Philips

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- Job Objective** Full-time administrative position in law office.
- Skills Summary**
- Dependable, responsible, and hard-working.
  - Strong interpersonal and communication skills.
  - Maintain confidentiality working with legal documents.
  - Knowledge of word-processing and database software.
  - Bilingual in English and Spanish.
  - Typing speed: 70 wpm.
- Work Experience**
- Jan. 2005–present, O’Malley Law Firm, Bremerton, FL  
**Administrative Assistant (part-time)**
- Perform essential administrative tasks such as scheduling, filing, managing correspondence, and answering phones.
  - Transcribe case files and notes.
- Feb. 2003–Dec. 2004, Sunnyville Museum, Sunnyville, FL  
**Staff Assistant (part-time)**
- Performed administrative and managerial duties such as handling phone calls, assisting at museum events, filing, and answering questions from visitors.
  - Coordinated projects for exhibits.
- Nov. 2002–Feb. 2005, Community Law Center, Morgantown, FL  
**Volunteer Staff Assistant (part-time)**
- Assist lawyers in providing free legal services to community residents.
  - Perform administrative tasks such as typing documents and corresponding with clients.
- Education**
- 2003, Morgantown High School, Morgantown, FL  
**High School Diploma**
- Course work in criminal justice and introduction to law.
  - Participation in statewide Law Honors Project.
  - Three semesters of computer applications courses.

● **Market Yourself** A résumé is a tool you can use to market yourself to prospective employers. It tells who you are, what you want to do, what you have done, and what you can do. **What are some things you should emphasize on your résumé?**



### Perfect Attendance

Employers value employees who understand the importance of attendance and punctuality. **Why is it important that all participants in a meeting are on time?**

**The Parts of a Résumé** The first part of the résumé is the heading. The heading contains your name and contact information. Include your street address, city, state, zip code, home phone number, and e-mail address. The second part, the **job objective**, is a statement about the type of job you want. The third part, the skills summary, includes job-specific skills such as keyboarding, computer use, and **transferable** skills. The fourth part, the work experience section, lists the jobs you have done. The fifth part, the education section, shows your secondary and postsecondary education. List the name and location of each school, and the date you finished or the date you will finish.



Reading Check

**Identify** What are the essential parts of a résumé?

## Real World

### Looking for Openings

A *job lead* is information about a job opening. Job leads can come from several sources, including a network of people who could help you. Some of them might also give you a *referral*, or a recommendation to an employer or another job lead. *What are some other ways you can find out about job openings?*

## Contacting Potential Employers

Once you have prepared a résumé and found interesting job openings, you can tailor your résumé to each job. Then start to apply for the jobs. The process of applying for a job can include submitting a cover letter, filling out a job application, taking an employment test, and being interviewed.

### Cover Letter

You should always include a cover letter with your résumé. A **cover letter** tells the employer about you and why you are applying for a job. It can also be used to inquire about possible job openings. As with your résumé, your cover letter also needs to make a good impression. It should be formatted and error-free. **Figure 21.3** shows an example of a cover letter.

**Figure 21.3** – **Cover Letter**

Teri Philips  
24 Mill Creek Road  
Sunnyville, FL 32300  
Phone: (850) 555-0123    TPhilips@school.edu

October 30, 20--

Thomas L. Warren  
T.L. Warren & Associates  
300 Commerce Center Plaza  
Miami, FL 33109

Dear Mr. Warren:

Peter Cortez suggested I write to you about a full-time administrative position at your law firm.

I have three years of experience working in an office environment. My experience includes volunteer work for a nonprofit organization that provides free legal services to community residents. I have handled incoming and outgoing phone calls, and typed and distributed documents. Please see my enclosed résumé to learn more about my background.

I am dependable, efficient, and personable. I pay attention to detail, have excellent communication and organizational skills, and enjoy working with people.

If there are job opportunities at your law firm for which I might be qualified, I would appreciate an interview to discuss what makes me a good match for your company.

Sincerely,

*Teri Philips*

Teri Philips

Enclosure

● **Introduce Yourself** A cover letter introduces you to a prospective employer. It should be tailored to the position of interest to you. **What should accompany the cover letter?**

## The Job Application

A job application form is a printed sheet with blank spaces that you fill in to apply for a job. The person who applies for a job is called a job applicant. Like your résumé, an application form presents you to a potential employer. It is easier to fill out if you have a résumé and a list of available references.

## Employment Testing

When you apply for a job, you might be asked to take a test to see if you have the required skills. For example, truck drivers must take a driving test before being hired. Jobs for government or law enforcement may require drug and lie-detector testing.

## Interviewing for Jobs

After you have found a job opening, filled out an application, and sent your cover letter and résumé, an employer may call you for an interview. A **job interview** is a formal face-to-face discussion between an employer and a potential employee. Employers use interviews to make hiring decisions. It is important to do well in an interview.

Interviews are also helpful to job candidates. They provide a chance to see if you really want the job. They also allow you to see whether you and the employer are a good match. You can do well in an interview if you prepare. Research the company. Prepare answers to common interview questions. Think of questions to ask the interviewer. Practice your interview skills.

### The Job Interview

The job interview is an important part of the job search process. Suppose this is an interview for a management trainee position. **Is the person being interviewed dressed appropriately?**



## Job Interview Tips

Before you go on a job interview, keep these things in mind:

- *Do some homework.* Find out about the job.
- *Be on time.* Otherwise, you may be considered disrespectful.
- *Wear appropriate clothes.* Dress neatly and in a style appropriate for the job you are seeking.
- *Put your best foot forward.* Shake the interviewer's hand. Be courteous. Be aware of your body language.
- *Ask questions about the job.* You need to find out if it is right for you.
- *Ask about the next step.* After the interview, say, "I am very interested in this job. What is the next step?"
- *Do not expect an answer right away.* The employer will need time to decide who to hire.

Follow up after the interview by calling or writing a letter thanking the interviewer. In the letter, restate your **objective** and describe how your skills and experiences are well-suited to the job. This shows your interest in the job and allows you to add anything you forgot to mention. Learn from each experience, and work on your weaknesses. Doing so will increase your chances of getting the job you want.



### Accepting a Job Offer

Job offers often come over the phone. However, writing a letter of acceptance is an appropriate way to begin a professional relationship. An acceptance letter states when the new employee expects to start work, what position he or she will be filling, the agreed-upon wage, and other known terms of employment. *Why would you want to accept a job offer in writing?*

## Section 21.2

### After You Read

#### Review Key Concepts

1. What is a résumé? What is its purpose?
2. Explain what is usually involved in the process of applying for a job.
3. How can an employer and a job applicant both benefit from a job interview?

#### Academic Skills

4. **English Language Arts** Read the employment want ads in your local newspaper for a week. Write three paragraphs about the kinds of jobs advertised in your area, the salary ranges for those jobs, the benefits available, and the qualifications or work experience required.
5. **English Language Arts** Working in a group of three, participate in mock job interviews for a grocery store clerk, life-guard, and newspaper delivery person. Have group members take turns role-playing the interviewer, job applicant, and observer. The observer should provide written feedback to the interviewer and job applicant.



Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) to check your answers.

# Chapter 21 Review and Activities

## Section 21.1 Summary

**Qualifying for a Job** Within an organization, each job carries a certain level of responsibility and tasks to be done. Jobs also require different levels and types of skills. As a worker, you need to know the qualifications employers look for in an employee. Skills are important, but employers also seek certain character traits in potential employees. Employers value hard work, honesty, dependability, and an ability to finish tasks. They also look for good personality traits in workers.

## Section 21.2 Summary

**Getting the Job You Want** Before you begin looking for a job, you should discover which jobs you would like most and would be able to do best. One of the first steps in finding a job is to prepare a résumé, which tells an employer about your qualifications. Its purpose is to persuade potential employers to interview you. The process of applying for a job can include submitting a cover letter, filling out a job application, taking an employment test, and being interviewed.

## Vocabulary Review

1. On a sheet of paper, use each of these key terms and academic vocabulary terms in a sentence.

### Key Terms

qualifications  
employability skills  
body language  
extracurricular activities  
résumé  
chronological résumé  
job objective  
cover letter  
job interview

### Academic Vocabulary

administrator  
accessing  
seek  
attitude  
assess  
achievements  
transferable  
objective

## Review Key Concepts

2. Discuss the importance of understanding employers' wants and needs.
3. Describe some of the qualifications employers seek in employees.
4. Discuss the parts of a résumé.
5. Describe the elements involved in the application process.
6. Discuss how employers and job candidates both benefit from a job interview.

## Critical Thinking

7. Why is it important to find out as much as possible about a position before being offered the job?
8. How does your personality affect your relationships with your coworkers?
9. What are some ways to ensure that your résumé is correct before sending it to an employer?
10. Why is a referral considered to be better than a job lead?
11. Imagine you just received a college degree in accounting. You interview for two jobs: an entry-level job at a large accounting firm and a lead accountant position at a small grocery store. Which job would you prefer? Explain your answer.
12. Why might an employer want to know whether an applicant for an entry-level job has developed leadership skills while in high school or college?
13. Indicate how you affect your own employability as a student today.
14. *Productivity* is the rate at which a company or worker produces goods or services. What traits enhance a worker's productivity? What traits hinder it?

## Write About It

15. Suppose you would like to get a summer job. Write a letter inquiring about possible job opportunities at a company where you would like to work.
16. A personnel assistant contacts you about your letter of inquiry. He says the company will have several summer jobs for which you might qualify. Prepare a résumé and a cover letter for a specific summer job at the company.
17. Imagine you have been interviewed for an office job at a company that makes machines. You would do a variety of tasks. You would receive a good salary. However, you would work in a very noisy area. Consider your likes and dislikes about the job. Write a thank-you letter to the interviewer.
18. Get a job application. You might get one from a teacher, a school career center, a business, a library, an employment agency, or the Internet. Complete the form. List the items that are on the application form that are not covered in your résumé.
19. Imagine that you have been offered the job you wanted. Write a letter of acceptance to the employer.

## Technology Applications

### Word-Processing Software

20. Analyze the job market. The Internet, newspaper want ads, and job boards are all sources of current information. Which fields seem to have the most job openings? Which ones have the fewest? What types of entrepreneurial opportunities are available? What seems to be the current outlook for the types of jobs that interest you? Write a one-page report on your conclusions. Include information on job duties and requirements, pay, and benefits.

## Business Ethics

### Stretching the Truth

21. Suppose you completed  $3\frac{1}{2}$  years of college but did not graduate. You see an ad for a job that you really want, but the job description states that you must have a college degree. You meet all the other requirements and feel that you would be perfect for the job. If you state that you received a college degree, you will increase your chances of being interviewed and subsequently hired. What should you do?



# Chapter 21 Review and Activities

## Applying Academics to Business

### English Language Arts

22. Résumés usually include an employment objective. Write three different employment objectives for different types of jobs. Make your objectives brief and to the point, and use the active voice.

### Mathematics

23. Imagine that you have two job offers. The first pays \$2,000 a month and requires a 48-mile round-trip commute. The second is closer to home and you could easily walk or ride a bike to work, but it pays only \$1,920 a month. You will be working five days a week. Taking into account the current price of gas and a car that gets 20 miles per gallon, how much will the commute to the first job cost? Which job will benefit you more?

#### CONCEPT

#### Algebra: Solving for the

**Unknown** One of the steps in solving this problem is to write and solve a proportion:  $\text{mileage} / \text{one gallon} = 48 / x$  gallons. The letter  $x$  represents the unknown quantity—number of gallons used per trip. Plug in the known quantities, and solve for the unknown.

### English Language Arts

24. Linda read the following list of responsibilities and accomplishments at a former job on an applicant's resume. Rewrite the list using parallel construction.

- presented a session on teamwork at new-employee training session
- management training program graduate
- figuring out weekly schedules for part-time employees

### Mathematics

25. Franklin works as a cashier. A customer bought four dozen eggs at \$1.60 a dozen, and a carton of yogurt for 80¢ to the checkout counter. The customer also had a promotional coupon worth 10% off on any purchase. When the customer tried to pay with a \$5 bill, Franklin told him it was not enough, so the customer put back the yogurt. Did he then have enough for the eggs? Explain how you would figure out if he had enough to buy the eggs.

#### CONCEPT

**Problem Solving** When thinking through an approach to solving a problem, disregard extraneous information.

## Active Learning

### Mock Interview

26. Break into groups of three. Select an interviewer, a job candidate, and an observer. Participate in a mock interview for a job as a cook, bus driver, or cashier. After 10 minutes, the observer should provide feedback. Repeat until everyone has been in each role.

## Business in the Real World

### Job Applications

27. Most job applications require a lot of personal information. Look at an employment application to determine the information needed to complete it. Then create a spreadsheet or word-processing document listing the information you would need to provide.

## Real LIFE skills

### PREPARING FOR AN INTERVIEW

28. Interview two relatives or family friends who work. Ask how they prepare for job interviews. What types of questions have they been asked? How did they respond? What advice would they give on preparing for an interview? Summarize your findings in a report. Note similarities and differences in their statements. Present it to the class.

## COOL Business CAREERS

### FIND YOUR DREAM JOB

29. Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a link to the Occupational Outlook Handbook Web site. Click on the “OOH Search/A-Z Index” link and look up the job title “teacher” (preschool, kindergarten, elementary, middle, and secondary). Then write a one-page report about this type of occupation. Conclude your report with a list of things you could do now to prepare yourself to pursue the occupation.

## Role Play

### KNOWING WHAT COMPANIES WANT

30. **Situation** Imagine that you are a recruiter for a large corporation. You have been asked to participate in a community job fair.

**Activity** With other students acting as job candidates, make a presentation on the types of jobs at your company and the requirements for them.

**Evaluation** You will be evaluated on how well you meet the following performance indicators:

- Research the types of jobs that are available at your chosen corporation.
- Indicate the qualifications your company requires.
- Discuss job openings and how résumés are handled.
- Answer questions from the job candidates.
- Organize your thoughts.
- Project your voice, make eye contact, and use correct grammar.

## Standardized Test Practice

**Directions** Choose the letter of the best answer. Write the letter for the answer on a separate piece of paper.

1. Which underlined word in the paragraph below uses the apostrophe incorrectly?

Businesses often post job notice's on bulletin boards in supermarkets or in shopping malls. You can also call a company's personnel office to see if they have jobs open. You might find help-wanted signs in businesses' windows. Sometimes you can find a job by walking into a local business and asking if they're hiring.

- A notice's
- B company's
- C businesses'
- D they're



**TEST-TAKING TIP** Read and consider all of the answer choices before you choose the one that best responds to the question. Examine each choice and think about how it differs from the others.



**READING** Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a list of outside reading suggestions.



## Rachel Muir

### **Fearless Leader/Founder/Executive Director, Girlstart**

Girlstart is a nonprofit organization that aims to empower girls in mathematics, science, and technology. It teaches girls the fun part of academic achievement and runs after-school programs for underserved schools, free Saturday camps, and summer camps.

## Q & A

### **Describe your job responsibilities.**

**Rachel:** I lead my staff, helping them achieve results, solve problems, prioritize our goals and support my board. I make sure that I am proud of everything that leaves this office, be it a brochure, a T-shirt, or an intern going to lead a program.

### **What skills are most important in your business?**

**Rachel:** Bravery, generosity, compassion, thoughtfulness, creativity, passion, ambition, confidence, thirst for knowledge, respectfulness, admiration, gratitude, and inclusiveness are ones that come to mind.

### **What is your key to success?**

**Rachel:** My three key skills for success are ambition, communication, and creativity. I believed in my idea to create Girlstart, and this determination to succeed helped me get through the tough times. Being an effective communicator is vital. It helps me solve problems, apply for grants, give presentations, and work with staff and volunteers. Creativity means being open to new ideas, and to also accept that I don't have to have all the answers. My job is to find the people who do.

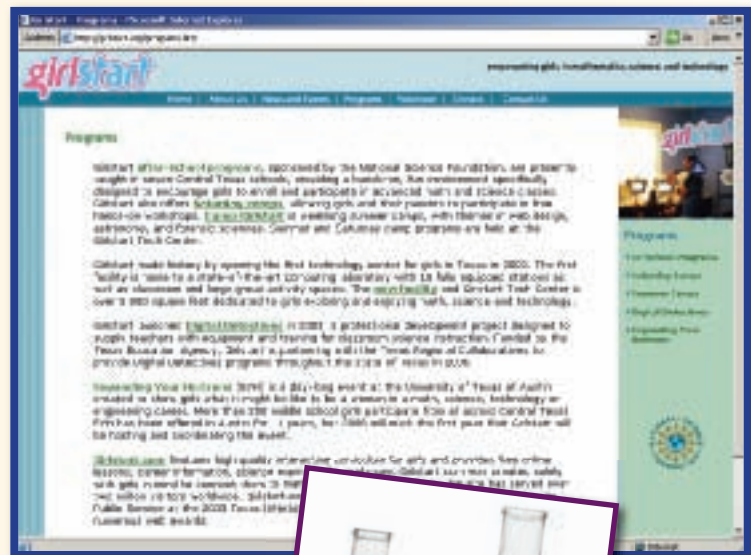
### **Your Web site mentions that you weren't good at math, hence your idea to create Girlstart. What steps did you take to improve your math?**

**Rachel:** A friend taught me how to build Web sites, and I took programming and accounting classes. If you can get over your lack of confidence and believe that you can totally do this, you will succeed. Don't be limited by what you don't know. Turn your weakness into your strength by identifying it and making changes. Never give up on your idea. If you love what you do, you will work as hard as it takes to be successful.

### **What advice would you give students interested in starting a business?**

**Rachel:** You will never know until you try! Be afraid, and do it anyway. Thank others every step of the way in every inventive way that you can, and be patient with yourself and those around you.

## **Critical Thinking** Why is identifying a target market vital to shaping an organization?



## Some Qualifications Needed to be a Director of an Educational Camp

### Academic Skills and Abilities

Computer science; mathematics; student literacy training; teaching skills; interpersonal skills; general business management skills; verbal and written communication skills; multitasking, organizing, and planning skills

Academic Skills Required to Complete Tasks at Girlstart			
Tasks	Math	Science	English Language Arts
Hold meetings			◆
Assign duties			◆
Develop curricula	◆	◆	◆
Assess student achievement	◆	◆	◆
Customer service			◆
Schedule employees	◆		◆
Order supplies and equipment	◆		◆
Analyze financials	◆		◆

### Education and Training

The minimum educational requirement is a bachelor's degree, usually in education, but a master's or higher degree is preferable. State licensing is necessary for instructional coordinators in public school systems, although specific requirements vary by state. In some states, a teaching license is needed, while in others an education administrator license is needed as well as training in curriculum development and instruction, or in the specific field for which the director is responsible, such as mathematics or science.

### Career Path

To successfully empower students, directors must have a good understanding of how to teach specific groups of students, in addition to expertise in developing educational materials. As a result, many people become instructional coordinators after working for several years as teachers. Work experience in an education administrator position, such as principal or assistant principal, can also be beneficial.

## Preparing for a Career Self-Assessment Checklist

Use this self-assessment checklist to help determine ways you can develop winning career habits.

- ✓ Be willing to take both the credit and the blame for your actions.
- ✓ Think about past successes and challenges to develop an ability to predict what is likely to happen in the future on the basis of experience.
- ✓ Strive to succeed and to be the best.
- ✓ Be able and willing to face difficulties and to take risks.
- ✓ Exhibit trustworthiness.
- ✓ Display clarity of purpose and determination.
- ✓ Be tenacious.
- ✓ Develop a clear vision of your future successes.

## Lifelong Learning

Regardless of the career choice, lifelong learning will most likely play a factor in the future of today's students. Changes in technology, globalization, and greater competition among qualified job candidates are creating the need for continuing adult education. At the same time, adult education is an emerging new industry.

### Thematic Project Assignment

In this project you will design and write a brochure that describes the benefits of lifelong learning for adults and the types of careers available in adult education.

#### Step 1 Brainstorm Skills You Need to Complete This Activity

Your success in designing and writing a brochure will depend on your skills. Preview the activity, then brainstorm a list of the skills you will need to use to complete the activity and describe how you will use them. Skills you might use include:

**Academic Skills** reading, writing, designing/art/photography

**Basic Skills** speaking, listening, and thinking

**Technology Skills** word processing, keyboarding, design and photo programming, and Internet skills



**SKILLS PREVIEW** Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a graphic organizer you can use to brainstorm the skills you will use to complete the project.

#### Step 2 Choose a Business and a Career That Interest You

Make a list of businesses that interest you. Add to the list any careers within this business that interest you. Think about the lifelong learning you might need in these careers. Then think of adult education courses that might help people in these businesses and careers. For example, if you are interested in overseeing an assembly line in a large factory, you might need lifelong education in robotics or other technology. Some careers in adult education might include teaching robotics, being an administrator at a school that teaches robotics, or writing manuals for the classes.

#### Step 3 Build Background Knowledge

Preview information on lifelong learning.

### Lifelong Learning

Thousands of adults return to college every year or engage in training within their companies. Some take classes for self-development or personal interest. Most, however, return to the classroom to keep up with the demands of their jobs, learn a new skill, or gain a new qualification or certification.

New career opportunities in adult education are not to be overlooked by anyone interested in education. As with traditional education, many jobs require advanced degrees, but not all. On-the-job experience counts when teaching adults.

## Step 4 Connect with Your Community

Interview two adults in your community who have returned to college, taken a course at a community education center, or been involved in training at the workplace. Ask them about why they went back to school and what their experience was like. Ask them how they benefited. Then think about the people who were involved in their education, such as enrollment counselors, financial aid assistants, and instructors.

## Step 5 Research Lifelong Learning

Use library and Internet resources to research lifelong learning. Keep records of your sources of information. Then prepare a brochure. Use the project research checklist as a guide to help you.

## Step 6 Develop Your Brochure

Use design, photo, and other software to develop a three-fold brochure that includes all of the information described in the project checklist.

### Lifelong Learning

- ✓ Make a list of the main points and supporting details on the benefits of lifelong learning.
- ✓ Use the main points to write headings and subheadings. Include information on the benefits of lifelong learning, how lifelong learning is becoming a major trend as more adults participate, and how this trend is creating more career opportunities associated with adult education.
- ✓ Write the supporting details under each heading and subheading.
- ✓ Use computer software to add graphic designs to your brochure.
- ✓ Edit and proofread your brochure to make sure everything is correct.
- ✓ Print the brochure and fold it into three panels.

### Self Connections

- ✓ Discuss the results of your research with the adults you interviewed.
- ✓ Describe how the adults you interviewed benefited by lifelong learning.
- ✓ Explain what the investigation and its results mean to you.

## Step 7 Evaluate Your Presentation

@ **RUBRIC** Go to the *Introduction to Business* Online Learning Center through [glencoe.com](http://glencoe.com) for a rubric you can use to evaluate your final report.

