CHOOSING A CAREER, FINDING A JOB

Unit 4

Summary

In **Unit One**, students studied graphs to learn the big picture of employment today and used career database websites to conduct research based on their own interests.

In **Unit Two**, they learned how careers relate to one another and can lead to advancement, using CUNY’s Labor Market Information Service (LMIS) Career Maps and other documents.

In **Unit Three**, they read and heard personal narratives from workers in writing and video. They wrote responses and discussed video interviews.

In **Unit Four**, students explore how to choose a career and find a job. They calculate their financial needs, identify their professional networks, assess help wanted ads and job offers, and converse with workers in person during a career panel.

1. **CALCULATING A BUDGET HOW MUCH MONEY DO I NEED TO EARN?**

Students create a current budget for themselves, identifying their monthly recurrent expenses, in order to consider how much money they will need to earn from work income.

2. **NETWORKING SERIES**

Students first draw on their own experiences of gathering information from people they know, learn how to identify a pool of workers who can become a source for gathering career information in particular, and develop potential informational interview questions.

2.1 • **How to Identify Your Network**

Students write a reflection about a personal experience of gathering information from someone they know or met. They then identify a potential professional network for healthcare careers, including people they know and businesses with which they are familiar.

2.2 • **How to Develop Informational Interview Questions**

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.
3. **READING SAMPLE HELP WANTED ADS**

Students read a selection of help wanted ads in healthcare. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to determine what the job entails, whether or not they are qualified, and if it is a good fit for them.

4. **EMPLOYER EXPECTATIONS SERIES**

Through reading and role plays, students consider employer expectations in healthcare and across all sectors.

**4.1 • Expectations in the Workplace**

Students learn about expectations employers have of employees and practice demonstrating professional expectations through role plays.

**4.2 • Workplace Expectations in Healthcare Settings**

Students learn about workplace expectations specific to the healthcare field, create a quiz using sentence stems and journal about how they might respond to the complex dilemmas healthcare workers often face.

5. **ASSESSING JOB OFFERS**

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

6. **A PANEL OF PROFESSIONALS**

Students have the opportunity to interact directly with healthcare professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.
Calculating a Budget: How Much Money Do I Need to Earn?

Students create a current budget for themselves and identify their monthly recurrent expenses, in order to consider how much money they will need to earn from work income.

PREP

- Be prepared to discuss the following vocabulary: Income, Expense, Budget
- Complete the My Budget worksheet so that you can refer to your own experience with students.

MATERIALS

- My Budget worksheet

DISCUSS

What is a budget?
  - A way to keep track of how much money you are going to spend.

Why do people make budgets?
  - To know how much money they spend on which expenses, to help manage their money.

Why is that useful?
  - To know where your money goes. To be less likely to run out of or mismanage money.

When you are applying for jobs it’s important to know how much money you need to earn. What are some monthly expenses you have?
  - Rent, transportation, groceries, phone, daycare, clothing, money to support immediate and/or extended family, credit card.
EXPLAIN

1 Have you ever wondered, “Where did my money go?” Today you are going to make a budget of your current expenses. This isn’t a time for you to judge yourself for your spending, but to investigate how much you spend on which expenses so that you can make informed decisions about your money.

2 First, you’re going to identify monthly expenses you have. Some expenses come to mind easily, like rent and transportation. Others are more complicated to group, such as entertainment. This could include music, movies, or video games. Help students create categories based on their expenses. Write responses on the board.

3 Distribute the *My Budget* worksheet and ask students to enter their monthly expenses into the left-hand column. Some of the entries will be the same for most students, such as housing and transportation. Others will be unique to the individual student. Circulate to check on progress and answer questions.

4 Next, ask students to estimate the amount they spend on each item per month. Point out that they might have to do some calculations to find the monthly amount if they pay some expenses weekly or biweekly.

5 Ask students to total their expenses and write it on the “Total” line at the bottom of the worksheet.

6 Distribute the *Calculating My Earnings and Expenses* worksheet and ask students to complete it.
My Budget Worksheet

1. Write your current expenses (items you pay for) in the left-hand column.
2. Write the monthly cost of each in the right-hand column, making any necessary calculations.
3. Total your expenses.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost/Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing (Rent)</td>
<td></td>
</tr>
<tr>
<td>Transportation (Subway, bus, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: ____________________________
Calculating My Earnings and Expenses

Use your budget to calculate and complete the statements below.

1. I receive $____________ per month from family members or others, such as parents, spouse, ex-spouse, siblings.
2. My total monthly income, including my work income plus money received from others is $____________.
   
   Show calculations here

3. My total annual income is $____________.
   
   Show calculations here

4. Taking into account money I receive from others, the minimum monthly income I would need to earn from a job is $____________.
5. The annual income for the above job is $____________.
   
   Show calculations here

6. If I had $60 over this minimum monthly income, I would spend it on:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Networking Series

In this series of activities, students write a reflection on a personal experience of using people they know or have met as a source for information. They then identify people and places of business that might be useful in creating a professional network in the Healthcare sector. Next, they develop questions that can be used for an informational interview within their Healthcare network.

**ACTIVITIES IN THIS SERIES**

2.1 • How to Identify Your Network

2.2 • How to Develop Informational Interview Questions
How to Identify Your Network

Students learn how to identify a pool of workers and others who can become a source for gathering career information.

**PREP**

- Be prepared to discuss the terms: *Word of Mouth* and *Networking*.

**MATERIALS**

- *Networking* handout
- *My Network* handout
- *Journal: Using My Network* assignment

**EXPLAIN**

1. Write the term *Word of Mouth* on the board. Ask students what it means.
   
   Learning information informally from another person. This is one way of conducting research informally, not by using a website or directory, but by asking another person.

2. What is a piece of information you have gathered through word of mouth? Write responses on the board.
   
   A recommended doctor or healthcare facility; a school or teacher; a job; an apartment; a roommate; a product, such as a hair product or pharmaceutical; a specific staff person, such as a public assistance caseworker; a neighborhood resource, such as an immigration legal practice; a travel route, such as subway or bus directions.

3. Who have you gotten this information from?
   
   A family member; friend; classmate; teacher; neighbor; member of your house of worship or community group; a local merchant; employee of a service you use, even a stranger.

4. Distribute *Journal: Using My Network*. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.
Once students have finished writing, ask them to discuss what they wrote about.

How is this similar to and different from networking? What is networking? What are some ways you have learned about careers in general and job opportunities in particular?

People you know, media, your places of work, businesses you use. Career networking consists of talking to professionals about their career and industry in order to learn about the career, the industry or about job opportunities. It can be informal, such as talking to someone you meet casually, or more formal as in the case of an informational interview in which you sit down and ask a set of predetermined questions. An informational interview is a conversation between someone wanting to learn about a particular career and someone who already works in that career. This is different from a job interview because the job researcher has not yet applied for a position. The purpose of the conversation is to gather knowledge. Sometimes informational interviews can lead to jobs, even though that is not necessarily their goal.

Divide students into groups of 4 and ask each group to discuss how they got one of their jobs, either a current or past job. If they have not held a job, they can ask questions and keep the conversation moving and on task. While students are in discussion, write the following tasks on the board:

- Summarize the main ideas
- Define a network
- Explain the benefits of networking
- Discuss who is in your network

Distribute the Networking handout and ask students to read the article. After reading, they should write on the Networking reading the answers to the first three tasks written on the board, and discuss the last one together. When they are finished reading and writing, ask them to share their responses.

Explain that students are now going to identify their own network, in as broad a way as possible. The key to networking is to cast as wide a net as possible. The purpose is to think about how to make connections you might not think you already have. Distribute the My Network handout and ask students to complete it individually, listing as many names or businesses as they can.
Journal: Using My Network for Recommendations

Write one page about a positive experience you have had using your network to gather information. Include:

- Who gave the recommendation and how you know or met the person.
- What the product or service was.
- A description of your conversation, including questions you asked and information you received.
- The result of this conversation. How did it affect your life?
- Sometimes talking to people can be difficult. What made this conversation possible?
“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.

When it comes to finding a job, you’ve got to network! According to Cornell University’s Career Center, 80% of available jobs are not advertised. These jobs are often referred to as the “hidden job market.”

### My Network

Thinking as broadly as possible, write down as many people *with work experience* as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard.

<table>
<thead>
<tr>
<th>How I Know This Person</th>
<th>Name and Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Friends, Family, Neighbors</td>
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<tr>
<td><strong>Work Connections:</strong></td>
<td></td>
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<tr>
<td>Co-workers, Supervisors/ Managers</td>
<td></td>
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<tr>
<td><strong>Places of Business:</strong></td>
<td>Business or Organization</td>
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<tr>
<td>A place where you do business, such as a store or clinic.</td>
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<tr>
<td><strong>School Connections:</strong></td>
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<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
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</tr>
<tr>
<td><strong>Other Connections</strong></td>
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</tbody>
</table>
How to Develop Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

NOTE: This lesson can be a follow-up to Rebecca’s Career Change Letter from Unit 2, drawing on the narrator, Rebecca’s experiences conducting and interpreting informational interviews.

MATERIALS

- Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

- Help wanted ads, friends, family, co-workers, career guide books, observation.

Today we are going to focus on gathering information from workers themselves. Everyone has a network, whether or not they are aware of it. Who could be included in a network?

- Family, friends, classmate, student, professor, people who work at a particular place of business, acquaintances.

DISTRIBUTE

Distribute the Developing Interview Questions worksheet. Ask a student to read aloud the instructions at the top of the page. Check for comprehension by asking students to rephrase the requirements of the assignment.

When students rephrase instructions they solidify their understanding of the required tasks. Give students time to complete the worksheet and then share their questions with the class.
The following questions refer to Reading a Career Change Story from Unit 2. Ask these questions only if you have previously done this lesson.

When you ask someone about their job in order to learn more about it, it’s called an informational interview. When in this course did you read about an informational interview?

➢ In Rebecca’s Letter to Students.

Who did she interview?

➢ Doctors.

Why?

➢ To see if becoming a doctor was something she might want to do.

Where did she find the doctors? Were they people she knew personally?

➢ One was her mom’s doctor.

What did Rebecca think of her mother’s doctor?

➢ She remembers being surprised that he seemed like a “regular guy,” which made her think that becoming a doctor might be within her reach.

Did all the people she interviewed say similar things?

➢ No. Some were encouraging and some were discouraging.

Why did she decide to go to medical school even though some people thought it was a bad idea?

➢ She came to her own conclusions, taking into account all of the research she conducted, her own knowledge of herself and her interests.

Idiom

Have you ever heard the expression, “take it with a grain of salt?” It means that the information you have received is one person’s opinion, and you need to interpret it for yourself. You might agree or you might not. Either way it’s valuable to hear someone’s opinion. That’s exactly what Rebecca did when many people gave her their opinions about going to medical school. She listened, came to her own conclusions based on what she heard, and made decisions that seemed right for her.
## Developing Interview Questions

Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker. Use the words below to begin your questions.

<table>
<thead>
<tr>
<th>What</th>
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<tbody>
<tr>
<td>Where</td>
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<td>How</td>
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<td>How often</td>
<td></td>
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<td>How much</td>
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<td>Who</td>
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<td>When</td>
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<tr>
<td>Describe</td>
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</table>
Reading Sample Help Wanted Ads*

Students read a selection of help wanted ads for healthcare positions posted on the Monster Jobs website. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to figure out what the job entails, whether or not they are qualified, or if it is a good fit for them. The three ads are for the same career—home health aide—so that students have grounds for comparison. They can be used to discuss the distinctions between help wanted ads in general.

PREP

• Read the Selected Job Ads for Home Health Aides.

MATERIALS

• Selected Job Ads for Home Health Aides
• Job Ad Information Checklist worksheet
• Paraphrasing and Inferring Help Wanted Ads worksheet

EXPLAIN

1 Imagine you have completed the training in your field, have had some internship or field experience, and are now ready to look for a job. You’re looking through help wanted ads. What information is included? Write their responses on the board. Review this information as a class.

> Salary, Location, Start date, Responsibilities, Population served, Contact person

2 Put students into groups of three. Distribute Ad Information Checklist and ask students to copy the list from the board into the left-hand column on the worksheet, and add any additional types of information you think should be included.
3 Distribute the job ads and ask students to read the job ads from three home health care companies, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for Brook Street lists the start date, they will put a check in the corresponding box. If not, they will leave it blank.

4 Distribute the Paraphrasing and Inferring Help Wanted Ads worksheet and have students work on it in their group. They should paraphrase the duties required of the worker, and infer which characteristics the ideal candidate would have, based on the help wanted ad.

DISCUSSION

The class will discuss their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?
- How can this information be applied to positions besides home health aides?
**Ad Information Checklist**

In the left-hand column, write information you expect to find in a help wanted ad. Then read the sample ads and check which ads contain which pieces of information.

<table>
<thead>
<tr>
<th>Job Information</th>
<th>Brook Street*</th>
<th>Best Choice*</th>
<th>Encare*</th>
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</table>
Selected Job Ads for Home Health Aides*

**MONSTER**

**CERTIFIED HOME HEALTH AID**

**Job Summary**

<table>
<thead>
<tr>
<th>Company</th>
<th>Brook Street USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Industries</td>
<td>Healthcare Services</td>
</tr>
<tr>
<td>Job Type</td>
<td>Full Time Employee</td>
</tr>
<tr>
<td>Job Reference Code</td>
<td>NY2015HH_1441145221</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Khurram Muhammad</td>
</tr>
<tr>
<td></td>
<td>Brook Street USA</td>
</tr>
</tbody>
</table>

**About the Job**

Our client is a home health care company that provides supportive assistance for patients. They are seeking a New Jersey certified home health aide who’s able to work with the elderly, hospital discharges, and bed bound individuals.

If you are outgoing, personable, and proficient in Microsoft Office, please contact Kelien Gibbs @ 646.780.5180.
HOME HEALTH AIDE (HHA)
Best Choice Home Care Agency — New York, NY
Posted: 9/7/2015

Immediate Work Available For Certified Home Health Aides

- Great Cases are open for FULL TIME/ PART-TIME/ DAY/ EVENING AND EVEN WEEKENDS (Flexible)
- Excellent Pay & Benefits! (1199 Union): Live- in Aides: $300.00 Sign on Bonus after 30 shifts!
- We are welcoming all newcomers who speaks: Korean, Spanish, Russians, Creole/French is a PLUS!
- This is a great opportunity to work for and agency where you will be valued and respected.

Job Description
Home health aides provide in-home care to elderly, disabled, and ill people. They provide many different services, including bathing, dressing, and housekeeping. They may also administer simple prescribed medications.

Home health aides normally work under the supervision of a nurse or other medical professional who can provide assistance when more advanced care is required.

Because many home health aides visit their clients repeatedly over the course of many months or years, this is one of the few occupations in healthcare where you can really get to know the people you care for. For many people, this makes it a very rewarding occupation.

Requirements
1. Come into interview dressed professionally.
2. NEED: Current Physical w/ 2 step PPD and/ or Chest X rays
   LAB REPORTS: Rubella / Rubeola & Flu vaccinations
3. 2 Forms of ID ( Passport, State ID, Non Driver’s License, S.S)
4. 2 Personal References ( typed, signed & dated)
5. Bring HHA certificate

Additional Information
Walk-ins Welcomed: Every Thursday 10AM~3PM
Centerlight Health Care Inc.
136-65 Avenue, 2nd FL
Flushing, NY 11354
(718) 319-2525 / (718) 319-2574
<table>
<thead>
<tr>
<th>Home Health Care Aide</th>
<th>MonsterJobs.com</th>
</tr>
</thead>
</table>

**Job Summary**

<table>
<thead>
<tr>
<th>Company</th>
<th>Encare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Bronx, NY 10452</td>
</tr>
<tr>
<td>Industries</td>
<td>All</td>
</tr>
<tr>
<td>Job Type</td>
<td>Full Time Employee</td>
</tr>
<tr>
<td>Job Reference Code</td>
<td>8210127EW</td>
</tr>
</tbody>
</table>

**About the Job**

HOME HEALTH AIDE WANTED

All 5 Boroughs. Competitive Salary

ENCARE: 800-847-1094
### Paraphrasing and Inferring Help Wanted Ads*

Using the Help Wanted Ads, complete the chart below, paraphrasing the job responsibilities and inferring what characteristics would make an ideal worker for each position.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Responsibilities</th>
<th>Ideal Candidate Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brook Street*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Choice*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encare*</td>
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</tbody>
</table>

*RAENs will provide regional adaptations.
Students learn about expectations employers have of employees and practice demonstrating workplace expectations through role plays. After reading about general workplace expectations, they learn about expectations of healthcare employers in particular, writing about how they would respond to a given scenario that would challenge their professionalism.

**ACTIVITIES IN THIS SERIES**

- 4.1 • Expectations in the Workplace
- 4.2 • Workplace Expectations in Healthcare Settings
Expectations in the Workplace

**Students consider what qualities and behaviors employers expect of their employees, and do role plays demonstrating how a worker does (or does not) fulfill this expectation.**

**PREP**

- Read through each scenario and decide the number of actors you will need for each scene. Roles will include employer or supervisor and employee, and may also include co-workers, customers, clients or patients.

- Cut up enough *Employer Expectations Scenarios* to assign a positive and negative scenario of each characteristic to each group of students. It’s ok to give the same scenario to more than one group.

**MATERIALS**

- *Employer Expectations* handout
- *Employer Expectations Scenarios*

**EXPLAIN**

1. Ask students to imagine they are the owner of a new pharmacy and are responsible for hiring a new employee. What skills and qualities would you want that new employee to have? List their answers on the board.
   
   › Reliable, responsible, trustworthy, punctual, attention to detail, good math skills, good communication, customer service skills, respectful, team player

2. Employers hire people to contribute to the success of their company or organization. Whether it’s a manager who makes business decisions, a receptionist who makes the first impression on customers or a maintenance worker who makes the building a safe place to conduct the company’s business, every workplace has expectations of its employees. An employee’s success at his or her job will depend on how well she or he lives up to these expectations. We’re going to learn about characteristics that employers value in their employees, characteristics that can be possessed by anyone, regardless of their job title.
3 Write each of the expectations/characteristics from the Employer Expectations handout on the board one at a time and ask students to brainstorm synonyms or phrases that describe the meaning of the word. Write their answers on the board under each term.

4 Distribute Employer Expectations Handout. Call on students to read each expectation and its description aloud. Ask students to explain why an employer might value each characteristic.

5 Put students into groups of an appropriate size for each scenario, and explain that they are going to work with their group to role play workplace expectation scenarios based on the characteristics they have been discussing. This is an opportunity to see what can go wrong and practice what to do right in the workplace.

6 Distribute the scenarios. Each group should receive one positive and one negative scenario for the same characteristic. Explain to students that they are going to create two skits: one that shows what the employee might do when not meeting this expectation and another skit that shows what the employee might do in order to meet this expectation. Tell the group what the roles for the scenario will be. For example, the Dependability scenario could have: Joe, the worker; Joe’s supervisor; Joe’s daughter; Joe’s daughter’s babysitter; Joe’s co-worker; a customer.

7 The group should decide which student will play which role.

8 Students will have 20 minutes to develop and practice both the positive and negative skits for their assigned expectation. Skits should be no more than 2-3 minutes long.

9 After 20 minutes, have each pair or group perform their scenarios in front of the class.

10 After a group presents, the class discusses what it saw. Use the following or additional questions to engage deeply with the scenario and workplace expectation.

  - Which characteristic did this skit demonstrate, either positively or negatively?
  
  - Was the employer or supervisor satisfied with the worker? Why or why not?
Section 4.1

- How did the employer show she or he was satisfied or dissatisfied?
- What were the consequences, either negative or positive, of the worker’s performance?
- How did the worker’s performance affect the business?
- What would you do if you were the worker?
- What would you do if you were the employer or supervisor?
Section 4.1

Workplace Expectations

Below are descriptions of common expectations employers have of their employees.

Dependability

Dependability is one of the most important employer expectations. A dependable employee will be on time, dress and work in a professional manner, and demonstrate a high level of commitment to their job. Employers know they can count on dependable employees to be trustworthy, responsible, and dedicated workers even when their job is challenging or stressful.

Positive Attitude

Great employees maintain a positive attitude, even during difficult situations. Your attitude affects the relationships you have at work and how happy you are with your job. Employees with a positive attitude take on challenges without complaining, promote team spirit among co-workers, are easy to get along with, and handle conflict with maturity and respect for everyone involved. A positive attitude also includes being honest and always doing your very best.

Initiative

Employers want employees who are motivated to make things work better, who are self-motivated, have new ideas they aren’t afraid to share, can think ahead and be prepared, can deal with problems, take action and make decisions. Employers should guide and support you, but they won’t want to hold your hand every step of the way. They will want you to be independent. Employees who are self-motivated and take initiative stand out among their co-workers and will likely be noticed in a positive way by their employers.

Cooperation

Employers expect employees to get along with each other and help each other succeed in the workplace. In many work environments, you won’t be able to get a job done without collaborating with your co-workers. If you can work well with others, you will be able to use the talents and skills you have together to make your company a better place.

Ongoing Learner

We are always learning new things at our workplaces to make us better workers, co-workers, employees, and people. Being an ongoing learner means you take the time to learn new skills, attend trainings, ask questions, and ask for feedback on your performance from your employer and co-workers so that you can learn how to become even better at your job.
Employee Expectations Scenarios

Dependability

**JOE** has to be at his job at the clothing store at 7:00 AM. He is the managing supervisor and it is his job to open the store so the employees can get the store ready for the day. They open for business at 8am. At 6:30 AM Joe finds out his daughter’s babysitter cannot make it today and he does not have a back-up. He will need to get her ready for school and drop her off. He doesn’t call the boss to tell him because he knows he will probably only be about 15-20 minutes late. He figures his co-workers will understand and they will just have to work twice as fast to get the store open on time. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already called the boss to tell him Joe has not shown up to open the store.

Dependability

**LISA** has been asked to run the monthly staff meeting at the restaurant where she works because her manager is out on disability leave. She has been hoping for an opportunity like this for a long time. If she does well, maybe they will consider promoting her or giving her a raise. Every night for a week, Lisa has come home from work and prepared for the meeting so that her bosses will know they can count on her. She picks out a very professional outfit to wear and leaves a half hour earlier than usual to be certain she is there on time. When everyone arrives for the meeting, Lisa is there to greet them, has copies of the new menu to distribute, and has brought out coffee from the kitchen for everyone to enjoy.

Positive Attitude

**SHEILA** is a veterinary assistant. She loves being able to work with animals, but she absolutely hates all the forms and paperwork she has to fill out so that the office has accurate records for all the animals. Today she has been asked to do paperwork for the entire day because the office has been very busy lately and they need to update all the files. When her boss, Dr. Smith, comes by the front desk, he asks Sheila how her day is going. Shelia responds by complaining about how much she hates filing because it’s so boring and she can’t wait till the day is over.

Positive Attitude

**CARLOS** is a construction worker and lately his co-workers have been really discouraged because the project they are working on is taking longer than expected. They are working long hours outside in the summer heat and it feels like the job might never end. When they are on their lunch break, Carlos hears some of his coworkers complaining to each other, which seems to be bringing everyone else down. Carlos knows that their negatives attitudes are only going
to make the project harder and the day go by slower. Even though Carlos is tired and hot too, he decides to encourage everyone by telling jokes; reminding them that the longer they work, the more money they make; and challenging his co-workers to not complain for the rest of the work day just to see if they feel better at the end of the day or if it has gone by any faster.

Initiative

**JOHN** works for an advertising company. His boss mentions at a meeting that he needs someone to take the lead on working with a new client who needs a lot of attention and isn’t always very nice. John considers volunteering to work with the difficult client, but ultimately decides he has enough problems to deal with already and that he just wants to keep working with the clients he always has.

Initiative

**CHRIS**’s boss at the shipping company where he works is struggling to figure out inexpensive ways to make their business better for the environment. Chris came up with an idea about how to help solve the problem, but he isn’t sure his idea is good enough or will work. He really wants his boss to know how dedicated he is to his job and to the company being successful, so he decides to overcome his fear and tell his boss the idea. His boss is very impressed with Chris’s initiative and decides to implement his idea.

Cooperation

**STACY**’s co-worker, José, has asked her to help re-organize the files in the doctor’s office where they work together as receptionists. This is not a task that Stacy enjoys and José did not ask very nicely, but their boss has said the task needs to be finished by 4:00pm and it is already 3:00pm. Stacy knows José will not be able to get the job done on his own and that it is important for the office to be organized by the end of the day, but she has somewhere to be at 3:30pm and it’s not her fault that José didn’t work hard enough that day. Stacy leaves the office for the day to rush to her appointment.

Cooperation

**VERONICA** has to create a brochure for the healthcare clinic she works for that includes descriptions of their services, pictures of the staff, smiling patients, and the inside of the clinic. It also needs to look nice so that people will want to take one and read it. Veronica is a good writer, but she doesn’t know how to take photographs well or have the graphic design skills to make the brochure look nice. She knows that her co-worker Sam took a graphic design class at the
local community college last semester and that another co-worker loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the brochure can be the best it can be. Her co-workers gladly agree and the brochure turns out great.

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**Ongoing Learner**

**Lawrence** has been asked to count and record the inventory at the warehouse where he works. He has never done this task before. He wants to do his very best at this task so he asks his boss if there is another co-worker who could show him how to do the task or a manual he could read that would help him learn this new skill. His boss gives him a binder that has detailed instructions for how to take inventory. Lawrence takes the binder home and studies it carefully that night. The next day he arrives at work confident he can do the job well. When he is finished, his boss is very impressed and glad that he now has another person he can count on to do inventory.

**Ongoing Learner**

**Roberta**’s job is offering to pay for her to take a weekend workshop in order to learn new computer skills that will help her do her job better. Her sister calls her that afternoon and asks Roberta if she wants to go to a concert that she got free tickets to. Roberta likes having her weekends to relax and really wants to go to the concert. Besides, she already does her job well. Her boss has approached her for an answer and the registration forms to fill out for the workshop. She tells her boss that she won’t be able to make it because she already has other plans.
Workplace Expectations in Healthcare Settings

Students learn about workplace expectations specific to the healthcare field. They read and annotate a fact sheet about healthcare workplace expectations, and create a quiz using sentence stems for a classmate to answer. Students also journal about what their personal considerations might be in complex situations healthcare workers often face.

PREP

- Read Workplace Expectations Fact Sheet: Healthcare handout
- Be prepared to explain vocabulary: confidentiality, autonomous, attuned, musculoskeletal

MATERIALS

- Workplace Expectations Fact Sheet: Healthcare handout
- Workplace Expectations: Healthcare [Sentence Stems] worksheet
- Journal: Hippocratic Oath worksheet

EXPLAIN

1. In addition to the common workplace expectations that employers have across sectors, there are some very serious expectations that healthcare workers in particular must comply with at their workplaces. Today you will read about expectations that are specific to the healthcare field and use question stems to develop quizzes for your classmates to take.

2. Distribute Workplace Expectations Fact Sheet: Healthcare. Ask students to read and annotate the fact sheet, underlining unfamiliar words and marking anything they find interesting, confusing or surprising.

3. When students are finished ask:
   - Were there any words you were unfamiliar with?
   - What did you find interesting in the reading that you didn’t know before?
   - Were you surprised by any of the facts that you learned?
   - Did you read anything that was confusing?
4 Explain that they will now use sentence stems to write a quiz for a classmate to take, based on the fact sheet they just read. Distribute *Workplace Expectations: Healthcare (Sentence Stems)* worksheet.

5 When students are finished, have them exchange papers with a partner and complete each other's quizzes. Point out that they need to supply a quote from the text to support each of their answers. Afterwards, they should swap papers and correct their partner's quiz.

6 When students have finished, distribute the *Journal: Hippocratic Oath* worksheet and give them time to write.
Workplace Expectations Fact Sheet: Healthcare

There are a number of important workplace expectations that are specific to healthcare workers.

1. Confidentiality

What is HIPAA?

- Health Insurance Portability and Accountability Act (HIPAA) is broad federal legislation that includes rules to protect the privacy and confidentiality of patient information.

Protected Health Information

- HIPAA puts into place a variety of security measures to make sure that patients’ private information is kept safe and not used for purposes other than the patients’ medical treatment. The kinds of information that HIPPA protects are called Protected Health Information or “PHI.”

- PHI is any information that can be used to identify the past, present, or future healthcare of an individual or the payment for that care, whether written on paper, saved on a computer, or spoken aloud. This includes their name, address, age, Social Security Number, and other personal information.

Use of Protected Health Information

- In general, a healthcare provider can access and use PHI without specific patient authorization, if it is to be used for treatment, payment, or healthcare operations.

- Before looking at a patient’s health information, healthcare workers should ask themselves, “Do I need it to do my job?” If the answer is “Yes,” they have nothing to worry about. If the answer is “No,” STOP.

- Healthcare employees are required to know and follow all the rules of HIPAA, as well as report any violations of HIPPA they witness by co-workers. Violations of HIPAA by healthcare workers are punishable by law and can cost an employee a great deal of money in fines, as well as losing their job.

2. Patient Care

Healthcare workers are trusted with the physical and emotional wellbeing of people in need. They are expected to treat all of their patients with sensitivity, compassion, empathy, dignity and respect. It is the healthcare worker’s job to make sure patients feel safe and cared for.
Sensitivity and Empathy

Sensitivity is an awareness and understanding of other people’s feelings. In a healthcare setting, patients are often dealing with very painful, personal, private, and sometimes embarrassing issues. Healthcare workers are expected to take this into account when working with patients. Sometimes this means being kind, helpful, and compassionate. Sometimes this might mean respecting the patient’s privacy and choosing the language you use very carefully when talking to patients about their issues, so as not to upset, embarrass or scare them unnecessarily.

Empathy is the ability to understand and share the feelings of another person from their point of view. Another way to understand empathy is, the ability to “put yourself in someone else’s shoes.” Healthcare workers are expected to have empathy for their patients’ situations while caring for them in order to provide care at the highest level. Some ways that healthcare workers can practice empathy are:

- pausing to imagine how the patient might be feeling, state your perception of what you think the patient is feeling, then ask if your perception is correct. (“It sounds like you’re feeling _____ about _____. Is that correct?” or “It sounds like you’re worried about______. Is that correct?”)

- respecting the patient’s effort to cope with the predicament and offering support and partnership (ie, “I’m committed to working with you to…” or “Let’s see what we can do together to…”). If the patient asks for something that is not your job to provide, helping them to identify resources that can, which may require conferring with a supervisor or colleague.

Source: https://realbalance.com/the-role-of-empathy-in-healthcare

3. Dignity and Respect

Dignity is the state or quality of being worthy of honor and respect, and is a right of every human being. In healthcare, this includes treating patients as individual, autonomous, thinking and feeling people capable of understanding and participating in their medical care. No one wants to feel invisible, and no one wants to be seen as a tumor or a defective body part. Patients want to be seen as people who are seeking help with a medical concern. The right to dignity is protected by law by the Human Rights Act of 1998, which includes the right to freedom from degrading treatment and the right to respect for privacy. Healthcare workers can do many things to help buffer negative influences on a person’s sense of dignity. Some examples are:
Section 4.2

- Make the person feel that they are seen as the person they are or were, rather than just their medical concern.

- Give people the opportunity to participate in decisions about their care or other personal issues. This helps people maintain a feeling of control and independence.

Source: http://dignityincare.ca/en/approach.html#whyDignityImp

4. “Do no harm”

The Hippocratic Oath is one of the oldest binding documents in history. It is an oath, or a promise, that is said to have been written in the 5th century BC by a Greek man named Hippocrates who is still thought of today as “the father of medicine.” In ancient Greece, new doctors were expected to swear to all the Greek gods and goddesses of healing that they would uphold certain expectations. In the ancient version of the Hippocratic Oath, doctors promised to do no harm to their patients, as well as to consider medicine an art form that they would teach to others for free.

Today, most doctors are not required to take the Hippocratic Oath and over time, with the advent of technology, medical schools, and shifts in societal and cultural beliefs, the promises made in the original Oath are no longer relevant or appropriate. Although some doctors still take a modern version of the Hippocratic Oath, all healthcare workers today are expected to uphold the promise not to do harm to their patients. This means that all healthcare workers are expected to never do anything that would hurt a patient physically, mentally or emotionally. “Do no harm,” will always stand the test of time in the healthcare industry, though what it means to put this goal into practice can be complicated in today’s medical world.

Source: http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html

5. Physical Demands and Safety Procedures

There can also be physical expectations when working in the healthcare field. Many positions require heavy lifting (both of patients and equipment), standing for long periods of time and bending. Healthcare environments are often fast-paced and, regardless of the pace, require workers to be present, aware of what’s going on around them and attuned to the needs of patients at all times. In addition, healthcare workers are expected to be highly detailed and accurate when speaking with patients and recording data. In the healthcare field, mistakes can cost people their lives.
Working in healthcare carries with it some risk of injury. Most healthcare employees who are injured on the job are hurt when lifting or transferring patients who cannot walk. In fact, orderlies and nursing assistants have a higher rate of musculoskeletal injuries on the job than police or construction workers. In addition, healthcare workers are exposed to contagious illness and diseases every day, some which are very dangerous or even deadly. Slips and falls are also a common cause of healthcare worker injuries.

There are policies and procedures in place to protect healthcare employees from being required to perform physical tasks that are beyond their ability and to keep employees safe from injury and contagious disease. All employees are expected to stay informed of and follow all safety policies and procedures to ensure their own safety, as well as the safety of their co-workers and patients.


Source: http://www.npr.org/2015/02/04/382639199/hospitals-fail-to-protect-nursing-staff-from-becoming-patients
Workplace Expectations: Healthcare

SENTENCE STEMS

Use the sentence stems below to develop questions about workplace expectations in healthcare settings. The goal is to make a quiz to test your classmate’s knowledge. Do not write the answers to the questions. That will be your partner’s job. When it is time to take each other’s quizzes, provide a quote from the text that supports each of your answers.

1. Why do healthcare workers have to ________________?
   Answer:
   Supporting Quote:

2. What are healthcare workers expected to do when a patient ________________?
   Answer:
   Supporting Quote:

3. In your own words, explain how ________________.
   Answer:
   Supporting Quote:

4. What causes ________________?
   Answer:
   Supporting Quote:

5. How does ________________ affect ________________?
   Answer:
   Supporting Quote:
6. How is ____________________________ similar to ____________________________?
   Answer:
   Supporting Quote:

7. How is ____________________________ different than ____________________________?
   Answer:
   Supporting Quote:

8. Can you give another example of ____________________________ from real life or something you have read?
   Answer:
   Supporting Quote:

9. Do you agree that healthcare workers should ____________________________?
   Why or why not?
   Answer:
   Supporting Quote:

10. In your opinion, do you think it's right to ____________________________?
    Answer:
    Supporting Quote:
Journal: Hippocratic Oath

Imagine that you are a healthcare worker who provides direct service to patients. For example, you are a nurse, an orderly, a home health aide, or a nurse's assistant. Consider the following scenarios and write about what you would do or say based on your own experiences and beliefs, while considering your responsibilities to the patient. Choose ONE scenario below that would be most challenging to you. Explain why and what your considerations would be.

1. A nine-year-old child was injured by a drunk driver, while crossing a street to go to the playground in her neighborhood. You are the home health aide assigned to help the driver recover from his injuries at home.

2. The President of the United States has been admitted to the hospital where you work as an orderly. The President is being treated on the floor you are assigned to and you overhear the nurses talking about her/his condition. There are news reporters everywhere outside the hospital when you go on your lunch break. One of the reporters approaches you and offers you $2,000 if you tell him why the President has been admitted. He promises he will never divulge the source of the information.

3. You are a hospice aide to a woman who is dying of cancer. She is very old and is in a lot of pain. While you are helping her bathe one day, she confides in you that she has some old pain medication hidden in her night stand and that she plans to take it and die peacefully in her sleep. She knows she doesn't have much longer to live and since she doesn't have any family or friends that are still alive, she feels ready to go. She doesn't want to be in pain any longer.
Assessing Job Offers*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

MATERIALS

- Assessing Job Duties handout
- Assessing Job Wages handout
- My Job Acceptance writing assignment

EXPLAIN

1. After conducting an interview and checking references, an employer chooses an employee. But an employee also chooses. She can accept, reject, or negotiate. What factors will you consider when assessing a job offer?
   > Examples: work responsibilities, wages, bonus/commissions, workplace, responsibilities, commute, time off, hours, benefits.

2. Distribute Assessing Job Duties. Ask students to work in pairs to identify as many job responsibilities for each job as possible.

3. Share responses with the class.
   Ask: What personal attributes would make a good employee for each job?

4. If a computer lab is available, ask students to navigate to CareerCruising or CareerZone to find additional duties and write them in the chart.
   Ask: If you are looking for health insurance salespeople, what are some keywords you can use to search?
   > Examples: Salesperson/Sales, Retail.

5. If you are looking for ambulance driver, what are some keywords you can use?
   > Examples: ambulance driver, EMT, paramedic.
6. If a computer lab is not available, print the entries from CareerZone or CareerCruising. See sample from CareerZone below.

7. Distribute *Assessing Wages* worksheet. Let students know that some questions have one clear answer and others have multiple possible answers. Ask students to read the worksheet and determine which type of answer each question will have. Ask students to complete the worksheet.

8. Ask students to discuss which job they would prefer, taking into account the job responsibilities, wages, schedule, commute and any other factors.

9. Distribute *My Job Acceptance* writing assignment and ask students to complete it. Teachers should divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.
**Assessing Job Duties***

Great news! You’ve been offered an outreach sales position opening accounts for a health insurance company and an ambulance driver position at an ambulance company. For the health insurance company you work in various locations and attend various events, such as distributing information at a table in public areas, at a community college or attending local health fairs. For the ambulance job, you work for a local ambulance company, walking distance from your home.

Which duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>Sales – Healthcare First Health Insurance</td>
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### Assessing Wages

The two jobs are very different. Analyze the chart to answer the questions below. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>Health Insurance Sales</th>
<th>Ambulance Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td>2–7 Wednesday and Thursday, 12–9 Friday and Saturday, 10–5 Sunday + increased seasonal hours.</td>
<td>5am–5pm, Tuesday, Wednesday, Friday and Saturday</td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td>$8.75/hr base pay*</td>
<td>$9.50/hour*</td>
</tr>
<tr>
<td><strong>Commission or Bonus</strong></td>
<td>10% commission on every sale</td>
<td></td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>½ hour unpaid break</td>
<td>Breaks between emergency calls</td>
</tr>
<tr>
<td><strong>Commute</strong></td>
<td>45 minutes by subway*</td>
<td>15 minute walk from home</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>Sell health insurance plans in the community including at colleges, health fairs and mobile units.*</td>
<td>Transporting EMTs and patients from a patient's location to the hospital on emergency calls.*</td>
</tr>
</tbody>
</table>

*RAENs will provide regional adaptations.
### HEALTH INSURANCE SALES

<table>
<thead>
<tr>
<th>Paid hours per week, excluding additional seasonal hours</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Weekly pay before commission</th>
<th>Weekly Pay</th>
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</table>

| Number of sales you think you can make per week |  |

| Weekly earnings if you meet your selling target and the average health plan costs $4,980* per year. |  |

| Weekly transportation costs | Weekly transportation costs |
My Job Acceptance

Taking into account all that you know about each job and all that you know about yourself, which job would you choose? Don't forget about the increase in seasonal hours.

Write a 1-2 page letter to your friend or sibling, describing your choice and the reasoning behind it. Be sure to include:

- Expected responsibilities and why you think you would enjoy this job.
- Your skills and interests and how you can grow as a professional in this job.
- How this job fits in to your short-term or long-term goals.
- A discussion of the wages, including salary, base pay, commissions, year-end bonus and transportation costs.
- A discussion of the work hours and how this fits in with your schedule.
- Was it a difficult or easy choice? Explain why.

Make sure that each paragraph has one main idea and that all paragraphs are organized in a way that is easy to follow.
A Panel of Professionals

Having watched video interviews and read narratives by healthcare professionals, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

COORDINATING

Having a career panel requires a lot of preparation, but it is very engaging to students.

1. **Select fields of interest to students.** You may want to create a career interest survey prior to the class.

2. **Invite 5–6 panelists who work in fields of interest to students.** These can include professionals and students. Students can offer some insight into the career preparation process, but not about actually working in the field.

3. **Where to find panelists:**
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask student services personnel or professors at a local college. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4. **What to ask for:**
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
   - Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned to school after their children have graduated, or people who come to
school after working a night shift, or young people who do their homework while their friends are socializing.

Confirm, confirm, confirm

You can never confirm too many times. It's terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

Prepare the panelists

The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss.

Email the panelists a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.

- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

TIPS FOR A SUCCESSFUL CAREER PANEL

A Mix of Formal and Informal Settings

A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

Be Flexible

It's ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

Be gracious

Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It's inspiring to meet hard-working students and feel like you've contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

*Note:* This lesson refers to *Rebecca’s Career Change Letter* from Unit 2. If you have not done this lesson, you do not need to refer to it. The reference is in italics.

**EXPLAIN**

1. You have read graphs and maps, watched video and read written interviews. Now it’s time to meet the professionals themselves. *Remember when Rebecca asked questions of doctors about their professions? This is similar.* We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as __________________________, __________________________, and __________________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. What is it you really want to know about this career? Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH-questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.