Spring 5-1996

The Professional and Academic Skills Program

Salome A. Abungu

University of Tennessee - Knoxville

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UNIVERSITY HONORS PROGRAM

SENIOR PROJECT - APPROVAL

Name: Suborne Abungi

College: Liberal Arts

Department: English

Faculty Mentor: 

PROJECT TITLE: The Academic and Professional Skills Program

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: 

Faculty Mentor

Date: 5/3/96

Comments (Optional):
The Professional and Academic Skills Program

by
Salomé Abungu
for
Dr. T. Broadhead
Honors Department
03 May 1996
This report will present a proposal for a pilot program to be conducted in two local high schools. The program is designed to give students basic preparation for the business world. The program is also designed to help students to go through the college application process, which includes finding scholarships and internships related to their field of interest. The report will present a similar program that prepares its students for the business world. This program is conducted by the Knoxville Area Urban League’s Community Project Success.
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INTRODUCTION

As students are preparing to graduate from high school, many are left with the decision of either furthering their education or entering the workforce. Often when students graduate from high school they find themselves getting jobs for the first time in order to pay expenses for college, make car payments, or to pay rent. Students need to know basic skills in order to make employment and academic experiences beneficial for them. Students also need to know business skills such as finding jobs, office etiquette, and creating résumés. Not only do students need to know business skills but also life skills such as career planning and setting and attaining goals. Although many schools may offer Office System Technology classes that specifically focus on office and administration procedures, academic planning is not discussed in-depth. The Academic and Professional Skills Program will combine employment and academic planning. The result of this project will be to get students thinking about and planning for their futures. In order for students to be successful in life, they must have an idea of where they want to go in life and how they plan to get there. The end result of this project will be students who are be far more self-assured and prepared for the next critical level in their lives. In this report I will present the Professional Development Program offered by the Knoxville Area Urban League as an example of a successful program that teaches its participants life and
career skills. In this report I will also propose implementing a form of this program as a sixteen week pilot program into two area high schools.
THE PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development Program, formerly known as the Learning Independence for Empowerment Skills (L.I.F.E.) program, is designed "to train participants on basic life and job readiness skills. Ten modules have been developed to expose women and men to the basics needed to prepare them for other training programs or the world of work" (Handbook 1). Many of the people entering the Professional Development Program are residents of the Five Points Community (Figure 1). "Many [participants] lack the skills needed to obtain employment at salaries sufficient to attain self-sufficiency" (Grant Application 14). In order for one to participate in the Professional Development Program, he or she must meet the following guidelines:

- any resident of the Walter P. Taylor Homes or the Five Points Community who is eligible to receive Aide to Families With Dependent Children (AFDC) under part A-Title IV of the Social Security Act
- any other resident of Walter P. Taylor Homes or the Five Points Community who is unemployed or whose income level does not exceed 100% of the official poverty line.

The Professional Development Program is a beginning step towards attaining gainful employment. Students are empowered when they have the skills and resources to find meaningful employment and become self-sufficient.
When students enter the Professional Development Program, they learn basic life skills such as:

- **Self-Assertiveness and Esteem Building**
  - learning how to state wants and needs
  - making the individual responsible for himself or herself
  - teaching the individual to value himself or herself
  - teaching the individual how to set and achieve goals

- **Money Management and Budgeting**

- **Parenting**
  - participants learn how to resolve conflicts between themselves and their children
  - parents learn how to involve their child or children in daily family activities such as grocery shopping or cleaning around the house
  - diversionary tactics that parents can use to avoid abusive confrontations with their children.

- **Motivations, Barriers, and Keys to Success**

  The Professional Development Program also offers modules in job readiness skills which give students fundamental pointers to be prepared for and to succeed in the professional world. The modules for the job readiness skills include

- **Dress and Grooming for Success**

- **Preparing for an Interview**
• Telephone Skills and Office Etiquette
• Résumés and Job Applications
• Finding Job Openings
• The Job Environment.

This program also offers a two part career assessment module which allows students to decide what jobs are best suited to fit their skills. The assessment is conducted through the use of skills tests and career training.

Finally, students do not have to take the Professional Development course. The Professional Development Program is one of the first steps that students may take towards completing other job programs offered at Community Project Success. However, the Professional Development Program is a good place to start if one wants to ensure that he or she will have the necessary tools to succeed in the job market and in their lives.

The success rate for the programs offered at Community Project Success is high. On October 13, 1993, Community Project Success conducted a survey of 84 of the participants who took the programs offered. The results of their survey showed that 89% of the participants were, at that time, employed; 76% of the participants were interested in the training; and 56% of the participants were satisfied with their new job.

The purpose of this presentation is to propose implementing a form of the Professional Development Program to be taught at two area high schools. The program would be entitled The Academic and Professional Skills Program and
would be taught as a thirteen week pilot program geared towards high school juniors. The program would combine academic and employment skills necessary for success. The program should be taught in the fall so students will have time to assess career goals, send out applications for admission to colleges and universities, and send out applications for scholarships. The program will contain all of the modules listed in the Professional Development Program Handbook with the exception of Module three (entitled Parenting). In this presentation I will discuss why this program should be implemented in the high school curriculum, the kinds of modules that should be added to the Professional Development Program, and the expected outcome of the program.
THE ACADEMIC AND PROFESSIONAL SKILLS DEVELOPMENT PROGRAM

The Academic and Professional Skills Development Program (APSDP) should be implemented into the high school curriculum because students need to be better prepared for the next important transition in their lives. Most high school seniors are underprepared when it comes to the process of applying for scholarships and internships. Some students are unfamiliar with the process of finding jobs or knowing what is expected of them in a business setting. Many schools may offer Office Systems Technology classes that specifically focus on office and administration procedures, but the search for financial aid, setting and achieving goals, and skills assessment are not discussed in-depth. Figure one on page eight offers an outline of the Academic and Professional Skills Program based upon a sixteen week semester. The following is a detailed class outline which tells what activities would take place each week.
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Figure 1
Outline for Academic and Professional Skills Development Program
The First Week. The first week of classes is an introduction to the course. Students are told that the purpose of the course is to help prepare them for the professional world. They are asked to introduce themselves to each other and to also tell about favorite hobbies or personal interests.

The Second Week. In the second week of class, students will be given a skills and character assessment test to see what types of careers they are best suited for. The skills test is to be found in Appendix A. Later that day, the instructor will discuss the results of the test with the class and talk about what the test reveals about their personality and what types of careers match their skills.

The Third Week. The third week of classes will be devoted to setting and achieving goals. Students will assess the long range and short range goals they want to achieve in life. Do they want to pursue a higher education, or do they want to enter the workforce after they graduate? Where do they see themselves five years from now? Students will be asked to write down their career goals and how they plan to achieve them. Appendix B will be used as a guide for this section.

The Fourth Week. During the fourth week of class, students will be introduced to the college application process. They will assess what types of careers they would like to pursue. Popular careers will be discussed in the different fields of
work, such as engineering (environmental engineering, automotive engineering, and chemical engineering), fashion merchandising (buyer, department store manager, display manager) or computer science (graphic arts design, computer programming, etc.). Each individual will choose at least three fields of interest and follow the steps provided in Appendix D to narrow their choices down to one choice.

The Fifth Week. In addition to choosing careers, students will also find out what university or trade school can best meet their needs. Appendix E will be used as a guide for this section.

The Sixth Week. In the sixth week, students will begin filling out at least two applications to the school of their choice. Having students fill out applications to schools will get students started in the application process. Appendix F will be used as a guide in this section.

The Seventh Week. In the seventh week, students will learn how to find scholarships through different means such as the Internet, financial aid publications, the high school financial aid office, and the financial aid office of the university they wish to attend. Appendix G will be used as a guide in this section.

The Eighth Week. In the eighth week, students will learn how to write personal statements that show what they have to offer to the school of their choice (if they are applying for admission to a university) and for scholarships. The class will learn how to use information researched for the schools they desired and also
The Fourteenth Week. In the fourteenth week, students will learn how to go through the interviewing process. They will learn what they need to bring with them to the interview and what can and cannot be asked of them during an interview. They will also learn the types of questions that will be typically asked of them on an interview. Appendix N will be used as a guide in this section.

The Fifteenth Week. In the fifteenth week, students will learn a few business etiquette tips. Appendix O will be used as a guide in this section.

The Sixteenth Week. In the sixteenth week, students will have a dress-up day and a mock interview session. Skills learned in the fourteenth week will be used in this section. Appendix P will also be used as a guide for this section.

The sixteenth week will also be a wrap-up session about what has been learned throughout the semester. Students may obtain any additional help they may need from the instructor concerning what was learned during the semester.
learn what aspects of their lives they should include in their statements depending on who they are writing to. Appendix H will be used as a guide in this section.

The Ninth Week. In the ninth week, students will learn about time management skills. While learning about time management they will also learn good study habits such as setting a time to study, organizing what needs to be studied, and discerning how much time should be devoted to each subject. Appendix I will be used in this section.

The Tenth Week. In the tenth week, students will learn about basic money management skills. Appendix J will be used in this section.

The Eleventh Week. In the eleventh week of classes, students will be introduced to the world of business. They will begin learning how to research necessary information about companies and organizations. This information is useful in writing letters of appellation, writing résumés, and interviews. Appendix K will be used as a guide for this section.

The Twelfth Week. The twelfth week of classes will be spent learning how to write résumés. Appendix L will be used as a guide for this section.

The Thirteenth Week. In the thirteenth week, students will learn how to write letters of applications. Students will learn how to emphasize their skills and also emphasize how they can be efficient to the company of their choice. Appendix M will be used as a guide in this section.
The purpose of the APSDP is to equip students with information that will help them make decisions for the next transition in their lives. The program is designed to present the basics that students must know after they graduate from high school whether they want to enter the business world, enter college, or do both. The program allows students to set goals for themselves pursue their life long endeavors.
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APPENDIX A  SKILLS AND CHARACTER ASSESSMENT TEST

Before you begin job hunting or applying to college, it is a good idea to know what you are good at. You can be a good writer, orator, a team player, a pianist, or a typist. You may be a good mechanic, a seamstress, or excel in mathematics or science. All of these are skills.

WHY DO WE NEED TO ASSESS OUR SKILLS FIRST?

You wouldn't want to embark on a journey without a map or even having an idea where you destination point is, would you? Without a map you would be wandering aimlessly, never reaching your destination. That is what is like when you don't assess your skills. Skills are the tools you must use in order to achieve your goals.

ACTIVITY

On the following pages is a skills test taken from *The Three Boxes of Life* by Richard N. Bolles (1978).

Directions:

1. You have been invited to a ballroom party to celebrate Queen Elizabeth's 10th birthday. The ballroom has six corners. The people in Corner 1 are Investigative people. They like to observe, learn, investigate, analyze, evaluate, and solve problems. The people in Corner 2 are Artistic people. They have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity. The people in Corner 3 are Social people. They like to work with people—to inform, enlighten, help, train, develop, or cure [others], and are skilled with words. The people in Corner 4 are Enterprising people. They like to work with people—influencing, persuading, or performing, or leading, or managing for organizational goals or for economic gain. The people in Corner 5 are Conventional people. They like to work with data, and have clerical or numerical skills, they carry things out in detail or follow through on other's instructions. Finally, the people in Corner 6 are Realistic people. They are people who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

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2. Pick the first corner where you feel most comfortable talking to the people or where you can contribute most to the conversation.

3. Now you have been invited to a Mardi Gras celebration at Michael Jackson's Neverland Ranch. All the same people who were at Queen Elizabeth's party are here except for the people that you spent the evening with at the last party. Everybody is in the Fiesta Room which is divided into five corners and every group is in their respective corners. Which group would you like to spend the most time with at the party?

4. You have been invited to attend George Foreman's retirement party to be held at a private room at Caesar's Palace. All the people who were at the Mardi Gras celebration have been invited to the party. You enter the party and immediately search for the people that you spent the evening with at the last party but they are not there. Feeling a bit self-conscious and wondering if it was something you said or did, you decide to have a good time anyway and search the room to see who else is there. This time there are only four groups of people to choose from. Which group would you spend most of the evening with?

5. Take each of the letters you have chosen (in order) and put them together. You will use the three letter combination to see what your skills and career options are.

6. Take the first letter you have chosen and find it on the pie chart that follows. This chart is a breakdown of your primary strengths beginning with a definition of what your strength is; some activities or pastimes that people in your group might engage in; competencies or skills needed to do any number of these occupations; and finally occupations that might be best suited for you. You need not master every skill but a working knowledge of some of these skills might prove to be useful.

7. Take the first letter of your three letter combination and look for the corner where you belong in the pages that follow. Each list has a heading that states the R Corner, I Corner, C Corner, S Corner, or A Corner. Find the corner where you need to be. For example, if the first letter in your three letter combination is R, then look for the heading "The R Corner."

8. After you find your corner, take your three letter combination and find the letters that match with it. There might be more than one three letter combination that matches yours. For example, if your three letter combination is REC, search the list in "The R Corner" until you find the three letter combination REC.
9. To the right of the three letter combination is a career choice that would be suitable to the letter combination you have chosen. For example, to the right of REC is the career choice Dietetics. The letters in parenthesis show the types of degrees you may obtain from this particular school and from most schools. The abbreviations are as follows:

B = Bachelor's
M = Master's
P = Ph.D. (Doctorate of Philosophy)

10. You may not find the three letter combination in the list and therefore you may have to look for the first two letters or just the first letter alone. Follow steps seven through nine.

******************************************************************************
This exercise is not exact. The same occupation may fall into several different corners. However, this exercise is a guide to help you discover your skills.
******************************************************************************
People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

People who have artistic, innovating or intuitive abilities, and like to work in unstructured situations, using their imagination or creativity.

People who like to work with people— to influence, persuading or performing or leading or managing for organizational goals or for economic gain.

People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
I
Majors Offered at the University of Wisconsin Madison Campus
Arranged According to the Holland Categories
(Compiled by James O. Bauer, for the Office of Continuing Education Services)

The R Corner
R Agriculture—Middle Course (2 year certification program, no degree: Ag)
R Agricultural Engineering (B, M, P: Ag)
R Agronomy
R Agricultural Aspects of Conservation (B: L&S)
R Botany (B, M, P: L&S)
R Civil & Environmental Engineering (B, M, P: Engr.)
R Civil & Environmental Engineering & City Planning (B: 5 year double degree)
R Civil & Environmental Engineering & Construction Administration (B: 5 year double degree Engr.)
R Construction Technology—Agricultural (B: Ag)
R Conservation (B: Ag)
R Dairy Science (B, M, P: Ag)
R Electrical Engineering (B, M, P: Engr)
R Forestry (M, P: Ag)
R Forest Science (B: Ag)
R Horticulture (B, M, P: Ag)
R Mechanical Engineering (B, M, P: Engr)
R Metallurgical Engineering (B, M, P: Engr)
R Mining Engineering (B, M, P: Engr)
R Naval Science (B: Engr, Ag)
R Nursing (B, M: Nursing)
R Pre-Veterinary (2 or 3 year program, no degree: Ag)
R Recreation Resources Management (B, M: Ag)
R Soils Science (B, M, P: Ag)
R Wildlife Ecology (B, M, P: Ag)
R Landscape Architecture (B, M: Ag)
RIA Occupational Therapy (B: Allied Health)
RC Agricultural Mechanization and Management (B: Ag)
RC Business and Engineering (B: Engr; M: Bus—3 year double degree program)
RC Related Art (B, M: FRCS)
RCE Agricultural Education (B: Ag—certification Ed)
REG Dietetics (B: Ag or FRCS)
RS Physical Education (B, M, P: Ed)

The I Corner
I Analytical Clinical Chemistry (M: L&S)
I Anatomy (M, P: L&S)
I Anthropology (B, M, P: L&S)
I Astronomy (M, P: L&S)
I Astronomy—Physics (B: L&S)
I Bacteriology (B: Ag or L&S; M, P: Ag)
I Behavioral Science and Law (B: L&S)
I Biochemistry (B: Ag or L&S; M, P: Ag)
I Biology (B: Ed)
I Biomedical Engineering (M: Engr)
I Biophysics (M, P: L&S)
I Endocrinology—Reproductive Physiology (M, P: Ag or L&S)
I Entomology (B, M, P: Ag)
I Food Science (B, M, P: Ag includes specialization in food chemistry)
I Genetics (B, M, P: Ag)
I Genetics—Medical (L&S: M, P)
I Geography (B: L&S or Ed; M, P: L&S)

Hospital Pharmacy (M: Pharm)
Mathematics (B: L&S or Ed; M, P: L&S)
Medical Microbiology (B, M, P: L&S)
Medical Science (B: L&S)
Medicine
Meteorology (B, M, P: L&S)
Molecular Biology (B: L&S; M, P: L&S or Ag)
Neurophysiology (P: L&S)
Neurosciences (M, P: L&S)
Oceanography & Limnology (M, P: IES)
Oncology (M, P: L&S)
Pathology (M, P: L&S)
Pharmacological Chemistry (M, P: Pharm)
Pharmacological Biochemistry (M, P: Pharm)
Pharmaceutics (M, P: Pharm)
Pharmacology—Med. (P: L&S)
Pharmacology—Pharm. (M, P: Pharm)
Physics (B: L&S or Ed; M, P: L&S)
Physiological Chemistry (M, P: L&S)
Physiology (M, P: L&S)
Plant Breeding and Plant Genetics (M, P: Ag)
Plant Pathology (B, M, P: Ag)
Poultry Science (B, M, P: Ag)
Quantitative Analysis (B, M, P: Bus)
Radiological Sciences (M, P: L&S)
Water Chemistry (M, P: Engr)
Water Resources Management (M: IES)
Zoology (B: L&S or Ed; M, P: L&S)
Chemistry (B: L&S or Ed; M, P: L&S)
Applied Mathematics, Engineering & Physics (B: L&S)
Botany (B: L&S or Ed; M, P: L&S)
Chemical Engineering (B, M, P: Engr)
Civil and Environmental Engineering (B, M, P: Engr)
Computer Sciences (B, M, P: L&S)
Earth Science (B: Ed)
Electrical Engineering (B, M, P: Engr)
Forestry (M, P: Ag)
Forest Science (B: Ag)
Geology (M, P: L&S)
Geology and Geophysics (B: L&S)
Horticulture (B, M, P: Ag)
Industrial Engineering (B, M, P: Engr)
Materials Science (M, P: Engr)
Meat and Animal Science (B, M, P: Ag)
Mechanical Engineering (B, M, P: Engr)
Metallurgical Engineering (B, M, P: Engr)
Mining Engineering (B, M, P: Engr)
Nuclear Engineering (B, M, P: Engr)
Nutritional Sciences (B, M, P: Ag)
Ocean Engineering (M: Engr)
Pre-Veterinary (2 or 3 year program, no degree)
RCG Computer Science (B, M, P: L&S)
IRA Occupational Therapy (B: Allied Health)
IRA Physical Therapy (B, M: Allied Health)
IS Behavioral Disabilities (B, M, P: Ed)
IS Behavioral Science and Law (B: L&S)
IS Rural Sociology (B, M: Ag)
IS Dietetics (B: Ag or FRCS)
IS Nutrition (B: FRCS)
The E Corner
Area Study programs, e.g., South Asian Studies, may possess the E theme. These programs are found under AF.

E History (B: L&S or Ed.; M: P; L&S)
E History and History of Science (B: L&S)
E Communication Arts (B: L&S or Ed.; M: P; L&S)
E Industrial Relations (M, P: L&S)
E International Relations (B: L&S)
E Law
E History (B: L&S or Ed.; M: P; L&S)
FRCS Agricultural Business Management (B: Ag or Bus)
ES Apparel Design (B: FRCS)
ES Political Science (B, M, P: L&S)
ES Retailing (B: FRCS)
ESC Home Economics Education (B: FRCS Certification: Ed. M, P = Continuing and Vocational Education)
EC Public Policy and Administration (M: L&S)
EC Retailing (B: FRCS)
EC Legal Institutions (M: Law)
ECS Program Administration (M: Bus)
ECS Urban and Regional Planning (M, P: L&S)

The C Corner
C Accounting (B, M, P: Bus)
C Actuarial Science (B: M, Bus)
C Appraisal (M: Bus)
C Business Construction Administration (B: Bus)
C Business Diversified (B, M: Bus)
C Business Statistics (B, M, P: Bus)
C Finance, Investment and Banking (B, M, P: Bus)
C Risk Management & Insurance
C Actuarial Science (B, M: Bus)
C Agricultural Economics (B, M, P: Ag)
C Appraisal (M: Bus)
C Operations Research (B, M, P: Bus)
C Pharmacy (B: Pharm)
C Business & Engineering (B: Engr; M: Bus 5 year double degree program)
C Family and Consumer Economics (B, M: FRCS)
C Related Art (B, M: FRCS)
C Textiles and Clothing (B, M: FRCS)
CRS Consumer Services in Foods (B: Ag or FRCS)
CE Marketing (B, M, P: Bus)
CE Management (B, M, P: Bus)
CES Business Teacher Education (B: Bus; Certification: Ed.; M, P = Continuing and Vocational Education)
CES International Business (M, P: Bus)
CES Real Estate and Urban Land Economics (B, M, P: Bus)
CSE Distributive Education (B: Bus; Certification: Ed.; M, P = Continuing and Vocational Education)
CSE Food Administration (B: Ag or FRCS)

Education Majors Arranged Within Themselves
(SED = Secondary Education Classification)

R Agricultural Education (B: Ag; Certification: Ed; M, P = Continuing and Vocational Education)
R Agricultural Extension Education (B: Ag; M, P = Continuing and Vocational Education)
I Biological Aspects of Conservation (B: L&S or Ed. SED)
I Biology (B: Ed. SED)
I Botany (B: L&S or Ed.; M: P; L&S. SED)
I Chemistry (B: L&S or Ed.; M: P; L&S. SED)
I Chemistry Course and Education (B: L&S; Certification: Ed)
I Earth Science (B: Ed. SED)
I Education and Botany (M: Ed)
I Education and Chemistry (M: Ed)
I Education and Geography (M: Ed)
I Education and Mathematics (M: Ed)
I Education and Physics (M: Ed)
I Education and Zoology (M: Ed)
I Geography (B: L&S or Ed.; M: P; L&S. SED)
I Mathematics (B: L&S or Ed.; M: P; L&S. SED)
I Natural Science (B: Ed. SED)
I Physics (B: L&S or Ed.; M: P; L&S. SED)
I Science Education (M: Ed)
I Zoology (B: L&S or Ed.; M: P; L&S. SED)

A Art Education (B, M: Ed)
A Comparative Literature (B: L&S or Ed.; M: P; L&S. SED)
A Education and Communication Arts (M: Ed)
A Education and English (M: Ed)
A Education and Journalism (M: Ed)
A Education and Music (M: Ed)
A English (B: L&S or Ed.; M: P; L&S. SED)
A Humanities, Classical (B: L&S. Possible Certification: Ed)
A Humanities, Modern (B: L&S. Possible Certification: Ed)
A Music Education (BM: L&S. Certification: Ed; MM: L&S; P: L&S and Ed.; J1 degree program)
A Theatre and Drama (B, M, P: L&S. SED)
A Education and French (M: Ed)
A Education and German (M: Ed)
A Education and Latin (M: Ed)
A Education and Spanish (M: Ed)
A French (B: L&S or Ed.; M: P; L&S. SED)
A German (B: L&S or Ed.; M: P; L&S. SED)
A Hebrew (B: L&S or Ed. SED)
A History (B: L&S or Ed.; M: P; L&S. SED)
A Ibero-American Studies (B: L&S or Ed.; M: L&S. SED)
A Italian (B: L&S or Ed.; M: P; L&S. SED)
A Latin (B: L&S or Ed.; M: P; L&S)
A Polish (B: L&S or Ed.; SED)
A Portuguese (B: L&S or Ed.; M: P; L&S)
A Russian (B: L&S or Ed.; M: L&S. Ph.D. = Slavic Languages. SED)
A Spanish (B: L&S or Ed.; M: P; L&S. SED)
A Communication Arts (B: L&S or Ed.; M: P; L&S)
A Education and Communication Arts (M: Ed)
A Education and Journalism (M: Ed)
A Journalism Education (B: L&S. Certification: Ed)
Advanced degrees in most fields can be considered to have a high degree of I-Theme, therefore it is difficult to categorize advanced degrees in addition. Area Studies, such as East Asian Studies, may be classed as either IA or AI. Here they will be found under IA. Language studies present the same problem and once again I have chosen to class them with IA.

Education majors are another problem. A degree in, for example, Zoology secondary education will possess high F scores and high S scores. It is difficult to say 'which comes first. Therefore, a listing of degrees offered by the Education Department arranged within themselves will come at the end of this list.

The A Corner

A Art (B, M; Ed)
A Art Education (B, M; Ed)
A Classics (B, M, P; L&S)
A Communication Arts (B: L&S or Ed; M, P; L&S)
A Comparative Literature (B: L&S or Ed; M, P; L&S)
A Dance (B, M; Ed)
A Library Science (M, P; L&S)
A Music—Applied (BM, MM, A Mus D: L&S)
A Music—BA (B: L&S)
A Music—Composition (MM, P; L&S)
A Music—Conducting (MM; L&S)
A Music—Ethnomusicology (MM, P; L&S)
A Music—History and Theory (BM; L&S)
A Musicology (MM: L&S)
A Music—MA (M: L&S)
A Theatre and Drama (B, M, P: L&S)
AE Art History (B, M, P: L&S)
AE Arts Administration (M: Bus)
AE Apparel Design (B: FCRS)
AE Communication Arts (B: L&S or Ed; M, P: L&S)
AE Interior Design (B: FCRS)
AR Agricultural Journalism (B, M: Ag) (P=Mass Communications)
AS English (B: L&S or Ed; M, P: L&S)
AS Home Economics Journalism (B: FCRS; M: Ag)
AS Journalism (B, M: L&S) (P=Mass Communications)
AS Library Science (M, P: L&S)
AS Philosophy (B, M, P: L&S)
AS This theme to include all language studies and area study programs.
AI African Languages and Literature (B, M, P: L&S)
AI Afro-American Studies (B: L&S)
AI Asian Studies (B: L&S)
AI Buddhist Studies (P: L&S)
AI Chinese (B, M, P: L&S)
AI Classics (B, M, P: L&S)
AI Communication Arts (B: L&S or Ed; M, P: L&S)
AI English (B: L&S or Ed; M, P: L&S)

The S Corner

For Education majors please see the category at the end of this index.

S American Institutions (B: L&S or Ed)
S Behavioral Disabilities (B, M, P: Ed)
S Communicative Disorders (B: L&S or Ed; M, P: L&S)
S Social Welfare (P: L&S)
S Social Work (B, M: L&S)
SR Agricultural Extension Education (B: Ag) (M, P=Continuing and Vocational Education)
SR Agricultural Education (B: Ag) (Certification: Ed)
SI Educational Psychology (M, P: Ed)
SI History of Science (B, M, P: L&S)
SI Science Education (M: Ed)
SI Sociology (B: L&S or Ed; M: L&S; P: L&S or Ag)
SI Sociology—Correctional Administration (B: L&S)
SI Behavioral Science and Law (B: L&S)
SIR Nursing (B, M: Nursing)
SIR Physical Therapy (B, M: Allied Health)
SIA Occupational Therapy (B: Allied Health)
SC Child Development/Family Relations (M: FCRS)
SC Child Development and Pre-School Teaching
SC Elementary Education (B: Ed)
SC Family and Consumer Economics (B, M: FCRS)
SC General Home Economics (B, M: FCRS)
SC Preschool Kindergarten Education (B: FCRS—Certification: Ed—M:Ed)
SCE Educational Administration (M, P: Ed)
SCE Educational Policy Studies (M, P: Ed)
SE Mass Communications (P: L&S or Ag) P for Journalism or Ag Journalism
SE Rehabilitation & Counseling (B, M, P: Ed) Degree is Behavioral Disabilities
SE Social Studies (B: Ed)
SE Sociology—Correctional Administration (B: L&S)
SEA History of Culture (B: L&S)
Communicative Disorders (B: L&S or Ed; M, P: L&S)
Education and Physical Therapy (M: Ed)
Education and Sociology (M: Ed)
American Institutions (B: L&S or Ed. SED)
Education and History (M: Ed)
History (B: L&S or Ed; M, P: L&S, SED)
Social Studies (B: Ed. SED)
Sociology (B: L&S or Ed; M: L&S; P: L&S or Ag. PhD. is Sociology or Rural Sociology)
Home Economics Education (B: FRCS, Certification: Ed. M, P= Continuing & Vocational Education)
American Institutions (B: L&S or Ed. SED)
Business Teacher Education (B: Bus. Certification: Ed. M, P = Continuing & Vocational Education)
History (B: L&S or Ed; M, P: L&S, SED)
Social Studies (B: Ed. SED)
Business Teacher Education (B: Bus, Certification: Ed)
Economics (B: L&S or Ed; M, P: L&S, SED)
APPENDIX B  SETTING AND ACHIEVING GOALS

In order to be successful in life, you need some idea of where it is you are going. Whether it be in school or in your career, a successful plan can either make or break your dreams. It is not enough to say that, “I want to be the next female astronaut.” You have to have some planned pattern of attack. You need to know what steps to take in order to achieve your goal.

Ask yourself, “what classes should I take in order to get a degree in my field?” “What programs are there that will allow me to intern with NASA or any other space program?” “What job openings are there and what is required to obtain those jobs?” The following are strategies for success that can be used inside or outside of school:

Career strategies: Taken from Essence Magazine April 1996

1. Determine what you want in life and how your career fits into that.

2. Identify your strengths and play to them. (Know what your strengths are and use them to help you achieve goals.)

3. Set goals and deadlines. (Weekly goals, monthly goals, quarterly goals, and yearly goals. Write them down.)

4. Reevaluate your goals periodically. (Don’t deviate from your set goals. You won’t get far with your dreams if you do.)

5. Be prepared to do what is necessary to succeed. (It takes time and effort to achieve your goals).

Some books to read:

Ollie Stevenson. 101 Great Answers to the Toughest Job Search Problems (Career Press $11.99)
Quote of the week:

"The fact is, if you're going to make your dream come true, you need commitment, perseverance, and a plan. Anything less is bogus."

Joy Duckett Cain

ACTIVITY

Write down your career goals. Find out what it takes to achieve those goals. Where do you see yourself five years from now? Does it require college education or some form of further education? What are the steps that you need to take to receive that education? What are the career opportunities in your field of interest? Say for example, you want to be a chemical engineer. What does it take to become a chemical engineer? Does it require further education? What career opportunities are there for chemical engineers? (i.e. where can you work?).
Now that you know what skills you have (and what careers are possible), it is time to decide what careers are best suited for you.

ACTIVITY:

Follow the steps listed below and answer the following questions:

1. What are my strongest skills?
2. What careers require the skills that I have?
3. List the careers that you like or are best suited to your skills.
4. Can you see yourself working in any of these fields for more than ten years?
5. Narrow the list or eliminate jobs that don't fit in with #4.
6. Name at least three rewarding characteristics about each of the careers you have left on the list above? What is not rewarding?
7. Are there opportunities for promotion and development of skills on the job?
8. What is the salary range? (Entry level to top level)
9. Eliminate the list according to how it meets or falls short of your goals.

******REMEMBER TO BE REALISTIC WITH YOURSELF.**************

It would be nice to be a cardiovascular surgeon, but if you don't have the skills or the stamina for this profession then don't do it. If you don't like to work around the clock and stay for days in the hospital working with other people's organs then don't commit yourself to this profession.

******REMEMBER TO BE REALISTIC WITH YOURSELF.**************

By the end of this exercise, you should have narrowed down your list considerably. If you are still undecided between two careers then consider the following:

1. How long does it take to obtain a degree in one area as opposed to the other?
2. How competitive are the two fields?
3. What are your chances of finding a job in each field?
Now that you have selected the career of your choice, you need to evaluate which college can offer the best training in that field. Some fields (such as law) don't require pre-training while other professions (such as nursing) require pre-training. It is up to you to research the universities that will best meet your needs.

ISSUES TO CONSIDER

1. What colleges or universities offer the most diverse education?
2. What degrees do they offer?
3. What is the overall cost of going to this university (tuition, housing, food, miscellaneous expenses)?
4. What financial assistance is available?

ACTIVITY:

Pick at least three schools that you would like to attend. Request an application and a catalogue. Following the three steps listed above, decide on two schools that you would like to attend.
APPENDIX E STARTING THE ADMISSION PROCESS

Now that you have some idea of what your skills are and what career you desire, you need to begin looking for a place to cultivate those skills. Most people look for a trade school or a university help them hone their skills.

ACTIVITY

In this section, you will obtain at least two application forms for a university or trade school and begin filling them out from start to finish. The applications should be mailed out by the end of the week.
DEFINITIONS:

grant: a type of financial assistance that does not have to be repaid

scholarship: a financial award made for academic achievement

loan: financial assistance that must be repaid as soon as the education is completed.

work-study: a federal student aid program based on need, which provides the opportunity for students to earn some of the aid for which they are eligible through employment, generally on campus.

WHERE DO I START???

There are several resources at your disposal if you are looking for scholarships.

THE GUIDANCE COUNSELOR AT YOUR HIGH SCHOOL

Often, guidance counselors are sent information from various universities about financial aid. Your counselor can help you to find the type of aid that is right for you.

THE FINANCIAL AID OFFICE AT THE UNIVERSITY YOU WISH TO ATTEND

The financial aid office often has a listing some of the scholarships available. Usually these are scholarships given by alumni or other philanthropists to the school. Also, the financial aid office has a listing of government aid as well. The most common form of government aid is the Pell Grant and the Stafford Loan. Both of these government aids are based on need. The best time to apply for them is at the beginning of the year.

LOCAL AGENCIES

Many local agencies (such as the Urban League, NAACP, Shriner's Club) have scholarships that go unclaimed because people don't know or inquire
about them. Sometimes, the monetary awards are for those who have family members who belong to these agencies but they may also have scholarships for people who are not members of these agencies.

LOCAL BUSINESS ESTABLISHMENTS

Check with the local businesses around town. You would be surprised to know that many of them have scholarships for their employees or for family members of their employees.

THE INTERNET

The Internet is a great place to go if you want to find out more about scholarships. You can find a wealth of information from businesses who are offering scholarships on the Internet.

THE LIBRARY

The library has many books that will tell you where to look or who to write to if you want to find scholarship information.

**********WARNING**********WARNING**********

There are many people out there who prey on innocent families and students who are looking for scholarships. Often they will send you information on how they will help you to find the best scholarships for a small fee. DO NOT SEND MONEY TO THESE PEOPLE!!! This is a scam. Once you send in your money, you may never hear from them again. Scholarship information is free. If you want to save yourself a headache and your money, find the information yourself.

**************************WARNING**************************
ACTIVITY:

Find at least two scholarships for college. One should be from a school that you wish to attend and the other should be from a local business or an agency. The applications should be completed from within a week. The applications should be mailed out by the end of the week.
APPENDIX G  WRITING PERSONAL STATEMENTS

There comes point in everyone’s life where they will be asked to tell something about themselves. You may be asked to tell about your hobbies or interests during an interview. You may be asked to assess your long term goals in a short statement for a scholarship or for admittance into a school. This section will discuss some of the elements needed to write a personal statement.

SHORT ACTIVITY

Take a piece of paper and fold it vertically in half. On the first line of the left hand side write “strengths.” On the first line of the right hand side write “weaknesses.” On the left hand side list at least five strengths about yourself. On the right hand side, list at least five weaknesses about yourself. When you are done, evaluate how these strengths fit in with the scholarship or school your are applying to. Next, evaluate how you can improve upon your weaknesses.

TOPICS TO CONSIDER WHEN WRITING A PERSONAL STATEMENT

1. Work Experience
   - Why write about your work experience?
     Writing about your work experience shows social commitment, financial constraints, and maturity.
   - Consider what your work experience reveals about your academic history, personal background, and cultural roots.
     To what extent are these issues of interest to the various schools on your list?

2. Community Service and Extracurricular Activities
   - Give thought to which activities or services you wish to include and how they fit in to the school which you are applying to.
   - Leadership skills are always nice. Be sure to state the activity then let the reader know the significance of that activity. Were you elected on a
competitively? Is membership in that organization a high honor? If you didn't participate in extracurricular activities, say so. Were there financial concerns to consider? Family responsibilities? “

3. Parents, relative, and alumni connections

Mentioning these connections can't hurt. If you have a parent or relative who received a particular scholarship or who attended a certain school then it can be helpful. However, if that particular alumni or relative left an undesirable reputation at the school then it would not be in your best interest to mention that alumni or relative.

POINTS TO REMEMBER

• Review your file as a reader who doesn't know you. Would you consider this person for your scholarship or for admission into your school? Why or why not?

• Avoid self-serving praise.

• Most schools or scholarship committees will either solicit a personal statement or ask an open ended statement. Always be responsive to the requests made.

• Be brief and to the point. Do not exceed the word limit specified.

• Quality is more important than quantity.

• Stick to the facts and be as well organized as possible.

• Copying the same essay for every school or scholarship committee is obvious and tells the reader that you do not care about the school or the committee itself.

• Your job is to lead the reader without pointing out where you are headed every couple of seconds.

• Always ask yourself, “How does this item fit into the portrait of myself that I wish to present?”

(Excerpts taken from Thinking about Law School: A Minority Guide. Published by The Law School Admission Council. 1995)
ACTIVITY

Find a scholarship that requests a personal statement. Write a two page personal statement about yourself. Be sure to include all of the elements listed in TOPICS TO CONSIDER WHEN WRITING A PERSONAL STATEMENT.
If you are going to be successful in life, the first thing you must do is to set a time frame for completing tasks. This is called time management. College (and life in general) is unlike high school. You are responsible for making your own daily schedule. As an adult, you are given a great deal of freedom to set up classes (create a class schedule--if you are in college), create a work schedule, etc. and it is up to you to stay with that schedule. “Time management involves planning, judgment, anticipation, and commitment” (Your College Experience 61).

PRIORITIZING GOALS

The first step in time management is setting your priorities. What are the steps you must take in order to achieve your goals (or to complete a task)? If your goal is to become a corporate financial manager, what steps do you need to take in order to reach that goal? Your first step is to apply to college so that you can obtain a degree in order to become a financial manager. Your next step is to study (once you are admitted) in order to learn the things you must know in order to be a successful corporate financial manager. In order to learn the skills you need to know to be a successful corporate financial manager, you need to allot time to learn these skills (beyond just attending classes) To learn these skills successfully, you must plan what you will study and when. Also be sure to allot time for leisure. The statement “All work and no play makes Jane a dull girl” is true.

QUOTE OF THE WEEK

“ What are your current priorities? Managing time begins with an honest appraisal of what you want to do with it” (Your College Experience 61).

STUDY SCHEDULE

As soon as you receive the syllabi from all your classes, you need to begin constructing a weekly study schedule, complete with due dates for papers and date for exams. Also, if you work, you need to add this within your schedule.

Ideally, one should allot at least two hours for every hour in class as study time. For example, if you are taking 12 hours of college credit, then you must study for a total of 24 hours extra each week. Your study time must be configured into your weekly schedule. Following is an example of a study schedule.
## STUDY SCHEDULE

MONTH ___________ SEMESTER ____________

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WHERE DO I STUDY?

Successful time management also includes reducing distractions or impediments to the completion of your task(s). For example, when you study, choose a place that is quiet and free from distractions. Usually the library is a good place to study. However, if you are going to study in the library, don't sit in high traffic areas where you are most likely to be approached by friends or classmates. This defeats the purpose of studying at the library in the first place. Sit at a well-lit carrel where there are no distractions.

ACTIVITY

1. Fill in your schedule provide in the schedule below.
2. For each class you take, allow at least one hour of study time per day. (For example, if you take four classes a day, then you will add at least four hours of study time each day)
3. Now add in your breakfast time, lunch time, and dinner times
4. Next allot at least an hour for activities such as TV time, hobbies, etc.
5. Finally, if you work, include your weekly work schedule.
## SAMPLE STUDY SCHEDULE

**MONTH** April   **SEMESTER** Spring 1996

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<th>MON</th>
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FOUR BASIC MISCONCEPTIONS ABOUT MONEY:
* only a few skilled individuals know how to manage money
* you only need to manage money when you have more of it
* if you have enough money then you don't need to worry about how you spend it
* you can keep track of your money by just balancing your checkbook
  --(this doesn't allow for the planning of your financial needs)

THREE BASIC ELEMENTS OF MONEY MANAGEMENT: ANALYSIS, PLANNING AND BUDGETING

Analysis:
• know your expenses and categorize them. Be careful. Never underestimate anything.
  
  • fixed expenses are those expenses over which you have no control
  
  • flexible expenses are those expenses you can modify although they may not be completely avoidable

Planning:
• Know all deadlines for bill payments. Try to pay ahead of time if you can.

• Know all refund policies for school expenses and the deadlines for each of these.

• Know when your revenue is due. That is, when your scholarship money will come and when you get paid (from your job, parents, etc.).

• You can't plan for the future if you don't have money to plan with. (!!!)

• Plan for anything to happen (i.e. emergencies). You can try to keep abreast of things if you have an emergency savings.

Budgeting:
• Keep a chart of your monthly and yearly expenses. Do not deviate from this plan. At the end of the month, carry over your credits to the next month (if you have any, that's good. If you have debts then it is time to review your monthly budget and see what you may have done wrong
and find a way to rectify that problem so that it does not occur in the subsequent months. For example, some things will definitely cause you to be in debt like car insurance but saving for your car insurance could have prevented that. If you cannot pay some bills in one lump sum, then work out something with your insurance agents (most are happy to do this) so you can pay your insurance in installments. However, avoid paying things in installments if you can. It is better to get things paid off in one lump sum and out of the way.

(Excerpts taken from *Your College Experience: Strategies for Success. Money Management 31-2*)

**ACTIVITY:**

Make a budget for this month and next month. Follow the steps prescribed above. Below is an example of the format of a budget plan.

<table>
<thead>
<tr>
<th>Fixed Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 800</td>
</tr>
<tr>
<td>Fees</td>
<td>1,200</td>
</tr>
<tr>
<td>Books</td>
<td>325</td>
</tr>
<tr>
<td>Supplies</td>
<td>75</td>
</tr>
<tr>
<td>Housing</td>
<td>1,250</td>
</tr>
<tr>
<td><strong>Subtotal fixed expenses</strong></td>
<td><strong>$3,650</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexible Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>$1,500</td>
</tr>
<tr>
<td>Transportation</td>
<td>700</td>
</tr>
<tr>
<td>Clothing</td>
<td>450</td>
</tr>
<tr>
<td>Personal</td>
<td>100</td>
</tr>
<tr>
<td>Phone</td>
<td>120</td>
</tr>
<tr>
<td>Social/Entertainment</td>
<td>360</td>
</tr>
<tr>
<td>Savings</td>
<td>250</td>
</tr>
<tr>
<td><strong>Subtotal flexible expenses</strong></td>
<td><strong>3,530</strong></td>
</tr>
<tr>
<td><strong>Total fixed and flexible expenses</strong></td>
<td><strong>$7,180</strong></td>
</tr>
</tbody>
</table>

Table 31.3 Typical Expense Priorities for the academic year

(*Your College Experience: Strategies for Success. Wadsworth Publishing Co. 1995. p. 31-7*)
### Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer savings</td>
<td>$1,000</td>
</tr>
<tr>
<td>Parents/Spouse</td>
<td>750</td>
</tr>
<tr>
<td>Financial aid</td>
<td>500</td>
</tr>
<tr>
<td>ROTC</td>
<td>100</td>
</tr>
<tr>
<td>Part-time job</td>
<td>166</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,516</strong></td>
</tr>
</tbody>
</table>

### Fixed Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$1,000</td>
</tr>
<tr>
<td>Books</td>
<td>175</td>
</tr>
<tr>
<td>Dorm room</td>
<td>625</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,800</strong></td>
</tr>
</tbody>
</table>

### Flexible Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food (meal cash card)</td>
<td>$150</td>
</tr>
<tr>
<td>Supplies</td>
<td>35</td>
</tr>
<tr>
<td>Personal</td>
<td>35</td>
</tr>
<tr>
<td>Phone</td>
<td>15</td>
</tr>
<tr>
<td>Transportation</td>
<td>10</td>
</tr>
<tr>
<td>Social</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$285</strong></td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Summary</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total resources</td>
<td>$2,516</td>
</tr>
<tr>
<td>Less total expenses</td>
<td>2,085</td>
</tr>
<tr>
<td>Less savings</td>
<td>50</td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td><strong>$381</strong></td>
</tr>
</tbody>
</table>

*Carried forward to October

---

Table 31.4 Sample Monthly Budget (September)

(Your College Experience: Strategies for Success. Wadsworth Publishing Co. 1995. p. 31-7)
APPENDIX J    RESEARCHING INFORMATION ABOUT COMPANIES

Looking for employment is never an easy task. There are many steps that you must take to looking for a job. The first step is opening the want ads. There are so many companies listing jobs. Some ads are specific and want require certain skills. Other ads are vague and only offer a phone number. After you have isolated the companies you want to work for, you must consider the following:

- What is the history of the company?
- What is the mission of the company?
- What products or services does the company offer?
- What charitable organization(s) is the company involved with?

1. It is important to know the history of the company because it can tell you what purpose the company wants to serve to the community, how the company began and what progress the company has made over time.

2. It is important to know the mission of the company before you go to the interview. Knowing what the company expects from itself will help you to know what the company expects of you.

3. It is a good idea to be well aware of what services or products the company makes before you go to the interview. Knowing this will help you to gear your résumé and letter of application accordingly.

4. Knowing what charitable organizations the company is involved with can help you to know more about what issues concern the company itself and how the company has helped to improve or alleviate the issue.

These four things are a good start to knowing if this is the company is right for you and knowing how you and the company can work together.

WHERE TO RESEARCH

When researching a company, the best place to start looking is in the library. By using the Internet, magazines, or books you can find a wealth of information about the company of your choice. Not only can the library be a great place to start but also going to the company itself can be another
good start. By asking the human resource assistant, he can offer you the information you need.

ACTIVITY

Choose a company in your field of interest. Write a two page paper giving the name of the company and detailing the history of the company, the mission of the company, the types of services or products the company offers, and what charitable organizations the company is involved with.
SAMPLE RÉSUMÉ FORMAT

Header
Name, permanent address, permanent telephone number

Objective (optional)
In no more than two lines tell what job position you want.

Education
Starting with the last school you attended, give the name of the school, the year you graduated, the degree you obtained and what field it was in. Usually, people only list the high school if it is the last school they attended.

Work Experience
Give the years, name of the company, job title, city and state where you worked. Highlight your duties as they are relevant to the position in which you are applying.

Skills and Abilities
Tell what you can do as it is relevant to the position in which you are applying for. For example, if you can operate computers list what types of computers you are familiar with and the software.

Awards
List the awards you have received either through school, community involvement, or national achievement.

References
Available upon request
Seven reasons for a résumé:

- It can open the door to an interview.
- It gives an employer information about yourself which is not asked on a job application.
- It shows off your skills, abilities, accomplishments, and potential—it shows what you can do for an employer.
- It lets you smooth over weaknesses in your background—like long bouts of unemployment or frequent job changes.
- It provides an employer with topics to talk about during the interview—and this helps you to control part of the conversation.
- It will remind the employer of your skills and abilities long after the interview is over.
- It shows that you’re professional—that you understand the needs of the job and the needs of the employer.


**ACTIVITY**

Write a résumé following the format under SAMPLE RÉSUMÉ FORMAT above. All resumes must be typed. On the following page is an example of a résumé.
Ruby P. Fruit

1213 Sunnyview Drive• Anytown, USA 30000• Telephone: (555) 123-0000

Education

Anytown High School
Anytown, USA
Graduated with honors, 1996

Work Experience

Big Head Fred's, Inc.
Sales Representative, 1993-1995

Mimi's All You Can Eat Diner
Waitress, 1993-present

Skills

WordPerfect 5.1 copy machines
WordPerfect 6.0 fax machines
Numeric Keypad switchboard

Awards

• Recipient of a statewide Roster Board for Academic Achievement 1996
• Anytown State Academic Festival Award (Journalism), 1994

Organizations

• President of the Ecology Club
• Editor of the South Wind Sentinel
• Member of Greenpeace

References
Available upon request
APPENDIX L

LETTERS OF APPLICATION

It is sometimes necessary to write a letter of application to accompany your résumé. A letter of application is written in response to a job opening. A letter of application allows you to “sell yourself” and to enhance your application or résumé by adding details that either were not previously mentioned or need further explanation. Letters of application may also be used to expound upon certain aspects about yourself such as hobbies, classes taken, or skills.

Being able to communicate is necessary in every aspect of employment. The letter of application is a reflection of your communication skills. Following are some steps you can take to strengthen those skills.

STEPS TO WRITING LETTERS OF APPLICATION

1. All letters of application are one page at most and must follow business letter format. On the following page is a sample of a letter of application.

2. The first line of the first paragraph should state the job being applied for and how you found out about it. It is in the first paragraph that you also state your relevant education and experience.

3. The second paragraph is where you demonstrate your value to the company. In the second paragraph you show how you can contribute to the needs of the company. This can be done by either describing your skills, classes taken, or your long term goals as it is relevant to the job for which you are applying.

4. The third paragraph is where you offer a statement of appreciation. It allows you to briefly restate your interests and also to request an interview. Be sure to indicate the phone number where you may be reached.
ACTIVITY

Write a one page letter of application to the company of your choice by using all the elements listed in STEPS TO WRITING LETTERS OF APPLICATION.
Ms. Jane Doe
President of Human Resources
XYZ Corporation
5000 Fasttrack Lane
Anytown, USA 30000

April 30, 1996

Dear Ms. Doe:

I would like to apply for the position of Head Office Assistant which you have advertised in the Anytown News Sentinel. I will be graduating from Booker T. Washington High School this June with an Honors diploma. My major concentration in high school was Office Systems Technology. I have summer work experience as an office assistant which includes skills in Microsoft Word 6.0 and Lotus 1-2-3, giving me the exact credentials your job notice called for.

My course work in Office Systems Technology includes courses in Lotus 1-2-3, Microsoft Word 6.0, stenography, and basic accounting. My overall grade point average is 3.5 on a 4.0 scale.

Each of the last three summers I have worked for the Samuel Lipton Agency which is an staffing agency here in Anytown. My duties ranged from receptionist to assistant bookkeeper. During those summers a major part of my duties was to assist the agency in their rapid growth through the use of computers. I gained on the job experience with systems programming, advanced accounting procedures, and business documentation.

My experience as an office assistant has allowed me to see computers from the point of view of an accountant as well as a computer specialist. This perspective and my combination of abilities as well will, I hope, make me a strong candidate for the position you have advertised.

The enclosed résumé shows more about my education and work experiences. I am very interested in this position and would appreciate the opportunity to further discuss any interests you may have during a face-to-face interview. I feel that I can make a strong contribution to your company. Please feel free to contact me at (555) 123-0000.

Sincerely,

Ms. Ruby P. Fruit

Enclosure
## INTERVIEWING RULES

<table>
<thead>
<tr>
<th>Do appear neat and clean.</th>
<th>Don't be late to the interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do research the organization ahead of time.</td>
<td>Don't talk too much or try to dominate the conversation.</td>
</tr>
<tr>
<td>Do learn the name of the interviewer.</td>
<td>Don't demonstrate your nervousness by fidgeting with your clothes, tapping your fingers, playing with your hands, or swinging your legs.</td>
</tr>
<tr>
<td>Do make notes about questions you would like to ask.</td>
<td>Don't answer questions with one or two word remarks.</td>
</tr>
<tr>
<td>Do maintain eye contact with the interviewer.</td>
<td>Don't use slang words.</td>
</tr>
<tr>
<td>Do take notes during the interview since the interviewer will be doing the same.</td>
<td>Don't slouch. Maintain good posture.</td>
</tr>
<tr>
<td>Do inquire about when you might expect to hear from the interviewer next</td>
<td>Don't punctuate your conversation with lag phases like &quot;you know, eh, etc.&quot;</td>
</tr>
<tr>
<td>Do let the interviewer close the interview</td>
<td>Don't mention the salary in the initial interview.</td>
</tr>
</tbody>
</table>
THE TOP TEN MOST COMMONLY ASKED QUESTIONS IN AN INTERVIEW

1. Tell me about your present or last job?
2. What skills and training do you have that will be beneficial to the position which you are applying?
3. Where do you see yourself in five years?
4. What are your career goals?
5. What do you know about this company?
6. What contributions do you think you will make to this company?
7. How do you feel you perform under pressure?
8. How do you handle conflict with coworkers?
9. What are your interests or hobbies outside of work?
10. Do you have any questions about the job or about the company?

THE INTERVIEWER'S PLAN

Objectives of the Interviewer: 1. Evaluate the candidate
2. Stimulate the candidate's interest in the firm
3. Maintain the goodwill of the candidate

Structure of a Good Interview (30 min.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Interviewer's Activity</th>
<th>Interviewer's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading résumé</td>
<td>1. Notice grades, academic achievement, extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>4-5 minutes</td>
<td>2. General comments</td>
<td>2. Establish rapport. Put candidate at ease. Ask questions candidate can answer easily so he or she gains confidence.</td>
</tr>
<tr>
<td></td>
<td>• résumé</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• weather</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why did you decide to study at__________?&quot;</td>
<td></td>
</tr>
<tr>
<td>16 minutes</td>
<td>3. Information gathering</td>
<td>3. Decide whether to ask candidate back for a second interview</td>
</tr>
</tbody>
</table>
(a) Open questions requiring explanatory answers
- "How do you spend your leisure time?"
- "Tell me about your college experience."
- "What courses did you like?"

(b) Closed questions requiring short factual answers
- How does a candidate act in certain situations?
- Focus on past behavior

(c) Listening techniques
- echo (repeat phrases)
- eye contact
- silence

(d) Behavior observations
- interested?
- enthusiastic?
- poised?
- assertive?

5 minutes 4. Answer questions
4. Sell the organization

1 minute 5. Summary and close
5. Tell the candidate when and how he or she will hear from the organization

4 minutes 6. Write up an evaluation
6. Write while impression is fresh

(Keen, Michael. Effective Professional and Technical Writing. DC Heath and Co. 1987. pp.175-176)
APPENDIX N

BUSINESS ETIQUETTE

Now that you have been accepted into the company, it is time to learn a few valuable etiquette lessons that could help you keep your job.

LESSON 1: Remember that you, as a new employee, are on a probationary period. A probationary period is a trial period in which an employee is “tested” to see if he meets the company’s needs. This trial period can last anywhere from a few weeks to six months. It depends upon the company policy. During this trial period, an employee may be fired because she does not fit the company’s needs. This trial period is the most critical period for the employee. It is the employee’s opportunity to “put her best foot forward.”

LESSON 2: Be on time. Nothing reflects your enthusiasm and willingness to be a team player better than timeliness. Being on time makes a positive impression not only on your co-workers but also on your employers.

LESSON 3: Some business establishments insist that you call co-workers (including upper management) by their first name. They do this in order to relax formalities and to create a sense of team work. As a new employee, it is always best to address the management staff as Mr. Doe or Ms. Doe unless you are advised by them to address them in another manner. Addressing your co-workers formally shows courteousness and respect.

LESSON 4: Take initiative. If your task is done and you see another task left undone, take the initiative to do it. Also, if you know that there is something (within your capacity) that you can do to help improve things in your company, then do it. Your willingness to take initiative will reflect positively on you.

LESSON 5: Avoid gossiping. What you say behind a person’s back will eventually reach that person’s ears. If you have a problem with a co-worker, try to and solve the problem with him or her. If the two of you cannot resolve it together, then take the problem to your manager or to the human resources person. This effort reduces conflict and scandal.
LESSON 6: Dress appropriately for the job. If you work at a construction site then wear jeans, a good T-shirt (one without gaping holes), and construction boots. For women who are working in an office:

Wear:

- a clean dress
- a clean pair of pants (khaki or business suit pants)
- a clean blouse or turtle-neck
- a business suit
- clean hosiery
- comfortable dress (daytime) pumps
- comfortable flat (daytime) shoes
- clean, well-kept hair

Avoid wearing:

- outlandish jewelry
- evening clothing
- hosiery that have runs
- hairstyles that are more appropriate for the evening
- T-shirts
- too much make-up
- “micro” mini-skirts
- tank-tops
- jeans
For men who are working in an office:

Wear:
- a clean business suit
- a clean blue or white dress shirt
- clean dress (business) shoes
- clean khaki pants
- short, well-kept hair
- a clean dress tie

Avoid wearing:
- outlandish jewelry
- braids
- long hair
- evening shoes
- tennis shoes
- T-shirts
- jeans

LESSON 7: Good hygiene is important no matter what work situation you may be in. Remember to take a good shower, brush your teeth, and wash your face, and wear a good anti-perspirant before going to work. This makes the work situation pleasant not only for you, but for your co-workers as well.
25 GUARANTEED WAYS TO LOSE A JOB

1. Don't be there. Frequently be somewhere else.
2. Need a bath or shave.
3. Stay home because you are sick or the car won't start or the goldfish died.
4. Talk more and work less.
5. Disobey the rules because everyone else does.
6. Attend lots of funerals.
7. Go in late every Monday and leave early every Friday.
8. Refuse to work overtime.
9. Be a grouch. After all, you had a bad weekend.
10. Complain about the pay and hours.
11. Complain to the boss about your dumb co-worker.
12. Complain to your co-workers about the dumb boss.
14. Or better yet, hit someone.
15. Don't finish your work. Somebody will probably come along and finish it.
16. Don't worry about making the company any money. They probably have enough already.
17. Be careless with the equipment.
18. Don't accept criticism. Who are they to tell you what to do, anyway?
19. If complaining doesn't work, whine, cry or get mad.
20. Be rude to customers. You know they aren't always right, no matter what the boss says.
21. Refuse to be safety conscious.
22. Fall down and hurt yourself somehow.
23. Take anything that isn't nailed down. They probably won't miss it.
24. Forget things like where you put it, what you were told to do, or how you broke it.
25. Don't get along with your supervisor. And when you are fired and going out the door say things like:
   "I was looking for a job when I got this one."
   "Who needs it."
   "You're a dirty________."
   "Can I use you for a reference?"

(Taken from The Knoxville Area Urban League's Employment Department)
ACTIVITY

Can you name at least five other ways that a person can lose a job?
Can you name five other things a person can do to keep a job?
In this section, students will have a dress-up and a mock interview session. Skills learned in the fourteenth week will be used in this section. The interview day is a day to allow you to use all of the skills learned throughout the semester.

**A REVIEW OF SOME IMPORTANT TIPS ABOUT INTERVIEWING**

1. Appear neat and clean.
2. Research the organization ahead of time. Have a small notepad of questions that you would like to ask the interviewer about the company.
3. Learn the name of the interviewer.
4. Maintain eye contact with the interviewer.
5. Take notes during the interview about important things you need to know.
6. Inquire about when you might expect to hear from the interviewer.
7. Let the interviewer close the interview.

**A REVIEW ABOUT DRESSING FOR AN INTERVIEW**

**Women:**

Wear: a clean dress
- a clean pair of pants
- a clean blouse or turtle-neck
- a business suit
- clean hosiery (without any runs)
- comfortable dress (daytime) pumps
- comfortable flat (daytime) shoes
- clean, well-kept hair

**Men:**

Wear: a clean business suit
- a clean blue or white dress shirt
- clean khaki pants
- short, well-kept hair
- a clean dress tie
ACTIVITY

Since this is a mock interview session, you are to be dressed as if you were going on an interview for the position of a bank teller.

Reminder: Use THE INTERVIEWER’S PLAN in Appendix M as a guide to conducting the interview.

1. Prepare at least ten questions that an interviewer might ask a potential employee who is applying for the position as bank teller. Next prepare at least ten questions that an interviewer might ask you during an interview for the position of bank teller.

2. Choose a partner in your class. One person will be the interviewer while the other person will be the potential employee. After you have gone through the interviewing process, switch roles and do the interview again.

3. Be sure to have your resume ready to give to the interviewer.