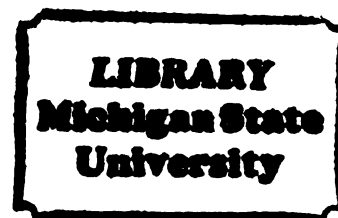




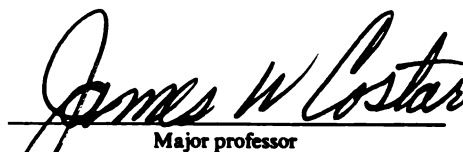
THESIS



This is to certify that the
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DEVELOPMENT AND EVALUATION OF A HIGH SCHOOL SOPHOMORE-
LEVEL EMPLOYABILITY-SKILLS TRAINING PROGRAM

By

Eldon Arvid Horton

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1985

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1985

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CHAPTER I

INTRODUCTION AND BACKGROUND

Background of the Study

Each year nearly 125,000 students graduate from Michigan public high schools (Michigan Department of Education, 1983a). These graduates enter a labor force that is now experiencing a high unemployment rate. During 1983 the unemployment rate in Michigan averaged over 12 percent, while the national jobless rate was about 8 percent (Michigan Employment Security Commission, 1984). These figures do not include teenagers who have never worked but are seeking employment or those who have exhausted their unemployment benefits and have given up the search for a job.

Until recent years both students who left high school before graduation and graduates could easily obtain employment as unskilled laborers in one of the many industries in Michigan. With the large number of layoffs in the automobile industry and the southwest movement of other industries to the sunbelt, this is no longer true. About half of those 16 to 24 years of age who are employed are service workers, clerks, or nonfarm laborers (Bureau of Labor Statistics, 1983).

The graduation class of 1982 in Michigan was typical of other years, with 45.2 percent (56,273) of the students continuing their formal education in two- and four-year degree-granting institutions,

while an additional 4.5 percent (5,642) enrolled in non-degree-granting institutions (Michigan Department of Education, 1983a). This left 50.3 percent (62,457) who had terminated their formal education and were available for full-time employment. This group has experienced a high unemployment rate over the years. According to a recent report, over the past decade Michigan had an average of 86,000 youths between 16 and 19 years old unable to find employment. The summer youth unemployment is estimated at 32.3 percent or one teenager out of every three. The nonwhite teenage unemployment rate will be 50 percent or one minority teenager out of two will be jobless (Michigan Department of Labor, 1981).

Many of our youths become discouraged in their job search and give up. High youth unemployment rates clearly add to high crime rates, higher social services costs, and lost productivity (Michigan Department of Labor, 1981). This is a growing concern that is being addressed.

The federal government first became involved in providing work programs for youths with the passage of the Economic Opportunity Act (EOA) in 1964. This act provided the Neighborhood Youth Corps, a work-training program for youths 16 to 21 years old, and the Job Corps, a residential program offering disadvantaged youths basic education, vocational training, counseling, and work experience. In 1973 the Comprehensive Employment and Training Act (CETA) was passed to decentralize job training and reach those most in need. Many sections of the CETA legislation dealt with youth unemployment. In 1982 the Job

Training Partnership Act (JTPA) was passed and became P.L. 97-300

(Michigan Employment Training Institute, 1983). Its purpose was:

to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment. (Job Training Partnership Act, 1982, Section 2, p. 3)

Section 205 of the Act has four subparts that deal specifically with the high youth unemployment problem. These are:

1. Education for Employment Program--provides incentives for no-diploma persons to earn a GED diploma.
2. Pre-Employment Skills Training Program--provides up to 200 hours of activities for fourteen and fifteen year old youth including testing, counseling, vocational exploration, job search assistance, etc.
3. Entry Employment Experience Program--provides inschool youth sixteen years of age and older up to 500 hours of placement in a public or private job subsidized by JTPA funds.
4. School-to-Work Transition Assistance--provides high school seniors with occupational information, job search assistance, placement and job development. (Job Training Partnership Act, 1982, Section 205, pp. 43-45)

Also, Section 252, Part B, of Title II of the JTPA provides separate funds for a Summer Youth Employment and Training Program. These funds may be spent for work experience, on-the-job training, job clubs, and similar activities as long as they prepare individuals for employment or give them employment.

Michigan began to address the problem of high youth unemployment in 1974 with the passage of the Career Education Act. The act stated that it was:

designed to create career awareness, orientation, exploration, planning, preparation and placement, to maximize career options

available, and to provide comprehensive career development . . . to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices. (Career Education Act, 1974, Section 2 [a])

In 1978 the Michigan legislature passed legislation to address the issue of unemployment in the state. The act, known as the Full Employment Planning Act, was designed as an annual plan to reduce unemployment in a statewide coordinated fashion. Section 3 (d) of the act addresses youth unemployment. It states: "Increasing the effectiveness of the public education system in equipping youth with skills, attitudes and experiences necessary for a successful transition to the labor force."

On September 28, 1978, a significant piece of legislation was signed into law. It was known as Public Act 415 and established a youth employment clearinghouse. As the name implies, the act called for the formation of a clearinghouse to monitor all youth employment programs in Michigan, both private and public, which are totally or partially funded with state or federal money. Some duties or responsibilities of the clearinghouse are:

1. Collect and assemble data on youth unemployment from fourteen to twenty-three years of age.
2. Establish criteria to evaluate youth employment programs.
3. Collect data and monitor ongoing youth employment programs.
4. Make evaluations of youth employment programs.
5. Make recommendations concerning youth employment programs to the governor and the legislature. [Section 4 (a),(b),(c),(d), and (e)]

In 1978, Governor William G. Milliken signed executive order 1978-6, establishing the Michigan Youth Employment Council (MYEC). Its purpose is to:

review and consider the effectiveness of employment services to youth and provide recommendations to assure a coordinated effort to achieve the goal of enhancing the job prospects and career opportunities of youth. (p. 1)

As a result of the creation of the MYEC, a report was prepared entitled "Policy for Youth Employment and Training in the State of Michigan" (Michigan Department of Labor, 1981). The four goals of the policy are:

1. Improve long-term employability of all youths
2. Serve youths with special needs
3. Promote the creation of new jobs
4. Ensure coordination of resources

The Michigan State Board of Education and the Michigan Department of Labor, in December 1982, approved the policy developed by the MYEC. In a letter to school superintendents dated January 10, 1983, Phillip Runkel, Superintendent of Public Instruction, stated: "The aim of this policy is to more effectively prepare youth for future full time employment." He further stated:

The policy says by the time youths leave the secondary school system, they should be at least minimally competent in a number of areas, some of which have been identified by employers as being critical for entry-level employees.

The public schools in Michigan have been aware of the high youth unemployment and have worked cooperatively with both the federal and state governments within the legislation previously described.

Most of the early efforts of the public schools to assist youths in making the transition from school to full-time employment have been in cooperation with the vocational education branch of the Michigan Department of Education.¹

One of the oldest youth employment programs in the public schools is vocational cooperative education. Co-op is a vocational education program for juniors and seniors enrolled in a related class.² They are placed in an occupation related to their training, with an employer in the community. A training agreement is drawn up among the student, employer, and school, stating hours of employment, length of employment, work activities the student will be trained to perform, and the rate of pay. The co-op method has been very effective in extending the classroom into the real world of work.³

In 1974 the Vocational-Technical Education Service encouraged local schools to implement comprehensive placement programs. In the foreword to the position paper on youth placement, John W. Porter (then Michigan Superintendent of Public Instruction) wrote:

Because youth do experience difficulty in their transition from school to adult work roles, especially in the areas of full-time employment, and because pilot placement efforts have demonstrated that organized placement and follow-up can effectively deal with the problems of youths' transition from school to work, it is therefore proposed that placement programs, including the provision

¹This branch now is the Vocational-Technical Education Service.

²A related class refers to a vocational reimbursed class that usually meets for two hours or more per day.

³During the 1982 school year, there were 25,000 juniors and seniors enrolled in the cooperative education method of instruction in Michigan public schools.

of follow-up services, be established in Michigan's secondary and post-secondary schools.

This was the beginning of a whole new thrust in vocational education in Michigan. Placement became a required component for a school district to receive funding for its approved vocational programs. The program components of job placement are:

1. Pre-employment services
2. Referral and placement
3. Services to employers
4. Post-employment services (Michigan Department of Education, 1984, pp. 1-2)

With the implementation of placement services as a part of the total vocational education program, about 25 percent of the ninth-through twelfth-grade students would have employability-skills instruction available to them as juniors or seniors. Many of our youths terminate their education before their junior or senior year and do not receive the employability-skills training available to their fellow students who remain in school. The most recent dropout data available are for 1980-81, which show that 5,239 freshmen, 9,424 sophomores, 9,752 juniors, and 7,049 seniors quit school during the year (Michigan Department of Education, n.d.). This means an additional 31,463 students between 16 and 19 were available for employment at that time. It was further stated in this report that:

Generally speaking approximately twenty-five percent of Michigan public school students entering the 9th grade do not complete their high school education. In the ten year period of 1969-70 through 1978-79, about 395,000 students in grade nine through twelve dropped out of Michigan public schools. (Michigan Department of Education, n.d., p. 3)

The most recent senior follow-up conducted on vocational graduates from Michigan high schools revealed that 46 percent of the graduating class (57,211) were classified as vocational graduates. Of this group, 42 percent (24,028) were enrolled in a two- or four-year college or trade school, which left 58 percent (33,183) available for employment (Michigan Department of Education, 1983b).

From the data on the number of graduates, number of dropouts, and the vocational graduate follow-up study, Table 1 was compiled.

Table 1.--A comparison of students attending college and those available for employment in Michigan in a typical year.

Students	Attending College	Available for Work	Totals
Vocational graduates	24,028	33,183	57,211
Nonvocational graduates	37,887	29,274	67,161
Dropouts 9-12	..	31,463	31,463
Totals	61,915	93,920	155,835

Based on the data from Table 1, it is realistic to assume that approximately 94,000 youths from Michigan secondary schools are available for employment each year. Nearly two-thirds of them will not have completed a vocational program and thus will have few job-entry-level skills or formal training in how to search for and secure employment.

Greenville Public Schools has had a long history of recognizing the individual needs of its graduates. The major emphasis for students not continuing their education beyond high school has been the strong vocational-technical component for juniors and seniors.

The most recent senior follow-up provides the following information about the success of the Greenville vocational graduates. (See Table 2.)

Table 2.--Greenville High School 1982 graduates (in percent).

	Greenville	Montcalm County	Michigan
Attending college	40%	37%	43%
Use of school training on job: a lot to some	49	47	55
Satisfaction with job: very to somewhat	79	74	80
Hourly pay rate: \$3.85 or more	50	44	45
Sex:			
Male	38	45	48
Female	62	55	52

Source: Follow-up of 1982 graduates of vocational programs at Greenville Senior High school.

As further evidence that Greenville High School assists its students in making the transition from school to work, the following figures were taken from the Vocational Department's annual report to

the superintendent (Annual Report of Vocational Activities 1983-84, Greenville High School, June 1984): "During the 1983-84 school year 490 students were enrolled in vocational and home economics classes including cooperative education. The Co-op program served over 118 students with part-time related work, employed by 54 area businesses"

Greenville, like the rest of Michigan's high schools, does have dropouts. The 1980-81 Michigan Department of Education report on dropouts, referred to earlier, lists them by county and individual schools within that county. A study of the most recent data revealed Greenville's dropout rate is higher than the state average (Michigan Department of Education, 1982). (See Table 3.)

Table 3.--Greenville High School and State of Michigan dropout rates for 1980-81 (in percent).

Grade	Greenville	Michigan
9th	4.85%	3.64%
10th	9.02	6.57
11th	13.07	6.98
12th	6.09	5.37
Average	8.52	5.63

Table 3 shows that Greenville is consistently above the state average for dropouts at each grade level and over 30 percent higher than the state average overall. The board of education felt that the Greenville Public Schools should be doing more for both graduates not going on to college and students who terminated their education before

graduation. From this concern emerged this program to teach employability skills to all sophomores.

The Greenville High School placement advisory committee gathered ten employability-skills training booklets from intermediate school districts, vocational skill centers, and other high schools in Michigan.¹ The placement advisory committee also obtained booklets used by the Michigan Employment Security Commission (MESC) as well as commercially prepared textbooks such as Work: Pathway to Independence, by Gooch and Huck; From School to Work, by Littrell; and The Job You Want--How to Get It, by Blackledge, Blackledge, and Kelly (see Bibliography).

The placement advisory committee reviewed these materials and found that they had several common components (Appendix B has a complete list). From this list of components the committee selected the five they felt were the most important and, from their experience, would be the most beneficial for high school students. These were: (1) how to look for a job, (2) how to write letters of application, (3) how to write a personal resume, (4) how to fill out application blanks, and (5) how to interview for a job.

The advisory committee concluded from their review that most textbooks were too broad in scope and used a reading level too difficult for high school sophomores. They also felt that the MESC

¹The placement advisory committee consists of five personnel managers, an MESC official, a business representative, a farmer, and a high school counselor, principal, and vocational director.

materials were too limited by topic and aimed at an older group. It was found that the booklets prepared by intermediate school districts, skill centers, and local high schools contained the basic information presented by the other sources but presented it more at a sophomore level and could be covered in a two- to three-week unit of instruction. One booklet reviewed came close to meeting these requirements.¹ The advisory committee decided that instead of trying to write a new employability-skills manual it would be easier to make changes in the booklet from Branch Area Career Center. The booklet was public-domain material, its reading level was suitable for sophomores, and it could easily be adapted to the length of time allocated for the instruction.

The advisory committee began work on the booklet in October 1982, and the final product was printed in November 1983. The format is an 8-1/2" x 11" booklet 56 pages in length that covers the five areas identified as important by the committee. Funding to print 1,000 copies of the booklet was provided by a local industry.

The next step taken involved presenting the employability-skills manual, and a plan for its use, to the Greenville Board of Education to obtain their approval for implementation. This was done at the January 1984 meeting. The board of education approved the following plan to pilot test and evaluate the outcomes during the following semester with full implementation and evaluation during the 1984-85 school year (Greenville Board of Education, January 9, 1984).

¹How to Get a Job is an employability-skills manual produced and used at the Branch Area Career Center in Coldwater, Michigan.

Employability skills were to be taught to all sophomores during their regularly scheduled English classes by their English teachers. The rationale was:

The Greenville Board of Education feels it is important that all high school youth receive training in how to seek employment, present themselves for employment, and keep a job. Since these skills are reading, writing and communication skills they can best be taught and practiced in the English classes.

The instruction included (1) coverage of the employability-skills manual, (2) an introduction to the Michigan Occupational Information System (MOIS), (3) an introduction to the Career Resource Center in the high school, and (4) starting an employment file for each student that is kept in the vocational office for the student's use. The file contains the completed employability-skills manual, career objectives, and an up-to-date resume.

The employability-skills training program was pilot tested on 115 sophomores, about 50 percent of the class. A follow-up opinion-naire was administered to the students upon completion of the instruction. Over 80 percent rated the experience "helpful" to "very helpful." The English teachers received a summary of the results and generally agreed with the students.

Should all sophomores at Greenville Senior High School be taught employability skills? To answer this question it was necessary to fully implement the program and evaluate its effectiveness.

Purpose of the Study

The purpose of the study was to develop an effective program for teaching selected employability skills to high school sophomores and for evaluating its effectiveness. To do so, special materials and procedures for their use were also devised.

Related activities included (1) assessment of student needs, (2) development of goals and objectives to meet those needs, (3) development of a delivery system to carry out the goals and objectives, (4) development of specific instructional materials, and (5) assessment of the effectiveness of these activities at the conclusion of the instruction period.

Statement of the Problem

The primary focus of this study was on the level of student employability skills after completion of the following units in an experimental program for teaching employability skills to high school sophomores:

1. Looking for a job
2. Writing a letter of application
3. Writing a resume
4. Filling out an application blank
5. Conducting an interview

More specifically, this study sought to answer nine related research questions, which are stated in the following section.

Research Questions

There are five major research questions for which answers were sought, along with a cross-analysis of four related questions. The research questions were:

Research Question 1: Will students who complete this program be able to correctly answer written questions related to conducting a job search?

Research Question 2: Will students who complete this program be able to correctly answer written questions related to writing a letter of application?

Research Question 3: Will students who complete this program be able to correctly answer written questions related to preparing a personal resume?

Research Question 4: Will students who complete this program be able to correctly answer written questions related to filling out an employment application blank?

Research Question 5: Will students who complete this program be able to correctly answer written questions related to preparing for a job interview?

Related questions for which cross-analysis was conducted are:

Research Question 6: Will there be a significant difference in the posttest scores of the male students when compared to the female students?

Research Question 7: Will students who have held a regular job, either full time or part time, score higher on the posttest than students who have never held a regular job?

Research Question 8: Will students with an overall grade point average of at least 2.5 score higher on the posttest than students with an overall grade point average below 2.5?

Research Question 9: Will students enrolled in the college-bound English classes score higher on the posttest than students enrolled in the regular English classes?

Need for the Study

Earlier, the on-going involvement of the federal government, state agencies, and local school systems in addressing the problem of high youth unemployment was pointed out. In each case, as part of their solution, they indicated the need for teaching youths job-seeking or employability skills.

Federal programs, such as the Job Training Partnership Act, are aimed primarily at youths who come from low-income families, and thus any pre-employment training they may offer is not for everyone. The state-sponsored legislation, such as P.A. 415, which established the Youth Employment Clearinghouse, has some excellent ideas, but participation for the most part is voluntary because no monies have been appropriated to fund the clearinghouse. In addition, public schools that offer vocational education and a cooperative education component often serve juniors and seniors because this is the group for which the state is most likely to provide extra funding. With the amount of material available, it is important that it be available to all youths, not just the vocational students. Since we lose many of the students before their junior year when they could enroll in a vocational class, it is important to have a program that will reach all students with employability skills early in their high school careers.

There is an abundance of publications available on employability skills, but the researcher was able to locate only one study that made any attempt to measure the effectiveness of teaching employability skills (Snyder, 1978). Thus, if it can be shown that a program can be

developed to provide formal employability-skills training to sophomores as part of their English curriculum, it will fill a need that national and state legislators and school officials recognize exists. Information from the study could be used to implement a similar program in any high school in Michigan.

Limitations of the Study

This research study was conducted within the following limitations:

1. Since the subjects for the study could not be individually randomly assigned to treatment and control groups, the next best method was used, which was to randomly assign entire classrooms of students as treatment and control groups.

2. There were five different English teachers who taught the employability-skills instruction to the sophomores. Although they received the same inservice instruction and used the same materials and lesson plans, some degree of difference in instruction may have occurred because of the individual differences of the teachers.

3. Since the evaluation of the effectiveness of the program was assumed through the use of multiple-choice questions, it is possible that the students' varying degrees of reading ability may have affected the outcomes.

4. The study was limited to sophomores at Greenville Senior High School enrolled in English.

Definitions of Terms

Dropout: A student who was attending a public high school and left without completing the year or receiving a diploma.

Effectiveness: Is determined by measuring the outcome of the educational instruction and comparing it to the scores before instruction took place. A positive score difference represents positive effectiveness.

Employability skills: Being able to present oneself to employers in such a way as to be considered for employment. These skills include (1) an understanding and working knowledge of conducting a job search, (2) writing letters of inquiry, (3) filling out job application blanks, (4) preparing a personal resume, and (5) conducting an interview.

English 10A: The higher-level English class in which students who plan to attend college are encouraged to enroll.

English 10B: The English class designed for those students on a general or vocational curriculum or who found freshman English difficult.

Grade point average: A student's cumulative mathematical average of the grades he has received in each class taken since the ninth grade. It is based on a 0-4 scale, with A=4, B=3, C=2, D=1, and E=0.

Graduate: In this research paper, "graduate" refers to a student who has completed the twelfth grade and received a diploma.

Inservice training: In this case, special instruction given to the English teachers before their presenting the employability-skills instruction to their classes.

Regular job: In this research paper, a regular job refers to employment for pay that a student would perform weekly. It does not include lawnwork, odd jobs, or babysitting.

Job-seeking skills: A descriptive term used interchangeably with employability skills.

Placement: As the term is used in this study, it refers to the act of being employed in a job for which the student was trained and/or qualified.

Senior follow-up: A questionnaire developed by the Vocational Technical Education Service and mailed to all vocational completers by the individual high schools nine months after the student has graduated.

Unemployed: Students who are not working for wages but are eligible for or seeking employment.

Overview

The remaining chapters of the dissertation contain a review of related literature (Chapter II), the methodology used for the study (Chapter III), an analysis of the data (Chapter IV), and a summary, conclusions, and recommendations for further research (Chapter V).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The research in the area of employability skills is quite recent, dating back to only the early 1960s. The reason for this perhaps is that the United States was primarily an industrial society that required a large number of unskilled laborers to produce the durable goods. As we moved toward greater technological advances, we became more productive and more efficient, thus requiring fewer workers and more highly trained employees to provide the goods and services of our modern society. This created unemployment, along with women entering the labor force in greater numbers, making it very difficult for teenagers and recent graduates to secure employment.

The search of literature will reflect the research that has been done in the area of employability skills before the mid-1970s and then take a look at recent research that has been done to address the more recent problem of high youth unemployment.

Historical Training Programs in Employability Skills

Early research on employability skills is very limited until the time of the Great Depression. Several books were published about

how to prepare for and seek employment. They were intended for the adults who had lost their jobs because of the great economic downturn.

In 1933 the Wagner-Peyser Act was passed, creating the U.S. Employment Service, a federal-state network of public employment offices. This was one of the first legislative achievements of Franklin Roosevelt's New Deal (Odell, 1984). The purpose of the legislation was "to help men, women and juniors find jobs" (Odell, 1984, p. 50). The goal of the U.S. Employment Service then, and of the Job Service as it is now called, was placement.

With the bombing of Pearl Harbor on December 7, 1941, the United States made a sudden change from a country with nearly 25 percent unemployment to a nation with a labor shortage. Women and high school youths were put into the defense plants to manufacture the goods necessary for the war effort. Unemployment was not a concern during World War II.

In 1948 the U.S. Employment Service began a cooperative program with the schools to provide counseling and placement activities for youths. This program was in effect until 1969 and, as Murray (1972) stated, "was probably the most useful program ever developed for youth leaving school and entering the labor market" (p. 86).

After World War II, schools began operating cooperative education and work-study programs for high school youths that allowed them to attend school part of the day and work the remainder of the day. The 1968 amendments to the Vocational Education Act provided financial incentive to offer cooperative education (Murray, 1972).

In 1964, the U.S. Employment Service established Youth Opportunity Centers (YOC) in larger cities. The purpose of the YOC's was to provide employment assistance to high school graduates, dropouts, summer job applicants, and students seeking part-time jobs. By 1967 there were 168 such offices, and by 1971 they had declined to fewer than 40 (Murray, 1972). Also in 1964 the Job Corps was authorized with the passage of the Economic Opportunity Act. The Job Corps was an away-from-home training program for young men and women between the ages of 16 and 21. The Job Corps provided occupational training for youths who were socially and/or economically disadvantaged. From January 1965 until November 1970, the Job Corps served 311,000 young men and women (Murray, 1972).

In January 1965, a program also authorized by the Economic Opportunity Act, the Neighborhood Youth Corps, began. The goal was to provide employment for economically disadvantaged youths, both in school and out, working in public and nonprofit organizations. Between January 1965 and July 1970, 2,888,400 youths were enrolled (Murray, 1972).

Much has been learned between 1963 and 1973 about youth unemployment and why programs such as the Job Corps, the Neighborhood Youth Corps, Youth Opportunity Centers, and even a large program like CETA did not have an effect on the youth unemployment problem. They learned that government-created jobs last only as long as the funds are available and that if youths are not taught how to seek employment themselves they are dependent on employment services and return each time they quit or lose their jobs.

In 1973 the Comprehensive Employment and Training Act (CETA) was signed into law, making the U.S. Department of Labor responsible for adult employment training and retraining as well as working with economically disadvantaged youths. The program operated for ten years, until 1983, and was replaced by new legislation, the Job Training Partnership Act (JTPA), whose primary goal is to provide training and then placement in the private labor force. In Chapter I, there was a detailed analysis of the sections of JTPA that deal with youth training and placement.

These are the major programs developed by Congress to address the problem of youth unemployment in the United States. Most of the programs created jobs for youths, and when the funding ended the programs ended.

Contemporary Training Programs in Employability Skills

Contemporary literature on employability skills is in agreement as to which skills are designated employability skills. For example, Siefferman (1981), in a recent article, wrote: "Most educators agree that all students should at least be able to: write a business letter, compile a resume, complete a job application, and conduct an interview" (pp. 34-35).

To this list of four basic employability skills, researchers such as Trimmer (1984) have added job-search skills. In a recent article on conducting job-search workshops, he stated, "It has only been in the last ten years that the concept of self-placement has come

to the fore and from that, the concept, group job search has developed" (p. 103).

Other research conducted by Jacobson (1984) collaborated the concept of self-placement through job-search skills presented by Trimmer. Jacobson stated, "The growth of self-directed job search programs has been highlighted by a move away from job development for individuals done by professionals to an emphasis on self-placement" (p. 105).

There are, of course, other areas that have been included in the literature as being important parts of employability-skills training (a list is included in Appendix B), but the five essential skills, (1) job search, (2) the letter of application, (3) completing a personal resume, (4) filling out job applications, and (5) conducting a job interview, are considered the primary ones.

Job-Search Skills

Job-search skills were described by Trimmer (1984) as a life skill that is "the art of locating job openings, soliciting interviews, and successfully obtaining employment" (p. 103). Walker (1980) reported in the findings of his dissertation:

Obtaining suitable employment is a serious problem for many young people. In spite of the importance of this issue very little research has been published on teaching the actual skills needed to find employment.

Wegmann (1979), in a review of job-search assistance he conducted, concluded that "the need for job search training is serious" (p. 198).

Jacobson (1984) field tested a self-directed job-search-materials package during the 1982-83 school year on 6,000 high school students. His study demonstrated that (1) it was possible to use existing instruments in occupational classes to teach job-search skills and that (2) students could learn the necessary skills in their occupational class to seek employment. Results Jacobson reported are as follows (pp. 122-23):

How do you now rate your understanding of all the necessary steps involved in getting a job?

	Pretest		Posttest	
	N	%	N	%
1. A lot	57	26.1	94	53.4
2. Some	149	68.3	75	42.6
3. None	12	5.5	7	4.0

How well do you rate your confidence in your ability to go out and get a job on your own?

	Pretest		Posttest	
	N	%	N	%
1. Extremely confident	43	19.7	43	24.4
2. Confident	130	59.6	116	65.9
3. Not confident	45	20.6	17	9.7

Jacobson further stated in his research findings that:

Job search training is now a part of most government supported employment programs, including welfare and the Job Training Partnership Act (P.L. 97-300). Despite this, public schools and private programs have been slow to adopt the concept. (p. 118)

The lack of training of high school youths in job-search techniques was further substantiated by Tippet and Davison (1975) in a study they conducted on graduates one year after high school. They found that the two major problems that seem to hinder students from

making the transition from school to work is not having made appropriate occupational choices and their inability to conduct an effective job search.

Walker (1980), in his study, also demonstrated that teaching job-search skills is effective for high school students. Walker's study presented job-seeking skills using a traditional approach of providing instruction through the use of lectures, written assignments, and audio-visual materials, a behavioral approach that used most of the traditional methods plus emphasized practice in the use of a variety of job-seeking techniques, and a control group. His findings reported that either the traditional or behavioral approach was effective when compared to the control group, who received no instruction.

Research by Wegmann, Trimmer, and the U.S. Department of Labor all confirmed what makes up a successful job-search program. These elements are:

1. Seeking a job is a full-time job that should be worked at each day.
2. Hunting for a job is discouraging, almost everyone needs some kind of social support to keep going.
3. There is factual information that can be taught about how to find and approach employers.
4. There are telephoning and interviewing techniques that can be demonstrated in group settings.
5. Job seekers must develop a positive attitude about themselves and their self-confidence and self-worth. (Wegmann, 1979)

It is important to use these elements in a structured program for high school youths because, as Murray (1972) stated, "Youth are

usually too inexperienced and immature for an effective job hunt and, unless guided, often fall into unsuitable work which they soon leave or from which they are fired or laid off" (p. 92).

When should job-search skills be taught and by whom? Contemporary research has pointed to high school youths as the group most in need. Wegmann (1979) stated,

Many of the concepts and skills of job-search training programs could easily be integrated into the regular high school curriculum: resume writing in English class, interviewing in Speech or English, the value of the job market in Economics or Sociology.

Jacobson (1984) presented research to show that it is very effectively taught in the high school occupational classes by their instructors. As part of the pretest in his research, Jacobson asked the students, "How often do you think about getting a job?" Their response was: (1) a lot--91 percent, (2) some--6 percent, (3) never--3 percent.

Wircenski et al. (1982), in their research with disadvantaged youths, stated that "students appear to be very weak in some job search skills. . . . Teachers should teach school to work transition skills as part of the curriculum."

Hoyt et al. (1972), in their book on career education, charged that "the schools cannot be responsible for the availability of employment but they must become accountable for the employability of their product" (p. 20).

The literature clearly showed that job-search skills should begin with high school youths as a part of the curriculum. Banducci (n.d.), in an article on youth unemployment, suggested that job-search

instruction is not only the job of the educational system but should also have the active participation of employers and trade unions.

The teaching of job-search skills will acquaint youths with the hidden job market, which is where nearly 80 percent of the job openings exist. The Bureau of Labor Statistics (1976), in a recent study, found that the most effective ways to find employment were: (1) through direct application to an employer--36.9 percent and (2) through assistance of friends and relatives--27.2 percent. These are both examples of finding employment through the hidden job market. An employer seeking an employee does not hire the most qualified person; he hires the most qualified person who applied for the job.

Letter of Application

Other names for letters of application are cover letters, letters of inquiry, and employment letters. They are a printed way of introducing oneself to a prospective employer and may be used as an important tool in a systematic job search.

The literature is very limited on research that has been conducted on the use and effectiveness of letters of application. Stephen, Watt, and Wade (1979) concluded from research they had conducted that "very little empirical research is available to support the common conclusions concerning the proper way to write a cover letter that will elicit a favorable response to the applicant" (p. 238).

The existing employment literature, according to Stephen et al., contains numerous articles and guidelines for preparing letters of application but "is based on author opinion, supported only with anecdotal evidence" (p. 238). They found that the theory commonly accepted in the literature is that "in addition to its straightforward purpose in introducing the employment application, the cover letter has an impact on the evaluator as a 'nonverbal communication'" (p. 238). That is to say, the cover letter conveys more to the reader through form, content, and style beyond what is transmitted by the words themselves.

Stephen et al. constructed a research questionnaire to test this commonly accepted theory. They selected 100 firms at random from the Fortune 500 list and sent their questionnaire to the corporate personnel office. They received 57 responses. Their findings, which agreed with the literature on letters of application, were as follows:

Personnel officers prefer letters of application that are:

Item	Mean (5-point scale)
1. Single page or less	3.596*
2. Semi-block form	2.982
3. Full-block form	2.912
4. Error free	3.768
5. Grammatically correct	4.403
6. Stress on employer benefit	3.089

*The table is based on a five-point scale with 3.0 being neutral with items above 3.0 reflecting an increasing preference and items below 3.0 having less impact on the employer.

As the research has pointed out, there was a preference for letters of application that are a single page, error free, and

grammatically correct. What is surprising, however, is that stressing what you can do for the employer may carry some risk with it as a neutral nonverbal communication. Stephen et al. suggested that an applicant may wish to save some of this for the interview.

Stephen et al.'s research also created a list of things in a letter of application that, according to personnel officers, evoke negative feelings. These are:

Item	Mean (5-point scale)
1. Use of metaphor or simile	2.071
2. Use of famous quotations	2.250
3. Use of hard-sell approach	2.298
4. Use of pronoun "I"	2.893
5. Letter rehash of resume	2.375
6. Omission of letter parts	2.393

The preceding items evoked a negative feeling from personnel officers except use of the pronoun "I," which was near neutral.

The two lists developed by Stephen et al., based on their research, can serve as a guide for what to include and what not to include in a letter of application, as well as its form and style that will bring forth a positive response.

Commercially produced books contain many sample letters of application as well as tips on the do's and don'ts of writing letters. An example of an exercise in writing a good letter of application is presented in the book How to Get a Job (Dumas, 1982). Dumas laid out the format for a good letter of application, which includes locations for applicant's name and address, contact person's name and address, describes what to include in each of the three paragraphs of the body

of the letter, and a checklist to evaluate the letter after it is written.

Other commercially prepared materials that instruct in the proper preparation of letters of application have been written by Edward Rogers (Getting Hired: Everything You Need to Know About Resumes, Interviews and Job Hunting Strategies [1982]) and Richard Bolles (What Color Is Your Parachute? [1983]).

The letter of application is an important first contact when seeking employment. It not only introduces the job seeker to a potential employer, but it can also make that first impression that may secure a personal interview, which is the final screening before employment.

Writing a Resume

Also called a personal data sheet or a qualifications brief, the resume is a summary of a person's personal data, education, and work experience. As Goodman, Hoppin, and Ken (1984) stated, "more and more employers are asking for and expecting a resume." This was confirmed by Knouse, Tauber, and Skonfexzka (1979) when they wrote, "Perhaps the most common vehicle for conveying information about yourself to an employer is the resume" (p. 326). They further stated that "from this relatively small amount of data, employers create extensive perceptions of the individual" (p. 327). This was confirmed by research conducted by Stephen et al.; in a questionnaire to

personnel managers, 60 percent said they quickly formed an opinion about the applicants based on the appearance of the resume alone.

The resume is a sales tool. It is "a written sales presentation that creates a first impression of you while presenting your abilities and experiences" (Egan, 1977, p. 20). As Knouse et al. wrote, "Training in resume writing may force adolescents, for the first time, to identify and differentiate unique qualities they have to offer."

Previous research concerning resume preparation has generally dealt with two topics, according to a study completed by Stephen et al. (1979). They are resume content and resume format. Resume content, as the name implies, is the information component of the resume. This information may include "the applicant goals, characteristics, and experiences that make the candidate attractive and useful to the employing organization." Resume format refers to the structural and mechanical component of resume preparation.

Stephen et al.'s study sought to obtain empirical evidence that would confirm or deny the information about preparing resumes that is published in the literature. One hundred firms from the Fortune 500 were selected at random and mailed a questionnaire addressed to the senior personnel officer. A 57 percent response rate was obtained.

The findings on resume content are very close to Stephen et al.'s findings. In literature prepared by Blackledge, Blackledge, and Kelly (1975); Littrell (1984); and Egan (1977), they indicated the content of a resume should include (1) personal information,

(2) education, (3) work experience, (4) student activities, (5) special skills, and (6) references. Blackledge et al. placed personal information first on the resume, and Littrell and Egan said it should be near the end.

Stephen et al. asked the personnel officers to list and rank in order the information by category that they wanted to see on a resume. Their list was (1) personal data, (2) education, (3) work experience, (4) awards and achievements, (5) affiliations, and (6) references. Half of the respondents placed personal data near the end.

This is very close to what the literature was saying should be included in the content of the resume. The literature, however, did say there is no preferred order (Egan, Littrell, and Blackledge et al.), and if your education is stronger than your work experience, include it first; if not, list your strongest assets first.

Stephen et al.'s research indicated that there is a strong preference for the order in which the content is presented in a resume. Although the content of the information presented in a resume is important, format and mechanics of the resume can enhance the applicant's probability of employment.

The literature presented the following mechanical aspects as being important in a well-prepared resume: (1) one page, (2) 8-1/2" x 11" paper, (3) white bond, (4) neatly typed and evenly spaced, (5) grammar and spelling correct, and (6) visually attractive (Egan, 1977; Fitzpatrick, 1974; Gooch, Carrier, and Huck, 1979; Goodman et al., 1984; Littrell, 1984).

Stephen et al.'s research found agreement on (1) white bond paper, (2) one page, (3) correct spelling, (4) proper English, and (5) neatness. This is not too surprising since these are all common-sense mechanical things. The typing format apparently had little effect on the personnel officers. They had no preference for centered headings, headings on the side, or justified right margins; these were not powerful factors in accepting or rejecting an applicant.

The resume is critical in gaining access to the employer and getting his attention. Sometimes candidates are tempted to mislead or stretch the truth on information provided under education or work experience. In a recent newspaper column, Sylvia Porter (1985) told of a national service for employers that will verify information on applications and resumes. Key Henery, Vice-President, National Credential Verification Service of Minneapolis, Minnesota, was quoted as saying, "The competition to get a job is tough; some people have gone to overstating their qualifications and fudge dates of employment. This is a disturbing trend."

Egan (1977) reported on a survey that was conducted on 200 public and private employers asking them if they verified information presented in resumes. The results were as follows: 82 percent verified at least some information on the resume, 79 percent said they checked with previous employers, and 63 percent obtained college transcripts.

Shingleton (1984), in a recent article, stated that a good resume is not only of help to a potential employer but also has several

benefits to the preparer which are often overlooked. He suggested that "a resume gives your ego a chance to fly and it also gives you a chance to really think about what you can and can't offer an employer." He also said that "composing a resume forces a student to squeeze several years experience onto a single sheet of paper" (p. 7).

In a study of 106 high school seniors, Knouse et al. (1979) were able to demonstrate that as little as one session of teaching high school seniors about the importance of and what to include in a resume was effective. They stated, "A short-term training effort can increase the relevant information contained in the first resume-writing attempts of novice applicants."

Completing an Application Blank

Most employers require that every applicant fill out an application blank. This may be true even if the applicant has written a letter of application or applied for a job in person. The manner in which the applicant fills out an application blank can have a great deal to do with whether he is considered for the job or not.

Blackledge et al. (1975) stated the importance of the job application as:

The job applicant is in much the same position as a salesperson who is selling automobiles, stereos, or any other product. Such a salesperson is competing with other salespeople. So is an applicant competing with other applicants for a job. (p. 45)

They further stated, "In filling out an application form, you are marketing yourself . . . presenting your assets on the application form

indicates to the employer that you are a valuable person to employ" (p. 47).

In his book, Littrell (1984) told the reader that employers use application forms to screen job applicants. Therefore, the information you give on the form is very important.

There is not much research available on completing application blanks, but the literature provided many books and booklets with tips on the do's and don'ts of filling out employment applications. Most of the information given about filling out resumes is applicable to the job application.

The information in the literature on applications can be separated into two categories, physical appearance and content. An application blank that has good eye appeal may not get the applicant the job, but it will at least entice the employer to read it; thus, physical appearance is important. The literature listed the following tips on physical appearance of an application. The application should be neat, and free from smudges, blotches, folding, or tears. Print the information in ink, watch for spelling errors, and follow instructions carefully (Blackledge et al., 1975; Dumas, 1982; Goodman et al., 1984; Littrell, 1984).

Once the applicant has captured the attention of the employer with an application that has eye appeal, it is important that the content sell the qualities of the applicant. Under content, the literature suggested that the applicant answer all of the questions completely and truthfully and place an NA or dash in blanks that do not

apply to him. Provide as much information as possible in the sections marked "employment history" and "education." Check over the completed application carefully; then sign and date it (Blackledge et al., 1975; Dumas, 1982; Goodman et al., 1984; Littrell, 1984).

As soon as the applicant finishes an application, he should hand it in or mail it. He may include a copy of his resume, but he should never expect the resume to take the place of an application. Littrell (1984) stated, "A resume can be optional, but a completed application form is a must to be considered for most jobs" (p. 178).

Conducting a Job Interview

The capstone experience of any job search is the employment interview. If the applicant has done a good job of searching the labor market for employment that matches his qualifications and training, if letters of application sent out with attractive resumes have resulted in locating jobs that are available, and if after filling out an employment application the applicant is called for an interview, it is at this time that the applicant has the opportunity to sell himself. All of the activities that lead up to the interview are part of an advertising campaign, which the applicant conducts just to attract an employer. Then, in a one-to-one interview, he must sell that employer on his attributes.

"Although psychologists may argue that the employment interview is not valid as a selection device, few would disagree that the interview remains the most common hurdle facing the job seeker" (Young & Beier, 1977, p. 154). This was also substantiated by Clowers and

Fraser (1977) when they wrote, "A variety of methods are used by employers and personnel staff to screen applicants, but the employment interview appears to be the principal method through which hiring decisions are made" (p. 13).

In a survey conducted by Spriegel and James (1958), "the employment interview was utilized in the hiring process by 99% of the firms (N = 852)" (p. 35). According to research conducted by Cissna and Carter (1982), "the employment interview is essentially a communication in which skill in communication is the important determinant of success. It is also an uncommon situation in which few individuals have much experience" (p. 57). The authors concluded that:

Given the importance of the interview in the job search process, it is surprising the employment counseling literature has not given more attention to the interview and to training individuals in improving their interviewing skills. (p. 60)

The employment interview contains both verbal and nonverbal communication. This was demonstrated and confirmed by research conducted by Cissna and Carter (1982), Young and Beier (1977), and Amalfitano and Kalt (1977).

Cissna and Carter identified the nonverbal communication as facial expressions, posture, gestures, appearance, eye contact, and the handshake. They listed the verbal communication as loudness of voice, vocal variety, language choice, and slang.

Young and Beier demonstrated the importance of what they identified as the major nonverbal communication items: eye contact, smiling, and hand movement. They video taped 32 women in simulated

employment interviews. Fifty persons viewed the tapes and served as interview judges. Their findings were: "Those who displayed more eye contact, head movement and smiling were evaluated favorably and in 87% of the cases were rated as deserving the job."

Amalfitano and Kalt directed their research to the nonverbal communication of eye contact. Photographs were taken of a male and a female in two eye-contact positions: looking straight into the camera and looking downward. Forty-four job interviewers in an employment agency were randomly assigned to one of the four photographs and asked to rate the stimulus person, as if it were an actual interview, on a series of scales. "The findings supported the hypothesis that eye contact is a determinant of the decision to hire" (p. 46).

According to a review of literature conducted by Clowers and Fraser (1977) on employment interviews, they found there are two formats for interviews: the structured interview and the unstructured interview. The structured interview is preferred because the unstructured interview is inconsistent in the interviewer's coverage of relevant material and differential weighting of applicants' related information by the interviewer.

The literature is well supplied with tips for successful interviews, but most is based on feelings and observations by the authors instead of any scientific research. Clowers and Fraser searched the literature and from 102 articles on employment-interview research listed the following seven things as important factors used by an employer when deciding whom to hire after the interview:

(1) appearance, (2) academic standing, (3) communication skills, (4) motivation, (5) personality, (6) work experience, and (7) speech.

This was further confirmed by a survey conducted on personnel officials who were asked to list the perceptual factors that influence hiring of applicants. The three most often listed were (1) applicant appearance, (2) communication skills, and (3) individual's attitude during the interview (Clowers & Fraser, 1977).

The creation of a favorable first impression is a continuous theme in much of the employment-interview literature. Clowers and Fraser found in the literature that traditionally the handshake has been heralded as the key to a positive beginning to the interview, yet a study conducted by Drake and others found that appearance and approach of the job applicant were most important in establishing a first positive impression (87.7 percent), whereas only 4.1 percent felt the handshake was a principal component in establishing this positive first impression.

Hennington (1983), based on several years of conducting interviews, offered ten techniques for applicants to follow when going for an employment interview, which were in close agreement with the literature. They were:

1. Dress neatly
2. Scout the company beforehand
3. Arrive for the interview early
4. Be pleasant
5. Project a positive image

6. Talk intelligently about qualifications
7. Ask the interviewer questions
8. Turn negative questions to your advantage
9. Develop a snappy data sheet
10. Write a thank you letter after the interview

Hennington stated, "These techniques, though not infallible, can be learned readily and applied as a vital segment of the interview session" (p. 15).

In their search of literature on employment interviews, Clowers and Fraser found the research had established that during the interview the interviewer talks 65 percent of the time and the applicant only 35 percent. They found, however, that research has recommended that interviewers should drastically reduce their talking time during the interview to about 20 percent. This recommendation seems to be confirmed by the literature, based on Clowers and Fraser's review.

They stated:

One of the major research findings relative to decision making in the interview was that interviewers tend to make an overall evaluation of the applicant very early in the interview; specifically, within the first four minutes.

With this thought in mind, it becomes very important to provide the best employment-interview instruction to students as possible to prepare them for the interview. Cissna and Carter (1982) conducted employment-interview workshops and listed three group-instruction techniques that have proven to be effective. These are:

1. Practice with trials in class. One acts as the interviewer, one the applicant, and the third an observer.

2. Video tape simulated interviews and evaluate strengths and weaknesses.
3. Have an "unknown expert" come in and interview trainees in front of the rest of the group.

They concluded, "In our experience, the more realistic the interview workshop is for participants, the more they become involved in it and the more they seem to benefit from it.

In 1983, the Michigan State Board of Education (1984), through the Michigan Educational Assessment Program (MEAP), selected a sample of high schools in Michigan to conduct simulated job interviews on a sample of their sophomores. Trained test administrators came to the schools to conduct the simulated interviews. The sophomores were asked five questions by the interviewers and evaluated in four categories: (1) personal appearance, (2) speech and behavior, (3) content, and (4) employability. The results showed that there was a definite need for instruction in interviewing. A three-point rating scale was used, and the results are the percentage of students scoring at the three scale levels (pp. 79-80):

1. Personal Appearance		2. Speech and Behavior	
Good	34%	Good	43%
Adequate	57%	Adequate	41%
Inadequate	8%	Inadequate	16%
3. Content		4. Employability	
Good	26%	Good	28%
Adequate	42%	Adequate	47%
Inadequate	32%	Inadequate	25%

The narrative of the report stated:

We would expect higher performance from those in schools where career and employability development programs are provided. Hopefully, all students will have the opportunity to learn these skills before they enter the work force.

Implications and Summary

The majority of literature reviewed suggested that there is a real need for the skills classified as employability skills. It has been only in the last ten years that a shift in philosophy has taken place from placement specialists finding employment for clients to teaching job-search skills to the clients and making them responsible for finding their own jobs. The literature reviewed also indicated that employability skills can be learned and, once learned, can be used whenever there is a need for a new job.

The methods and techniques used to seek and secure employment are nearly the same, no matter if the person practicing them is a youth looking for his first job, a welfare recipient, or a college graduate. A recent national survey indicated that 36 percent of the American work force (more than 40 million people) are planning to make a job or career change (Wegmann, 1979). Coupling this with teenagers, recent graduates, and dropouts means there is a large number of job seekers who need employability skills.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of this study was to develop an effective program to teach selected employability skills to high school sophomores, including materials, methods for implementation, and a method for evaluating the program's effectiveness. The major activities related to the study included (1) assessment of student needs, (2) development of goals and objectives to meet those needs, (3) development of a delivery system to carry out the goals and objectives, (4) development of specific materials to be used in instruction, and (5) assessment of the effectiveness of these activities at the conclusion of the instruction period. This chapter will discuss how these five major elements of the study were developed and implemented in the sophomore English classes.

The Setting for the Study

The setting for the study was Greenville Senior High School, located in Greenville, Michigan, about 30 miles northeast of Grand Rapids in Montcalm County. Montcalm County is a rural agricultural county with seven school districts. Greenville is located in the southwest corner of the county and is the largest school system, with

3,500 K-12 students. The city of Greenville is the largest town in the county, with a population of 8,000. The community is predominantly white middle class, with less than 1 percent Hispanic and other minorities.

Purpose of the Study

The purpose of the study was to develop an effective program for teaching selected employability skills to high school sophomores, and evaluating its effectiveness. To do so, special materials and procedures for their use were also devised. Related activities included (1) assessment of student needs, (2) development of goals and objectives to meet those needs, (3) development of a delivery system to carry out the goals and objectives, (4) development of specific instructional materials, and (5) assessment of the effectiveness of these activities at the conclusion of the instruction period.

Hypotheses to Be Tested

There were five major research questions for which answers were sought. In addition, there were four less important but related questions. The research questions and their statistical hypotheses are:

Research Question 1: Will students who complete this program be able to correctly answer written questions related to conducting a job search?

Statistical Hypothesis 1: Students who receive classroom instruction in how to conduct a job search will show a significant increase in their scores from the pretest to the posttest.

Research Question 2: Will students who complete this program be able to correctly answer written questions related to writing a letter of application?

Statistical Hypothesis 2: Students who receive classroom instruction in how to write a letter of application for an advertised job will show a significant increase in their scores from the pretest to the posttest.

Research Question 3: Will students who complete this program be able to correctly answer written questions related to preparing a personal resume?

Statistical Hypothesis 3: Students who receive classroom instruction in how to write a personal resume will show a significant increase in their scores from the pretest to the posttest.

Research Question 4: Will students who complete this program be able to correctly answer written questions related to filling out an employment application blank?

Statistical Hypothesis 4: Students who receive classroom instruction in how to fill out an employment application blank will show a significant increase in their scores from the pretest to the posttest.

Research Question 5: Will students who complete this program be able to correctly answer written questions related to preparing for a job interview?

Statistical Hypothesis 5: Students who receive classroom instruction in how to prepare themselves for a job interview will show a significant increase in their scores from the pretest to the posttest.

Related questions for which cross-analysis was conducted are:

Research Question 6: Will there be a significant difference in the posttest scores of the male students when compared to the female students?

Statistical Hypothesis 6: Male students who receive employability-skills training will show no significant increase in their posttest scores when compared to female students who complete the same training.

Research Question 7: Will students who have held a regular job, either full time or part time, score higher on the posttest than students who have never held a regular job?

Statistical Hypothesis 7: Students who hold part-time jobs will have significantly higher average scores on the posttest than students who have never held a regular job.

Research Question 8: Will students with an overall grade point average of at least 2.5 score higher on the posttest than students with an overall grade point average below 2.5?

Statistical Hypothesis 8: Students with an overall grade point average of at least 2.5 will have significantly higher scores on the posttest than students with an overall grade point average below 2.5.

Research Question 9: Will students enrolled in the college-bound English classes score higher on the posttest than students enrolled in the regular English classes?

Statistical Hypothesis 9: Students enrolled in the college-bound English classes will have significantly higher scores on the posttest than students enrolled in the regular English classes.

Description of the Population

The 9-12 enrollment at Greenville is 1,050, but only grades 10, 11, and 12 are housed in the high school, with the freshman class located at the middle school. Thus, for the sophomores, it is their first year in the high school building. The target population for the study was the 1984-85 sophomore class at Greenville Senior High School. The sophomore class consisted of 276 students, 139 males and 137 females.

The Design of the Study

The program which was the focus of this study consisted of a 13-day employability-skills training program for all sophomores, taught by English teachers. Its effectiveness was determined primarily through the use of pre- and posttests.

All sophomores were enrolled in either English 10A or 10B. English 10A is for those students who are in the college-preparation curriculum, and 10B is for those students enrolled in either the general or vocational curriculum. There were six sections of 10A with 141 students enrolled and six sections of English 10B with 152 students. There were five English teachers who taught the sophomore-level English classes in which the program was inserted. (See Figure 1.)

The design used in this study was a pretest-posttest design with random assignment to experimental or control groups by classroom. Since the instructional period was of short duration, 13 days, there was not sufficient time to expect any changes resulting from the normal routine of the school, so the control group received the posttest "only." The design for the study may be symbolized as follows:

R O X O

R O

Teacher	First Hour	Second Hour	Third Hour	Fourth Hour	Fifth Hour	Sixth Hour
A	10B			10B		
B			10B			10B
C		10A	10A		10B	
D				10B		
E	10A			10A	10A	10A

Figure 1.--Sophomore English sections at Greenville High School, 1984-85.

Since there are 12 English sections, six each of English 10A and 10B, three from each were randomly assigned to be in the experimental group that received the instruction and three from each classification were placed in the control group. The overall design can be symbolized as follows:

R	0	X	0
R	0	X	0
R	0	X	0
R	0	X	0
R	0	X	0
R	0	X	0
R			0
R			0
R			0
R			0
R			0

Description of the Instruments

Since the research is an evaluative study of a new and unique program to teach employability skills at the sophomore level and the program materials cover five specific areas, it was necessary to develop and pilot test instruments to measure the effectiveness of the program. This decision was reached after an exhaustive search of Buros's Mental Measurement Yearbooks, Buros's Tests in Print, and a review of over one hundred tests available to Job Training Partnership Act recipient agencies. None was judged to meet the criteria necessary to evaluate this locally developed program. One test published by the College Board, entitled Employment-Seeking Skills, is an excellent test that measures a student's knowledge of the different sources to use when conducting a job search, which was the first of the five areas in the employability-skills program. The cost of the test was \$1.25 per student, so the school district could not invest this amount per student for an ongoing program that would measure the effectiveness of only one of the five areas.

The instruments that were developed and used in this study are as follows:

1. Student data sheet: a form designed to obtain information about the students' previous use of employability skills. The form asks the students if they have ever (1) filled out a job application form for an employer, (2) written a letter to an employer asking for a job, (3) prepared a personal resume, (4) interviewed for a job with an employer, or (5) worked for someone for pay. By compiling the

information, the teachers have a profile of the entire class's strengths and weaknesses in the area of employability skills they are about to teach. The student data sheet was completed by the students before they took the pretest. Besides acting as a needs-assessment tool, information from the student data sheet was used in cross-comparison of the related research questions. A copy of the student data sheet can be found in Appendix F.

2. A multiple-choice pretest-posttest instrument: a 50-question multiple-choice test based on the goals and objectives covered in the content of the employability-skills manual. Ten questions were developed for each of the five topics covered in the classroom instruction. Appendix G contains the complete test booklet for the pretest-posttest.

3. Employment interview evaluation form: a form used by employers while conducting simulated job interviews. The form is based on questions used in a 1983 pilot test by the Michigan Educational Assessment Program (MEAP) on selected sophomores in Michigan to measure their career awareness, planning, and placement. Appendix L of this study contains a copy of the employment interview form used to measure the performance of a sample of students selected from the experimental group by the employers to take part in simulated job interviews.

4. School records: records containing demographic information such as grade point average (GPA) and class enrollment information used in cross-comparisons made for the related research questions of this study.

Pretest-Posttest Instrument Construction

Since no instrument specific enough to measure the accomplishment of the goals and objectives of this study was available, it was necessary to construct and validate a special instrument for this purpose. The pretest-posttest instrument was designed to measure the knowledge and understanding a sophomore student has of the five program areas after completing 13 classroom hours of instruction.

After a careful study of the written methods available (true-false, matching, multiple choice, short answer, fill in the blank, and essay), it was decided a multiple-choice test would be developed and used for the following reasons:

1. It was felt that students would complete this type of test before instruction with the least amount of frustration.
2. When testing large numbers of students, this would be the easiest to grade and summarize.
3. Multiple-choice tests lend themselves well to pretest-posttest statistical analysis.
4. Multiple-choice tests are capable of measuring not only general understanding but also comprehension of specific instructional materials.

Ten questions were developed for each of the five areas of instruction, yielding a 50-question pretest-posttest instrument. Questions were carefully constructed using the following five steps:

1. Identify the learning outcomes to be measured.
2. Write the stem and the correct alternative.

3. Write plausible distractors.
4. Arrange the distractors and the correct alternative.
5. Check for ambiguity and irrelevant clues.

Once the 50 questions were developed, they were organized under the headings of the areas each was intended to measure. Copies of the instrument with a letter of instruction (see Appendix C) were given to a panel of seven experts (see Appendix D) to review and make suggestions for changes. The panel members took the test themselves, and so did colleagues as well as students who already had some employability-skills training. Each member of the panel returned the test with comments and suggestions for changes. These suggestions were incorporated into the final pretest-posttest instrument.

After the 50 items were rewritten, the ten questions per category were mixed throughout the test in a random fashion. The resulting test instrument was then field tested in a high school located in another school system. Students there were sophomores enrolled in English who had had no previous instruction in employability-skills training. Comments and suggestions were solicited from the students, and a unit analysis was conducted to see if there were questions everyone missed or no one missed. From this came the pretest-posttest instrument used to measure the effectiveness of instruction in this study. The pretest-posttest booklet can be found in Appendix G.

Data Collection

The time period selected to conduct the experimental implementation of the employability-skills program was after Thanksgiving vacation. This appeared to be suitable because it was within a marking period, there were no assemblies planned, and other interruptions in instruction were minimal. The experimental program began on November 29, 1984, and ended on December 19, 1984. Appendix E contains the detailed schedule for the employability-skills instruction program. The following pages describe how the program was implemented and the data collected.

Teacher Background

There were five English teachers involved in the study, three males and two females. They ranged in years of teaching experience from 20 down to the lowest, which was nine years. None of the English teachers had previously taught a formal unit in employability skills. They could all be classified as the typical high school English teacher with no special training or experience in employability skills before they took part in the research project.

Teacher Inservice

During the preschool teacher inservice training days in August, the researcher met with the English teachers to discuss the research project and to answer any questions they may have had. At this time the English teachers tentatively assigned the end of November as the starting date for the experimental research.

The researcher then met with the superintendent to explain the goals and proposed procedures for the research project and to obtain his permission to conduct the study in the sophomore English classes at Greenville Senior High School. Appendix A contains a copy of the letter written by the superintendent to the English Department chairperson, with copies to the other four English teachers and the building principal.

After all the materials for the study had been developed, a meeting was scheduled with the building principal, and the entire program was explained to him. Once his understanding and support were obtained, two 60-minute inservices were planned to acquaint the English teachers with the materials and their implementation. Since there were only three different English teachers with experimental groups and two with control groups, it was decided to hold the training sessions on an individual basis during the teachers' planning periods.

Before the first session, the teachers were given the following materials:

1. Goals and objectives for the employability-skills training program
2. Daily lesson plans which included activities and homework assignments
3. A looseleaf notebook of supplemental materials to use with the employability-skills manual
4. A teacher's edition of the employability-skills manual
5. A time schedule for carrying out the instruction

The first training period consisted of the following activities:

1. Going over the goals and objectives to make sure the English teachers understood them
2. Discussing the daily lesson plans and the time schedule with the English teachers to make certain they followed them as outlined.
3. Discussing the supplemental materials in the looseleaf notebook and giving teachers suggestions on how they may be used
4. Discussing the five sections of the employability-skills manual and giving the teachers enough copies for all of their students
5. Giving the teachers a supply of the teacher daily log sheets and discussing how they should be completed
6. Giving the teachers a supply of the student data sheets and instructing them as to how they should be presented to the students
7. Giving the teachers copies of the employability-skills test booklet and answer sheets. The teachers were instructed in how to explain the test instructions to the students and how to administer the test.

The English teachers felt that it would be more meaningful and helpful to them if the second inservice was conducted during the time the experimental program was going on since it dealt primarily with preparing for and conducting an employment interview, which is the last unit of instruction. A separate inservice was planned for this unit because it is the capstone experience of the employability-skills

training, which required more specific timing and cooperation than the other four units.

The second inservice training consisted of the following activities:

1. Discussing the goals and objectives and the materials provided to be used to teach the preparation for and conducting an employment interview
2. Discussing methods that could be used in the classroom by all students to simulate job interviews
3. Discussing how the simulated job interviews using area employers would be conducted
4. Giving the teachers copies of the simulated job interview instructions to students and the job interview evaluation form that would be used by the employers during the simulated job interviews

Student Data Sheet

At the beginning of the first day of the experimental program, all students were asked to complete the student data sheet. (Appendix F contains a copy of that form.) The students were asked to respond "yes" or "no" to six questions concerning their previous experience with employability skills. The questions were:

1. Have you ever filled out a job application form for an employer?
2. Have you ever written a letter to an employer asking for a job?
3. Have you ever prepared a personal resume?
4. Have you ever interviewed for a job with an employer?

5. Have you ever worked for someone for pay (excluding baby-sitting and your parents)?
6. Are you presently working for pay? If "yes," who is your employer? _____

They were then asked to complete the statement: "When I graduate from high school I plan _____."

The students completed the student data sheet before the instructional program was explained to them and before they took the pretest. The information obtained from the student data sheet readily gave the teacher a needs assessment for the entire class. This information was made available to the English teachers at the beginning of the instructional period so they would be better informed about the previous experience of their students.

The students were asked to complete the statement, "When I graduate from high school I plan . . . ," so that it could be determined if the student perceived himself as college-bound or employment-bound after graduation. Of the 233 students in the experimental and control groups, only two did not complete the statement.

Administration of Pretest

After the students completed the student data sheet, they were each given a copy of the employability-skills pretest and an answer sheet. (These items can be found in Appendix G.) The teacher carefully read the student instruction page to the students, emphasizing that the students were to select the best answer from the four choices, that there was no penalty for guessing if they did not

know the answer, that they were to clearly darken in the appropriate space on the answer sheet, and how they were to erase any answer they wished to change.

There was no time limit for the pretest. All students were able to complete the test within 40 minutes. The test was collected by the instructor and later given to the researcher to score. During the entire 13-day instructional period, there was no further discussion of the test or the results. This was so that the students would not learn from the test itself, but any improvement in their scores would be the result of the classroom instruction that took place.

The Instructional Program

After the students completed the student data sheet and the pretest, they were given a copy of the 56-page employability-skills manual that was specifically developed for this program. The English teachers went through the various sections of the manual with the students to give them an overview, encouraging them to write in the booklet because it was designed to be an instructional workbook.

The instructional format was group instruction. Each day a section of the booklet was assigned as homework. The next day that section was discussed in class. Each student was expected to take the materials from the sections and adapt them to their individual needs. For example, after completing the classroom instruction in how to develop and prepare a personal resume, each student developed a personal resume following the guidelines he had learned from the

instructional program in class. This was handed in as homework and evaluated for format and content by the teacher.

The teacher recorded grades for each student who completed the homework assignments. This evaluation was not used as part of the study because of its threatening nature and the fact that it is a subjective evaluation that could vary from teacher to teacher.

The classroom instruction took 13 hours. Figure 2 contains the topics included in the employability-skills instructional program. Appendix H contains the goals and objectives that were developed for the curriculum, as well as the daily lesson plans used by the teachers during the instructional period.

Lesson V, "How to Conduct an Interview," was handled in an innovative way and deserves more detailed discussion. The capstone experience of any employability-skills training program is when the persons enrolled actually use their training to present themselves in such a manner during an employment interview that they will obtain a job offer. Much time was spent in this part of the program on how to get ready for an interview, how to respond to typical questions asked during an interview, and how to behave during the interview itself.

Since it was felt that it was unrealistic to expect that real job interviews could be arranged for each student during the 13-day length of this program, a plan was developed to have each class apply for a specific position with an area employer who typically employs high school students. The students filled out the employer's application blank after they had completed their training in filling out job

November 29	Thursday	Student data forms, PRETEST
30	Friday	Overview and job search
December 3	Monday	Job-search techniques
4	Tuesday	Letters of application
5	Wednesday	Letters of application
6	Thursday	Writing personal resumes
7	Friday	Writing personal resumes
10	Monday	Writing personal resumes
11	Tuesday	Filling out job applications
12	Wednesday	Filling out job applications
13	Thursday	Filling out job applications
14	Friday	Job interview techniques
17	Monday	Job interview techniques
18	Tuesday	Simulated job interviews
19	Wednesday	POSTTEST

Figure 2.--Topics included in the employability-skills instructional program (Total: 15 class days).

application blanks. The employer reviewed all of the applications and selected three students to be interviewed before the entire class.

(Related materials are found in Appendices I, J, K, L, and M.) Since there were six classes in the experimental group, it was necessary to secure six employers who would be willing to participate. The following employers of high school students agreed to conduct the interviews:

1. Fishers Big Wheel Discount Department Store
2. United Memorial Hospital
3. Ponderosa Steakhouse
4. Greenville Tool and Die Company
5. McDonald's Restaurant, Inc.
6. Winter Inn Restaurant

After the students completed their classroom instruction on how to fill out employment application blanks, they were given an instruction sheet (see Appendix J) and the employment application for that particular business. They were instructed to take the application home, fill it out, and return it the next day. The English teachers collected all of the applications and gave them to the employer to read and select the three students to interview. The employers received the completed applications on Friday and called the school with their selections on Monday. Once the employers had made their selections, the students selected were given the information contained on the sheet in Appendix K. They were not coached by the teacher after being selected. It was felt that this was as realistic as a student receiving a phone call from an employer to come in the next day for an interview.

The next day the classroom was set up so that the employer could come in and interview the students he had selected. A video camera was set up to record the interviews so that later specific things could be pointed out to the entire class, such as eye contact, greeting, types of questions, and appropriate responses. After the

employer completed the three interviews, he conducted a discussion session with the entire class and explained in more detail how his company interviewed and hired new employees.

After the class period was over, the employer completed the employment interview evaluation form (see Appendix L) while the information was still fresh in his mind. The next day, the students who had participated in the interview were given a copy of the employment interview evaluation form, which no one else would see. They were also given a certificate of achievement to show they had been selected as one of the three best applicants, as well as a small gift for participating in the interview. (A copy of the certificate is in Appendix M.)

Administration of Posttest

After the simulated job interviews were completed, the students in the experimental program were administered the posttest. The teacher carefully read the student instruction page to the students, again emphasizing that they were to select the best answer from the four choices, that there was no penalty for guessing if they did not know the answer, that they were to clearly darken in the appropriate space on the answer sheet, and that they could erase any answer completely that they wished to change.

There was no time limit for the posttest, but all students were able to complete the test within 30 minutes. The posttest was the same test the students had taken as a pretest two weeks earlier.

The posttests were collected by the instructors and given to the researcher for scoring. The next day the students were given the score they had received on the pretest and then their score for the posttest. This was the first time the students or teacher knew how well they had done on the pretest.

At the same time that the experimental English classes were taking the posttest, the control groups were also taking the same test. The two English teachers involved in administering the posttest to the control group received the same inservice instruction on how to administer the posttest as the English teachers who had the experimental groups. The posttest was administered in exactly the same manner for the control groups as was described for the experimental groups.

Statistical Analysis of the Data

After all of the pretests and posttests were scored, the results were compiled and used to test the nine hypotheses listed earlier in this chapter. The mean scores and standard deviations were the units of measurement.

The t-test, using the .05 level of significance, was used for Hypotheses 1, 2, 3, 4, and 5. The participants' pretest scores were compared to their posttest scores, and the resulting t-value was compared to the table value at $p < .05$ to determine if the instruction had been effective. The .05 level of significance was chosen because the intention of the experiment was to measure effectiveness. If the .01 level had been selected, perhaps this would have been too harsh and not measure effectiveness when it actually was. If the .10 level had

been selected, perhaps this would have been too loose and given credit for the instruction when perhaps it was something else. Since it was an experimental program that should not be adopted unless it was effective, the .05 level could measure effectiveness and be reasonably sure it was because of the instructional program.

Four related research hypotheses were examined to determine whether the independent variables of sex, employment status, grade point average, and type of English class (college preparation or regular) the students were enrolled in had an effect on the employability-skills program. Analysis of variance was used to analyze these four hypotheses for the experimental group. All five dependent variables presented in Research Questions 1, 2, 3, 4, and 5 were analyzed in relation to the four independent variables. The table value of F at $p < .05$ was used to determine if these variables had an influence on the posttest scores.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The results of the investigation are presented in this chapter. Data gathered before and after the experimental program was implemented are statistically analyzed and included. The data are presented in three broad categories for ease of understanding and analysis. These categories are (1) descriptive information about the participants, (2) analysis of the nine research questions in the order in which they were presented in Chapter III, and (3) a comparison of the sophomores from the experimental group, who went through the simulated employment interviews, with sophomores around Michigan who participated in a similar simulated employment interview conducted by the Michigan Educational Assessment Program (MEAP) in Fall 1983.

The mean scores of participants were used to conduct t-tests of Statistical Hypotheses 1, 2, 3, 4, and 5. Analysis of variance was used for Statistical Hypotheses 6, 7, 8, and 9.

Descriptive Information About the Participants

The population for this study included the entire sophomore class at Greenville Senior High School during the 1984-85 school year. The students were randomly assigned by entire English classes to either

the experimental or control group. Table 4 shows the demographics of the subjects, by number and sex, in the experimental and control groups.

Table 4.--Demographics of subjects in the experimental and control groups.

Description	N	Males	Females
Experimental group	121	65	56
Control group	112	55	57
Totals	233	120	113
Percent	100%	51.5%	48.5%

There were 12 classes of sophomore English involved in the research, six in the experimental group and six in the control group. Within those 12 groups, six were English 10A (college preparation) and six were English 10B (general curriculum), with three from each randomly assigned to the experimental and control groups. Tables 5 and 6 show the assignment of the students by classes, including the number and sex of the participants.

Before the experimental group completed the pretest and before the control group completed the posttest, each group was asked six questions (Appendix F) to determine the proportion of students who had had some experience in areas requiring employability skills. Table 7 lists the results as reported by the students.

Table 5.--Individual English classes in the experimental group.

Group	Sex	English 10A	English 10B
Experimental Group 1	M	11	..
	F	10	..
Experimental Group 2	M	10	..
	F	13	..
Experimental Group 3	M	6	..
	F	10	..
Experimental Group 4	M	..	14
	F	..	9
Experimental Group 5	M	..	10
	F	..	6
Experimental Group 6	M	..	14
	F	..	8
Totals		60	61

Table 6.--Individual English classes in the control group.

Group	Sex	English 10A	English 10B
Control Group 1	M	..	11
	F	..	10
Control Group 2	M	..	9
	F	..	6
Control Group 3	M	..	11
	F	..	6
Control Group 4	M	10	..
	F	12	..
Control Group 5	M	8	..
	F	13	..
Control Group 6	M	6	..
	F	10	..
Totals		59	53

Table 7.--Students who had participated in areas of employability skills before the instructional program (in percent).

Question ^a	Sex	Experimental		Control	
		Yes	No	Yes	No
1: Job application form?	M	44%	56%	39%	61%
	F	18	82	28	72
2: Letter of application?	M	4	96	5	95
	F	2	98	0	100
3: Prepared a resume?	M	4	96	6	95
	F	2	98	0	100
4: Interviewed for a job?	M	31	69	22	78
	F	16	84	22	78
5: Worked for pay?	M	92	8	93	7
	F	64	26	70	30
6: Presently working?	M	35	65	31	69
	F	15	85	22	78

^aSee Appendix F for complete text of the questions.

Nearly twice as many boys as girls in the sophomore class reported they had previously filled out job applications. Writing a letter to an employer asking for a job was something most sophomores had not done. Similarly, most had never prepared a personal resume. A greater number of students said they had interviewed for a job with an employer, with the males in the experimental group reporting the highest positive responses. When asked if they had ever worked for someone for pay, nearly all of the males said "yes," while only about two-thirds of the females said they had. Finally, when asked if they

were presently working, about one-third of the males said they were, as compared to only about one-fifth of the females. From these self-reported data it can be concluded that male students enter the labor market in greater numbers earlier than female students but have had only a little more experience with job-seeking skills such as writing letters of application or preparing personal resumes.

Analysis of the Research Questions

There were five major research questions for which answers were sought, related to the effectiveness of the experimental instructional program in employability skills. In addition, there were four related questions that analyzed the influence of sex, employment status, grade point average, and type of English class upon the effectiveness of the instructional program.

The research questions were stated as hypotheses in the null form to test for significant differences between pretest and posttest scores and hence to determine whether the experimental instructional program effectively accomplished its objectives. It was decided to use the .05 level of significance for both the t-test and analysis of variance. Appendices O and P contain a table of comparisons of the means and standard deviations for the experimental and control groups.

Statistical Hypothesis 1

Research Question 1: Will students who complete this program be able to correctly answer written questions related to conducting a job search?

Ho 1: Students who receive classroom instruction in how to conduct a job search will show no significant increase in their scores from the pretest to the posttest.

Statistical Hypothesis 1 was formulated to determine the effectiveness of the instructional program in teaching students the knowledge necessary to conduct a job search.

There were ten questions on the pretest-posttest related to knowledge necessary to conduct a job search (Appendix G). The experimental group took the pretest before receiving instruction. Their mean score on the pretest was 5.48; after instruction had taken place, the same group scored 7.03 on the posttest. The t-test was used to determine whether the two means were significantly different at the .05 probability level. The t-value was 7.09, which was significantly larger than the 1.960 table value at the .05 level of significance. Thus, the null hypothesis was rejected. Table 8 reports the observed means and standard deviations of the experimental group on their knowledge of how to conduct a job search. The t-value is also included.

Table 8.--The t-value between the pretest and posttest for the experimental group on job search as identified in Statistical Hypothesis 1.

Variable	N	Test	Mean	S.D.	t
Job search	121	Pretest	5.48	1.78	7.09*
	121	Posttest	7.03	1.62	

*Significant at $p < .05$.

Statistical Hypothesis 2

Research Question 2: Will students who complete this program be able to correctly answer written questions related to writing a letter of application?

Ho 2: Students who receive classroom instruction in how to write a letter of application for an advertised job will show no significant increase in their scores from the pretest to the posttest.

Statistical Hypothesis 2 was formulated to determine the effectiveness of the instructional program in teaching students the knowledge necessary to write a letter of application.

The experimental group's mean score on the pretest was 5.29. At the completion of the instruction their mean score was 7.33 on the posttest. The t-test was used to determine whether the two means were significantly different at the .05 probability level. The t-value was 9.34, which was significantly larger than the 1.960 table value at the .05 level of significance. Thus, the null hypothesis was rejected. Table 9 shows the mean, standard deviation, and t-value for the experimental group as measured for knowledge necessary to write a letter of application for employment.

Table 9.--The t-value between the pretest and posttest for the experimental group for letter of application as identified in Statistical Hypothesis 2.

Variable	N	Test	Mean	S.D.	t
Letter of application	121	Pretest	5.29	1.64	9.34*
	121	Posttest	7.33	1.76	

*Significant at $p < .05$.

Statistical Hypothesis 3

Research Question 3: Will students who complete this program be able to correctly answer written questions related to preparing a personal resume?

Ho 3: Students who receive classroom instruction in how to write a personal resume will show no increase in their scores from the pretest to the posttest.

Statistical Hypothesis 3 was formulated to determine the effectiveness of the instructional program in teaching the students the knowledge necessary to prepare their own personal resume.

The experimental group that received the classroom instruction had a mean score on the pretest of 6.95, and on the posttest after completing instruction their mean score was 8.94. The t-test was used to determine whether the two means were significantly different at the .05 probability level. The t-value was 9.14, which was significantly larger than the 1.960 table value at the .05 level of significance. Thus, the null hypothesis was rejected. Table 10 shows the mean, standard deviation, and t-value for the experimental group as measured for knowledge necessary to write a personal resume.

Table 10.--The t-value between the pretest and posttest for the experimental group for writing a personal resume as identified in Statistical Hypothesis 3.

Variable	N	Test	Mean	S.D.	t
Personal resume	121	Pretest	6.95	1.73	9.14*
	121	Posttest	8.94	1.66	

*Significant at $p < .05$.

Statistical Hypothesis 4

Research Question 4: Will students who complete this program be able to correctly answer written questions related to filling out an employment application?

Ho 4: Students who receive classroom instruction in how to fill out an employment application blank will show no increase in their scores from the pretest to the posttest.

Statistical Hypothesis 4 was formulated to determine the effectiveness of the instructional program in teaching the students the knowledge necessary to fill out an employment application.

The experimental group that received the classroom instruction had a mean score on the pretest of 5.65. After completing the instruction, their mean score on the posttest was 8.18. The t-test was used to determine whether the two means were significantly different at the .05 probability level. The t-value was 12.48, which was significantly larger than the 1.960 table value at the .05 level of significance. Thus, the null hypothesis was rejected. Table 11 shows the mean, standard deviation, and t-value for the experimental group as measured for knowledge necessary to complete an employment application.

Table 11.--The t-value between the pretest and posttest for the experimental group for completing an employment application blank as identified in Statistical Hypothesis 4.

Variable	N	Test	Mean	S.D.	t
Employment application	121	Pretest	5.65	1.66	12.48*
	121	Posttest	8.18	1.49	

*Significant at $p < .05$.

Statistical Hypothesis 5

Research Question 5: Will students who complete this program be able to correctly answer written questions related to preparing for a job interview?

Ho 5: Students who receive classroom instruction in how to prepare themselves for a job interview will show no significant increase in their scores from the pretest to the posttest.

Statistical Hypothesis 5 was formulated to determine the effectiveness of the instructional program in teaching the students the knowledge necessary to prepare for an employment interview.

The experimental group that received the classroom instruction had a mean score on the pretest of 7.14. After completing the instruction, their mean score on the posttest was 8.86. The t-test was used to determine whether the two means were significantly different at the .05 probability level. The t-value was 9.77, which was significantly larger than the 1.960 table value at the .05 level of significance. Thus, the null hypothesis was rejected. Table 12 shows the observed mean, standard deviation, and t-value for the experimental group as measured for knowledge necessary to prepare themselves for a job interview.

Table 12.--The t-value between the pretest and posttest for the experimental group for preparing for a job interview as identified in Statistical Hypothesis 5.

Variable	N	Test	Mean	S.D.	t
Job interview	121	Pretest	7.14	1.49	9.77*
	121	Posttest	8.86	1.24	

*Significant at $p < .05$.

Related Research Questions

Four related research questions were examined to determine the effect of the independent variables of sex, employment status, grade point average, and English class the students were enrolled in upon the effectiveness of the employability-skills program. Unlike the preceding tests, which compared the pretest scores with the posttest scores for the experimental group, Hypotheses 6, 7, 8, and 9 compared the scores on the independent variables for the posttest only. All five variables presented in Research Questions 1 through 5 were used individually in the cross-analysis.

Statistical Hypothesis 6

Research Question 6: Will there be a significant difference in the posttest scores of the male students when compared to the female students?

Ho 6: Male students who receive employability-skills training will show no significant difference in their posttest scores when compared to female students who complete the same training.

Statistical Hypothesis 6 was formulated to determine if there was any significant difference in scores of the participants based on their sex.

The experimental group consisted of 64 male and 57 female subjects. The mean scores for the males were slightly higher on job search and preparing a resume. The female subjects' mean scores were slightly higher on the other three variables. Table 13 shows a two by five comparison of the mean scores for the subjects on the posttest.

Table 13.--A comparison of the mean scores of the male and female students on the posttest as identified in Statistical Hypothesis 6.

	Job Search	Letter of Application	Preparing a Resume	Completing an Applic.	Job Interview
Male	7.07	6.85	9.15	8.17	8.82
Female	6.98	6.91	8.94	8.21	8.91
Mean	7.03	6.88	9.05	8.19	8.87

An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. Since none of the five F-values reached 3.92, the null hypothesis failed to be rejected. It can thus be stated that the sex of the participants had no effect on how well they scored on the posttest. Table 14 shows the source of variation, sum of squares, degrees of freedom, mean squares, and the F-value for each of the pairs (male-female) derived through analysis of variance.

Statistical Hypothesis 7

Research Question 7: Will students who have held a regular job, either full time or part time, score higher on the posttest than students who have never held a regular job?

Ho 7: Students who hold part-time jobs will not have significantly higher scores on the posttest than students who have never held a regular job.

Statistical Hypothesis 7 was formulated to determine if there was any significant difference in scores of participants based on their employment status.

Table 14.--Analysis of variance between the scores of male and female students in the experimental group measured on the posttest as identified in Statistical Hypothesis 6.

Variable	Source of Variation	Sum of Squares	df	Mean Squares	F
Job search	Between Within	.28 315.59	1 119	.28 2.65	.106
Letter of application	Between Within	.10 376.29	1 119	.10 3.16	.032
Preparing a resume	Between Within	1.32 79.28	1 119	1.32 .67	1.97
Completing an application	Between Within	.05 276.58	1 119	.05 2.32	.022
Conducting a job interview	Between Within	.22 187.67	1 119	.22 1.58	.139

Fail to reject H_0 6.

The experimental group consisted of 32 students who reported they were presently working for pay and 89 students who said they were not. It is interesting that the mean scores for those working were slightly higher on all the variables except completing an application, where they scored slightly below the students currently not working. Table 15 shows a two by five comparison of the mean scores for the subjects on the posttest.

Table 15.--A comparison of the mean scores of the students working compared to those currently not working as identified in Statistical Hypothesis 7.

	Job Search	Letter of Application	Preparing a Resume	Completing an Applic.	Job Interview
Working	7.0	7.1	9.2	8.0	8.9
Not working	6.8	6.7	8.9	8.2	8.8
Mean	6.9	6.9	9.0	8.1	8.8

An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. Since none of the five F-values reached 3.92, the null hypothesis failed to be rejected. It can thus be stated that the employment status of the participants had no effect on how well they scored on the posttest. Table 16 shows the source of variation, sum of squares, degrees of freedom, mean squares, and the F-value for each of the pairs (working-not working) derived through an analysis of the variance.

Statistical Hypothesis 8

Research Question 8: Will students with an overall grade point average of at least 2.5 score higher on the posttest than students with an overall grade point average below 2.5?

Ho 8: Students with an overall grade point average of at least 2.5 will not have significantly higher scores on the posttest than students with an overall grade point average below 2.5.

Table 16.--Analysis of variance between the scores of students working and those not working in the experimental group measured on the posttest as identified in Statistical Hypothesis 7.

Variable	Source of Variation	Sum of Squares	df	Mean Squares	F
Job search	Between Within	4.66 339.31	1 119	4.66 2.85	1.63
Letter of application	Between Within	2.87 401.01	1 119	2.87 3.37	.85
Preparing a resume	Between Within	2.72 204.28	1 119	2.72 1.72	1.58
Completing an application	Between Within	.34 275.66	1 119	.34 2.32	.147
Conducting a job interview	Between Within	.60 222.72	1 119	.60 1.87	.32

Fail to reject H_0 7.

Statistical Hypothesis 8 was formulated to determine if there was any significant difference in the posttest scores of participants based on their grade point average.

The experimental group consisted of 59 students whose grade point average was at least 2.5 or higher and 62 students whose grade point average was below 2.5. Since GPA is a measure of academic achievement, it came as no surprise that the students with the higher average scored better on all five variables. Table 17 shows a two by five comparison of the mean scores for the subjects on the posttest.

Table 17.--A comparison of the mean scores of students with an overall grade point average of at least 2.5 to those with a grade point average below 2.5 measured on the posttest as identified in Statistical Hypothesis 8.

	Job Search	Letter of Application	Preparing a Resume	Completing an Applic.	Job Interview
GPA > 2.5	7.3	7.2	9.3	8.6	9.3
GPA < 2.5	6.7	6.5	8.7	7.7	8.4
Mean	7.0	6.8	9.0	8.1	8.8

An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. All of the variables except job search exceeded the F-value of 3.92. Since the other four variables exceeded 3.92, the null hypothesis was rejected. It can thus be stated that the grade point average of the participants had an effect on how well they scored on the posttest. Table 18 shows the source of variation, sum of squares, degrees of freedom, mean squares, and the F-value for each of the pairs (GPA > 2.5-GPA < 2.5) derived through an analysis of variance.

Statistical Hypothesis 9

Research Question 9: Will students enrolled in the college-bound English classes score higher on the posttest than students enrolled in the regular English classes?

Ho 9: Students enrolled in the college-bound English classes will not have significantly higher scores on the posttest than students enrolled in the regular English classes.

Table 18.--Analysis of variance between the scores of students with a GPA at least 2.5 or above and students with a GPA below 2.5 in the experimental group measured on the posttest as identified in Statistical Hypothesis 8.

Variable	Source of Variation	Sum of Squares	df	Mean Squares	F
Job search	Between	9.62	1	9.62	3.74
	Within	306.25	119	2.57	
Letter of application	Between	12.99	1	12.99	4.26*
	Within	363.38	119	3.05	
Preparing a resume	Between	9.05	1	9.05	7.47*
	Within	143.88	119	1.21	
Completing an application	Between	22.83	1	22.83	10.71*
	Within	253.17	119	2.13	
Conducting a job interview	Between	23.76	1	23.76	17.22*
	Within	164.12	119	1.38	

*Significant at $p < .05$.

Statistical Hypothesis 9 was formulated to determine if there was any significant difference in the posttest scores of participants based on the English class in which they were enrolled.

The experimental group consisted of 60 students enrolled in the college-bound English classes and 61 students enrolled in the regular English classes. Table 19 shows a two by five comparison of the mean scores for the subjects on the posttest.

Table 19.--A comparison of the mean scores of students enrolled in the college-bound English classes to those enrolled in the regular English classes on the posttest as identified in Statistical Hypothesis 9.

	Job Search	Letter of Application	Preparing a Resume	Completing an Applic.	Job Interview
College English	6.9	7.1	9.1	8.4	9.4
Regular English	7.0	6.6	8.8	7.9	8.2
Mean	6.9	6.8	8.9	8.1	8.8

An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. It was interesting that the only variable to exceed 3.92 was conducting the job interview. Since the other four variables did not exceed 3.92, the null hypothesis could not be rejected. It can thus be stated that being enrolled in a college-bound English class alone had no effect on how well the students performed on the posttest. Table 20 shows the source of variation, sum of squares, degrees of freedom, mean squares, and the F-value for each of the pairs (college bound-regular) derived through analysis of variance.

Table 20.--Analysis of variance between the scores of students enrolled in the college-bound English classes with students enrolled in the regular English classes in the experimental group measured on the posttest as identified in Statistical Hypothesis 9.

Variable	Source of Variation	Sum of Squares	df	Mean Squares	F
Job search	Between	.83	1	.83	.288
	Within	343.14	119	2.88	
Letter of application	Between	8.39	1	8.39	2.52
	Within	395.49	119	3.32	
Preparing a resume	Between	3.31	1	3.31	1.94
	Within	203.69	119	1.71	
Completing an application	Between	7.03	1	7.03	2.93
	within	285.32	119	2.40	
Conducting a job interview	Between	38.05	1	38.05	24.39*
	Within	185.27	119	1.56	

*Significant at $p < .05$.

Interview Data Compared

In addition to answering the ten questions on the pretest-posttest instrument, students in the experimental group had the opportunity to apply for a job with a local employer and, if selected, prepare for and participate in a simulated job interview with that employer. Appendices J, K, and L contain the information and forms used in evaluating their performance.

All students in the experimental program completed an employment application form. There were six English classes in the

experimental group, and each class applied for a specific job with a specific employer. They were as follows:

Experimental Group 1	Hospital dietary or housekeeping
Experimental Group 2	Store clerk
Experimental Group 3	Tool and die pre-apprentice
Experimental Group 4	Restaurant waiter/waitress
Experimental Group 5	Fast-food counter help
Experimental Group 6	Restaurant dishwasher

Once the applications were completed by the students, the personnel manager or store manager reviewed them and selected three for personal interviews. The students were notified the day before, and then the manager came to the specific English class and interviewed the three candidates he had selected.

The evaluation form in Appendix L contains the questions and evaluation criteria developed by the Michigan Educational Assessment Program that was used in an earlier pilot test on 130 sophomores in 18 schools of all sizes and in various geographic locations in Michigan. For the most part, these students had not received any employability-skills training before participating in the interviews. Thus, this group was thought to be a suitable one for comparison with the experimental group in this study.

Some caution should be exercised when comparing the data for the following reasons: (1) the interview group in this study comprised only 18 students, while the MEAP group consisted of 130; (2) the subjects in the study group were selected by the employers based on

information they supplied on an employment application, while the MEAP group was randomly selected from the 18 schools; and (3) participants in the study group were interviewed by six area employers who hire teenagers in their businesses, while the MEAP group was interviewed by Department of Education employees trained to conduct the interviews.

Table 21 shows the results of the sophomore students' performance in each of the four areas that are felt to be important parts of an employment interview. The employers asked the same questions as the trained interviewers and completed the evaluation on each student using the same format as the Michigan Educational Assessment Program researchers.

Teacher Daily Log Sheet

During the 15 days that the experimental program was in progress, each of the English teachers was asked to keep a daily log sheet of what went on in the classroom that could affect the results. Appendix N contains a copy of the form, and Appendix Q contains a list of unusual events and problems as perceived by the English teachers. After studying the log sheets, it was felt that there had been no unusual events or problems that are not encountered on a regular basis in most high schools.

There were three different English teachers involved in the experimental instruction, and the closest to an unusual event that concerned the researcher was teacher attendance. During the 15 days of instruction, one teacher was absent four days (because of dental problems), another was absent two days, and the third teacher was not

absent at all. In each case, the teacher left very good lesson plans for the substitute teacher to follow.

Table 21.--A comparison of sophomore students from Greenville High School who received training in conducting a job interview with sophomore students from the MEAP research who had no formal classroom training in job interviews. (in percent).

Area	Greenville Sophomores Who Received Training	MEAP Sophomores With No Training
<u>Personal Appearance</u>		
Good	77.0%	34.0%
Adequate	17.0	57.0
Inadequate	6.0	8.0
<u>Speech and Behavior</u>		
Good	55.5	43.0
Adequate	39.0	41.0
Inadequate	5.5	16.0
<u>Content of Interview</u>		
Good	65.0	26.0
Adequate	35.0	42.0
Inadequate	0.0	32.0
<u>Employability</u>		
Good	36.0	28.0
Adequate	53.0	47.0
Inadequate	11.0	25.0

Summary of Findings

Chapter IV presented the findings of the study. Each of the nine research hypotheses was introduced, along with the results of each analysis. The findings are summarized as follows:

Ho 1: Students who receive classroom instruction in how to conduct a job search will show no significant increase in their scores from the pretest to the posttest.	Rejected
Ho 2: Students who receive classroom instruction in how to write a letter of application for an advertised job will show no significant increase in their scores from the pretest to the posttest.	Rejected
Ho 3: Students who receive classroom instruction in how to write a personal resume will show no significant increase in their scores from the pretest to the posttest.	Rejected
Ho 4: Students who receive classroom instruction in how to fill out an employment application blank will show no significant increase in their scores from the pretest to the post-test.	Rejected
Ho 5: Students who receive classroom instruction in how to prepare themselves for a job interview will show no significant increase in their scores from the pretest to the post-test.	Rejected
Ho 6: Male students who receive employability-skills training will show no significant difference in their posttest scores when compared to female students who complete the same training.	Failed to be Rejected
Ho 7: Students who hold part-time jobs will not have significantly higher scores on the posttest than students who have never held a regular job.	Failed to be Rejected

- | | |
|--|-----------------------------|
| Ho 8: Students with an overall grade point average of at least 2.5 will not have significantly higher scores on the post-test than students with an overall grade point average below 2.5. | Rejected |
| Ho 9: Students enrolled in the college-bound English classes will not have significantly higher scores on the posttest than students enrolled in the regular English classes. | Failed
to be
Rejected |

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to discuss the development of the experimental program in employability skills, define the problem that was studied, discuss the methodology used to analyze the problem, summarize the findings, present conclusions drawn from the findings, and make recommendations for further research.

Development of the Program

Before a program could be developed to teach employability skills, it was necessary to establish a need for such a program. The reasons cited to show that there was a need included (1) the high unemployment rate in Michigan, which averaged over 12 percent in 1983; (2) each year 125,000 students graduate from Michigan public schools and 50.3 terminate their formal education and are available for full-time employment in a labor force that is already experiencing high unemployment; and (3) 25 percent of the students in Michigan high schools who enter the ninth grade do not graduate. Thus it is often too late to teach employability skills in the junior or senior year because many who need such training the most have left school.

Once the need was established, this information was discussed with a placement advisory committee. Its recommendation was to develop a program that would make employability skills available to all high school youths before they leave school. The committee felt that if a good employability-skills workbook could be developed, a means could then be devised for its implementation. The advisory committee reviewed ten booklets from intermediate school districts, vocational skills centers, and other high schools in Michigan. To become aware of nationally known materials, they also reviewed booklets used by the Michigan Employment Security Commission (MESC) as well as commercially prepared textbooks.

From this review the advisory committee found several common components of employability skills. They selected five, based on their experience, that would be beneficial for high school students. These were:

1. How to look for a job
2. How to write letters of application
3. How to write a personal resume
4. How to fill out application blanks
5. How to interview for a job

The advisory committee concluded that most textbooks were too broad in their coverage and that their reading level was too difficult. The MESC materials dealt with a limited number of topics, such as preparing a resume, and were for an older audience. The booklets from the intermediate schools, vocational skill centers, and high schools

were targeted for high school youths. The advisory committee found one booklet from the Branch Area Career Center that met the criteria they were looking for, and since it was public-domain material, it could be altered to meet the needs for the employability-skills program at Greenville.

The search and review of employability-skills materials began in October 1982, and the final product was printed in November 1983. The format is an 8-1/2" x 11" booklet, 56 pages in length, that covers the five areas previously listed, which were identified as important by the advisory committee.

The next step taken involved presenting the employability-skills manual, and a plan for its use, to the Greenville Board of Education to obtain their approval for implementation. This was done at the January 1984 meeting. The Board of Education approved a plan to pilot test and evaluate the outcomes to determine its effectiveness before it was fully implemented into the curriculum.

Once approval was granted by the Board of Education, it was necessary to develop the teaching materials that would be used in conjunction with the employability-skills manual.

The instructional objectives for the program were developed based on the materials contained in the employability-skills manual. Once these were available, it was possible to establish lesson plans that would carry out the objectives (a copy is included in Appendix H). A natural outgrowth of this process was the determination of the number

of days necessary to present the instruction (Appendix E lists the teaching schedule).

To determine if the program was effective, it was necessary to measure the students' knowledge before instruction took place and then again at the conclusion of the program. A search of tests in print was conducted, but due to the unique nature of the program, no test could be found. It was necessary to develop a test that would measure the effectiveness of this specific program.

Questions were written for the pretest-posttest, and then seven persons involved in job placement activities were asked to review the questions, suggest changes, and return them. The final result is the pretest-posttest instrument (Appendix G) used in this study.

To determine how much previous experience the students had had with employability skills, it was necessary to develop a student data sheet. This was done by the researcher as a simple questionnaire administered to the students before the start of the employability-skills program. Appendix F contains a copy of the Student Data Sheet.

Another instrument developed for the study was the employment evaluation form. This was the form used by the employers when they came into the classroom to conduct simulated job interviews. The form was adapted from the one used by the Michigan Educational Assessment Program (MEAP) as a pilot test on sophomores in 18 schools throughout Michigan in Fall 1983. The employment interview evaluation form is found in Appendix L.

The decision then had to be made as to which class and grade level would receive the employability-skills training. A meeting was held with the superintendent, principal, and the researcher. After much discussion of which classes all students have in common, it was decided that English was the most logical choice in which to install this program because that is where employability skills involving reading, writing, and communication are taught. The sophomore level was chosen because it is offered to students before the legal dropout age. It is also the time when students are beginning to think about looking for their first part-time job.

The next task was to recruit teachers from the English department willing to participate in the program. The researcher first met with them as a group during the preschool conferences in August. The entire program was explained to them, along with the fact that they would be supplied with the employability-skills booklets, lesson plans, supplemental materials, and the pretest-posttest. They were also informed that the Board of Education and the administration supported the program.

Once the English teachers were given an overview of the program, the researcher asked the superintendent to send a letter to the English teachers asking for their cooperation in implementing the employability-skills program into the English curriculum (Appendix A). The teachers were given all of the necessary materials and two 60-minute inservice training sessions on how to conduct the program. The

participating teachers received their inservice training from the researcher.

It became obvious that a crucial factor in the successful implementation of this program was strong administrative leadership. The success of the program also depended on strong support from the Board of Education. This support should be in the form of a written commitment. Finally, the ultimate success of such a program can only be achieved if the teachers presenting the instruction believe in it and pass this belief on to the students in the form of enthusiastic presentation of the material.

The Problem

The importance of students being able to seek and successfully obtain employment has been increasingly recognized as an important addition to the high school curriculum. Instructional materials have been developed to teach these job-seeking skills, but little has been done to determine what should be taught, at what age or grade level it should be taught, or a measure of effectiveness of the instruction at the conclusion of the program.

Therefore, this study focused on the level of student achievement after completion of five units in an experimental program for teaching employability skills to high school sophomores. These units of instruction were:

1. Looking for a job
2. Writing a letter of application
3. Writing a resume

4. Filling out an application blank
5. Conducting an interview

Purpose of the Study

The purpose of the study was to develop an effective program for teaching selected employability skills to high school sophomores and evaluating its effectiveness. To do so, special materials and procedures for their use were also devised. Related activities included (1) assessment of student needs, (2) development of goals and objectives to meet those needs, (3) development of a delivery system to carry out the goals and objectives, (4) development of specific instructional materials, and (5) assessment of the effectiveness of these activities at the conclusion of the instructional period.

Description of the Population

The 9-12 enrollment at Greenville is 1,050 students, but only grades 10-12 are housed in the high school, with the freshman class located at the middle school. Thus, for the sophomores, it is their first year in the high school building. The target population for the study was the 1984-85 sophomore class at Greenville Senior High School. The sophomore class consisted of 276 students, 139 males and 137 females.

Research Questions

There are five major research questions for which answers were sought, along with a cross-analysis of four related questions. The research questions were:

Research Question 1: Will students who complete this program be able to correctly answer written questions related to conducting a job search?

Research Question 2: Will students who complete this program be able to correctly answer written questions related to writing a letter of application?

Research Question 3: Will students who complete this program be able to correctly answer written questions related to preparing a personal resume?

Research Question 4: Will students who complete this program be able to correctly answer written questions related to filling out an employment application blank?

Research Question 5: Will students who complete this program be able to correctly answer written questions related to preparing for a job interview?

Related questions for which cross-analysis was conducted are:

Research Question 6: Will there be a significant difference in the posttest scores of the male students when compared to the female students?

Research Question 7: Will students who have held a regular job, either full time or part time, score higher on the posttest than students who have never held a regular job?

Research Question 8: Will students with an overall grade point average of at least 2.5 score higher on the posttest than students with an overall grade point average below 2.5?

Research Question 9: Will students enrolled in the college-bound English classes score higher on the posttest than students enrolled in the regular English classes?

Description of the Instruments

Since the research was an evaluative study of a new and unique program to teach employability skills at the sophomore level and the program materials covered five specific areas, it was necessary to develop and pilot test instruments to measure the effectiveness of the

program. This decision was reached after an exhaustive search of Buros's Mental Measurement Yearbooks, Buros's Tests in Print, and a review of several hundred tests available to Job Training Partnership Act recipient agencies. One test published by the College Board, entitled Employment-Seeking Skills, is an excellent test that came close to meeting the requirements for measuring the effectiveness of the program under study, but it was designed in conjunction with a booklet entitled "Guide to Employment-Seeking Skills." Thus it was not judged to adequately measure student achievement of the unique goals and objectives of the program used in this research.

The instruments that were developed and used in this study are as follows:

1. Student data sheet: a form designed to obtain information about the students' previous use of employability skills. The form asks the students if they have ever (1) filled out a job application form for an employer, (2) written a letter to an employer asking for a job, (3) prepared a personal resume, (4) interviewed for a job with an employer, or (5) worked for someone for pay. By compiling the information, the teachers have a profile of the entire class's strengths and weaknesses in the area of employability skills they are about to teach. The student data sheet was completed by the students before they took the pretest. Besides acting as a needs-assessment tool, information from the student data sheet was used in cross-comparison of the related research questions. A copy of the student data sheet can be found in Appendix F.

2. A multiple-choice pretest-posttest instrument: a 50-question multiple-choice test based on the goals and objectives covered in the content of the employability-skills manual. Ten questions were developed for each of the five topics covered in the classroom instruction. Appendix G contains the complete test booklet for the pretest-posttest.

3. Employment interview evaluation form: a form used by employers while conducting simulated job interviews. The form is based on questions used in a 1983 pilot test by the Michigan Educational Assessment Program (MEAP) on selected sophomores in Michigan to measure their career awareness, planning, and placement. Appendix L of this study contains a copy of the employment interview form used to measure the performance of a sample of students selected from the experimental group by the employers to take part in simulated job interviews.

4. School records: records containing demographic information such as grade point average (GPA) and class enrollment information used in cross-comparisons made for the related research questions of this study.

Findings and Discussion

The findings of the study are based primarily on the acceptance or rejection of the five hypotheses that dealt with the effectiveness of the experimental instructional program and the four related hypotheses that sought to determine if effectiveness could be attributed to another independent variable. In the discussion following each question, the researcher has included information that provides

insights into the findings that are not necessarily apparent from the data.

Research Question 1: Will students who complete this program be able to correctly answer written questions related to conducting a job search?

Findings: The t-test yielded a t-value of 7.09, which is significantly higher than the table value of 1.960 at the .05 probability level. Thus, the null hypothesis was rejected.

Discussion: There were ten questions on the pretest-posttest instrument to measure knowledge about how to conduct a job search. Classroom instruction included learning about the different methods students could use to seek jobs that were available. The mean score on the posttest for the experimental group was 7.03. This was significantly higher than the 5.48 the same group scored on the pretest. The need for the inclusion of job-search skills was cited earlier in a dissertation by Walker (1980), a study by Wegmann (1977), and research conducted by Wircenski et al. (1982), related to providing such instruction at the high school level.

Research Question 2: Will students who complete this program be able to correctly answer written questions related to writing a letter of application?

Findings: The t-test was used to determine if a significant difference existed between the pretest and posttest scores. A t-value of 9.34 was the result. This was significantly higher than the table value of 1.960 at the .05 probability level. Thus, the null hypothesis was rejected.

Discussion: There were ten questions on the pretest-posttest instrument to measure knowledge about how to write a letter of application. Classroom instruction included learning about what should be included in a letter of application, and then each student was required to write a letter of application for an advertised job. The mean score on the posttest for the experimental group was 7.33. This was significantly higher than the 5.29 mean score the same group scored on the pretest. The need for the inclusion of instruction in how to write a letter of application was cited earlier in research conducted by Stephen et al. (1979).

Research Question 3: Will students who complete this program be able to correctly answer written questions related to preparing a personal resume?

Findings: The t-test was used to determine if a significant difference existed between the pretest and posttest scores. A t-value of 9.14 was the result. This was significantly higher than the table value of 1.960 at the .05 probability level. Thus, the null hypothesis was rejected.

Discussion: There were ten questions on the pretest-posttest instrument to measure knowledge about preparing a personal resume. Classroom instruction included learning about what should be included in a personal resume, and then each student was required to develop his own resume. The mean score on the posttest was 8.94 for the experimental group. The pretest score was 6.95, which was higher than any of the two previous pretests discussed.

Perhaps the questions were too transparent or the correct answer was too obvious. Classroom instruction did show a significant increase in the posttest scores, however. The need for including a knowledge of preparing a personal resume was cited in the literature review from research conducted by Stephen et al. (1979), Knouse et al. (1979), and instructional materials prepared by Littrell (1984), Gooch et al. (1979), and Goodman et al. (1984).

Research Question 4: Will students who complete this program be able to correctly answer written questions related to filling out an employment application blank?

Findings: The t-test was used to determine if a significant difference existed between the pretest and posttest scores. A t-value of 12.48 was the result. This was significantly higher than the table value of 1.960 at the .05 probability level. Thus, the null hypothesis was rejected.

Discussion: There were ten questions on the pretest-posttest instrument to measure knowledge about filling out an employment application. Classroom instruction included learning proper techniques for filling out employment applications, completing two trial applications, and then filling out an application for a job with an area employer.

The mean score on the posttest was 8.18 for the experimental group. The pretest score for the same group was 5.65. Thus, classroom instruction was effective for teaching students how to fill out employment applications. The need for including a knowledge of filling out employment applications was cited in the literature review from

instructional materials prepared by Blackledge et al. (1975), Littrell (1984), and Goodman et al. (1984).

Research Question 5: Will students who complete this program be able to correctly answer written questions related to preparing for a job interview?

Findings: The t-test was used to determine if a significant difference existed between the pretest and posttest scores. A t-value of 9.77 was the result. This was significantly higher than the table value of 1.960 at the .05 probability level. Thus, the null hypothesis was rejected.

Discussion: There were ten questions on the pretest-posttest instrument to measure knowledge about preparing for a job interview. Classroom instruction included learning how to dress for an interview, what to take to the interview, questions to ask during the interview, how to follow up after an interview, and a chance to observe or participate in a simulated interview with an employer.

The mean score on the posttest, for the experimental group, was 8.86. The pretest score for the same group was 7.14. The pretest score was the highest of all of the research questions, but a similar result was obtained by MEAP researchers in Fall 1983 when they tested sophomores from 18 schools across Michigan. They concluded that a knowledge of how to interview does not necessarily mean they can perform well in an actual interview. In this research, classroom instruction on job interviews was effective. The literature is rich with research that has cited the importance of teaching job-interview

skills. Cited in the literature review was research by Cissna and Carter (1982), Young and Beier (1977), and Hennington (1983).

Research Question 6: Will there be a significant difference in the posttest scores of the male students when compared to the female students?

Findings: There were 64 males and 57 females in the experimental group. An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. Since none of the five F-values reached 3.92, the null hypothesis failed to be rejected. It can thus be stated that the sex of the participants did not affect how they scored on the posttest.

Discussion: The researcher was interested in knowing if gender had an effect on how well the students scored on the posttest. The male students scored slightly higher on job search and preparing a resume, while the female students scored slightly higher on the other three variables. Table 13 gave a complete breakdown of the mean scores for both groups.

Research Question 7: Will students who have held a regular job, either full time or part time, score higher on the posttest than students who have never held a regular job?

Findings: There were 32 students who reported they were presently working for pay and 89 who said they were not. An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. Since none of the five F-values reached 3.92, the null hypothesis failed to be rejected. It can thus be stated that the

employment status of the participants had no effect on how well they scored on the posttest.

Discussion: Since more than one-third of the students reported they were working for pay, the researcher was interested in knowing if there would be an effect on their posttest scores. The mean scores for the students working were slightly higher on all of the variables except completing an application. Table 15 gave a complete breakdown of the mean scores for both groups.

Research Question 8: Will students with an overall grade point average of at least 2.5 score higher on the posttest than students with an overall grade point average below 2.5?

Findings: There were 59 students whose grade point average was at least 2.5 or higher and 62 students whose grade point average was below 2.5. An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. All of the variables except job search exceeded the F-value of 3.92. Since the other four variables exceeded 3.92, the null hypothesis was rejected. It can thus be stated that the grade point average of the participants had an effect on how well they scored on the posttest.

Discussion: One purpose of the study was to find out if the academic standing of the students would have an effect on how well they did on the posttest. On all five variables, the students with a grade point average of at least 2.5 or more had a higher mean score on the posttest than students with a grade point average less than 2.5. Table 17 listed the mean scores for both groups.

Research Question 9: Will students enrolled in the college-bound English classes score higher on the posttest than students enrolled in the regular English classes?

Findings: There were 60 students enrolled in the college-bound English classes and 61 students enrolled in the regular English classes. An analysis of variance was conducted on each of the pairs for the five variables. It was necessary to have an F-value of 3.92 or higher to reject the null hypothesis. All of the variables except conducting a job interview were less than 3.92. Since the other four variables did not exceed 3.92, the null hypothesis failed to be rejected. It can thus be stated that being enrolled in a college-bound English class alone had no effect on how well the students performed on the posttest.

Discussion: This question may appear as though it is measuring the same variable as Question 8, but at Greenville High School students may choose the college-bound English curriculum or the regular English curriculum without a grade point average requirement. In examining the students, the English class in which they were enrolled, and their grade point average, this was often the case. Many students with a GPA higher than 2.5 were in the regular English classes, and many students with a GPA of 2.5 or below were enrolled in the college-bound English class. The mean scores of the students enrolled in the college-bound English classes were higher on all variables except job search, and the only significant difference was in conducting a job interview. Table 19 listed the mean scores for both groups.

Simulated Employment Interviews

Besides the posttest, students in the experimental group were given the opportunity to put their knowledge into practice on a simulated employment interview. Each of the six classes in the experimental group was given a different employer; they were given a simulated newspaper ad (Appendix J) and an actual copy of that employer's application blank (also in Appendix J). Each student completed the application blank, and they were returned to the employer. The employer reviewed all of the applications and selected three to be interviewed by the employer in front of the rest of the class. The only instructions the selected students were given before the interview are those found in Appendix K.

The employers rated the students on the interview using the evaluation form in Appendix L, which contains the same questions and rating scale used by a MEAP pilot test in September 1983 on sophomores in Michigan who did not have employability-skills training. The results were significantly higher in all four categories. Students who received training in how to conduct an employment interview scored much higher on their personal appearance at the interview, had slightly better speech and eye contact with the interviewer, provided more information to the employer, and were judged slightly more employable than students without classroom training.

Summary of Findings

Chapter IV presented the findings of the study. Each of the nine research hypotheses was introduced, along with the results of each analysis. The findings are summarized as follows:

- | | |
|--|-----------------------------|
| Ho 1: Students who receive classroom instruction in how to conduct a job search will show no significant increase in their scores from the pretest to the posttest. | Rejected |
| Ho 2: Students who receive classroom instruction in how to write a letter of application for an advertised job will show no significant increase in their scores from the pretest to the posttest. | Rejected |
| Ho 3: Students who receive classroom instruction in how to write a personal resume will show no significant increase in their scores from the pretest to the posttest. | Rejected |
| Ho 4: Students who receive classroom instruction in how to fill out an employment application blank will show no significant increase in their scores from the pretest to the post-test. | Rejected |
| Ho 5: Students who receive classroom instruction in how to prepare themselves for a job interview will show no significant increase in their scores from the pretest to the post-test. | Rejected |
| Ho 6: Male students who receive employability-skills training will show no significant difference in their posttest scores when compared to female students who complete the same training. | Failed
to be
Rejected |
| Ho 7: Students who hold part-time jobs will not have significantly higher scores on the posttest than students who have never held a regular job. | Failed
to be
Rejected |

Ho 8: Students with an overall grade point average of at least 2.5 will not have significantly higher scores on the post-test than students with an overall grade point average below 2.5.	Rejected
Ho 9: Students enrolled in the college-bound English classes will not have significantly higher scores on the posttest than students enrolled in the regular English classes.	Failed to be Rejected

Conclusions

The results of this study indicated that:

1. This experimental employability-skills program for teaching high school sophomores how to conduct a job search, write a cover letter, prepare a personal resume, fill out employment applications, and interview for a job was effective.
2. Employability skills can be effectively taught to all high school sophomores whether in a college-bound, general, or vocational curriculum.
3. Employability skills can be effectively taught by English teachers as a part of their regular English curriculum with a minimum amount of additional training.
4. Employability skills can be taught equally well to both male and female sophomore students in the same instructional program.
5. Employability-skills training is of importance to both high school sophomores who have had work experience and those who have not.
6. It is reasonable to assume that students who are above average in their overall school performance will do better in an

employability-skills training program than those students whose overall school performance is below average.

7. The sophomore year is not too early to begin employability-skills training. These students not only are eager to learn the materials, but they can demonstrate the effectiveness of that instruction through multiple-choice tests and simulated job interviews.

8. To successfully implement the employability-skills training program, it is necessary to have strong board of education and administrative support, a dedicated initiator who will coordinate the implementation, and English teachers who understand the program and enthusiastically deliver it to the students.

Recommendations for Further Research

Based on the results of this study, the following recommendations for further research are made:

1. It is recommended that the research be replicated with populations from different geographic locations and with larger and smaller school districts.

2. It is recommended that the employability-skills program be implemented and researched within curriculum areas other than English.

3. It is recommended that the pretest-posttest instrument used during the study be examined to determine if students who perform well on the written test can, in fact, perform that activity.

4. It is recommended that the pretest-posttest instrument be researched to determine if questions regarding preparing a personal

resume are transparent and/or whether better questions and distractors could be prepared.

5. It is recommended that further research be conducted to determine the effectiveness of simulated job interviews using trained interviewers versus using area businesspersons.

6. It is recommended that a follow-up study be conducted one to two years from now on a sample from the experimental and control groups to measure long-term effectiveness of the employability-skills training program.

Discussion

Teaching employability skills to high school youths is important in the 1980s. There has been much interest by the state and federal government in offering this training to minorities and the economically disadvantaged. State departments of education include units on employability skills in the vocational curriculum. It has been demonstrated that the need is there, but little has been done to demonstrate how this need can be met so that employability-skills instruction is available to all high school youths. The purpose of this research was to develop an effective program, to implement it in the high school curriculum, and to demonstrate its effectiveness at the sophomore level using the English teachers as the instructors.

The child labor laws allow minors to work, beginning at the age of 14, with certain restrictions on hours and jobs they may perform. When a minor reaches the age of 16, the child labor laws allow an increase in how late he may work at night and the types of jobs he may

perform. The typical high school sophomore is 15 years old during most of the academic year, with thoughts of getting a job in the minds of most.

The researcher provided copies of the student data sheet (Appendix F) to some of the smaller surrounding schools to see if their answers were consistent with those of the students in Greenville. The results closely paralleled those of the Greenville sophomores. Male sophomores apply for employment at a rate of 2:1 compared to the females, while neither the males nor the females had written letters of application or completed personal resumes. This was not too surprising since the types of first jobs they would seek may not require it.

Once the need was established, it was necessary to have the English teachers realize they were the most logical ones to deliver the instruction. This was accomplished when, through a request by the board of education, the English teachers agreed to try out the materials on a pilot basis.

Instruction was given to the regular English classes during Spring 1984, and the students' enthusiasm for the materials was enough to convince the English teachers to implement the program on an experimental basis this year and test its effectiveness.

The employability-skills training program will become a part of the regular English curriculum at Greenville High School for all sophomores as a result of this research. Before the instructional program is implemented in all of the English classes next year, a few changes will be made:

1. The instructional unit on conducting a job search was presented in one and one-half class periods. This is an important part of the employability-skills instruction, so one more day will be added and the instructional materials for that unit will be rewritten and clarified.

2. The instructional program was presented between Thanksgiving and Christmas. Serious consideration will be given to offering the instruction in late September and early October next year.

3. The ten questions about personal resumes will be reviewed and rewritten where appropriate. The students had said they knew the least about resumes, yet on the pretest they scored very well.

4. The unit on employment interviews was very well received by both the students and the employers. Of the 18 students selected by the employers to take part in the personal interviews, only one expressed any concern about wanting to participate. A change or addition for next year will include having one or two of the students interview in the employer's business as well as doing the interviews in class.

5. The English teachers would like to devote one class period to simulated job interviews before the employers come into the classes. In the research this was recommended, but time did not permit this in all of the classes.

6. All of the simulated job interviews with the students were videotaped, but the microphone was on the camera about eight feet away,

so the voice pickup was not always good. There will be a microphone on the desk between the two participants next year.

The research study had many positive outcomes, which makes it worth considering for implementation in the curriculum of any high school. Some of these outcomes are:

1. Interest is high at the sophomore level to study the proper ways to prepare for and seek employment.

2. Instruction is provided to all high school sophomores by teachers trained in reading, writing, and communication skills.

3. Instruction is provided to all students before they reach the legal age to drop out of school, which may make some realize more education and/or training is required for employment.

4. The student data sheet filled out by the students before instruction begins allows the teacher to identify the areas in which students need more instruction, as well as to identify if each student has an occupational goal.

5. The pretest-posttest instrument allows the teacher to measure the effectiveness of instruction and allows students to recognize how much they have learned.

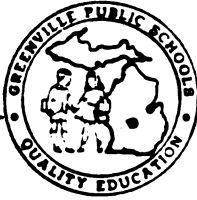
6. Once the employability-skills instruction is complete, each student has a good job-search file containing samples of his resume, letters of application, and application blanks he can use and revise when he starts a job search.

7. An employability-skills instructional program creates much interest and cooperation from area employers who employ teenagers.

APPENDICES

APPENDIX A

LETTER TO ENGLISH TEACHERS FROM THE SUPERINTENDENT



Greenville Public Schools

616 W CASS STREET / GREENVILLE, MI 48838 / 616 764-3686

ELMER J. RUSSELL
Superintendent

ROBERT N. RADUNZEL
Assistant Superintendent

JERRY L. CUSHMAN
Administrative Assistant

September 12, 1984

Copy to: Pamela Gress
David Hannah
Kent Ingles
Joanne Kroodsmo

Mr. Thomas Schmiedicke
Greenville High School

Dear Tom:

Eldon Horton has given me an update on plans to present the Employability Skills Unit of Instruction to 10th grade students in their English classes.

My guess would be that the vast majority of students will find the unit of instruction very interesting and really get into the activities.

I think we can all agree that the employability skills information is something that all students should have before they leave High School. Whether a student is college bound or not doesn't make a difference because everyone has to apply for a job and be interviewed.

I wish to thank you for taking time to study the material and for incorporating this valuable information into your course of study.

Sincerely,

Elmer J. Russell

EJR/nls

CC: Mr. Thomas Matchett
Mr. Eldon Horton

P.S. As a point of information, my son Steve who is a senior in Computer Science at Michigan State University just mentioned to me the other day that sometime in October he would like to have me help him write a resume and go over possible interview questions he may be asked when he begins his job interviews around February.

Better Schools Build Better Communities

APPENDIX B

LIST OF TOPICS CONSIDERED EMPLOYABILITY SKILLS

EMPLOYABILITY SKILLS

1. Knowing yourself
2. Determining your job goals
3. How to search for a job
4. Developing a resume
5. Contacting employers by letter or phone
6. Filling out employment applications
7. Handling the job interview
8. Choosing and keeping a job
9. What is expected of an employee by an employer
10. Fringe benefits, withholdings, etc.
11. Job promotion and advancement
12. How to terminate a job
13. How to handle being fired. Learn from it.

APPENDIX C

LETTER TO PANEL OF EXPERTS WHO
VALIDATED THE TEST INSTRUMENT

September 18, 1984

Thank you for taking the time to review the questions on Employ-ability-Skills. There are five sections to the test with ten questions in each section for a total of fifty questions.

Please read each question carefully and based on your expertise, determine if it meets the following criteria:

1. Is the question stated clearly?
2. Are the distractors believable?

If you answer no to either of these questions then indicate:

1. How the question could be changed to improve its clarity or
2. What distractors or the correct answer should be changed to improve the question.

After you have completed your review of the test items place them in the self addressed stamped envelope along with your name, title and address. Please return to me by September 28, 1984.

If you would like a copy of the completed test let me know and I will send it to you.

Again, thank you for your assistance in this review.

Sincerely,

Eldon A. Horton
Vocational Director

APPENDIX D

**PANEL OF EXPERTS AND THEIR
GEOGRAPHIC LOCATIONS**

The following panel of experts reviewed the Employability-Skills pretest-posttest. The changes they suggested were incorporated into the final draft of the test booklet.

MR. ALLEN KOHN
CEPD 22 COORDINATOR
MONTCALM AREA CAREER CENTER

MR. KEN PLAS
COORDINATOR OF PLACEMENT SERVICES
KENT SKILLS CENTER

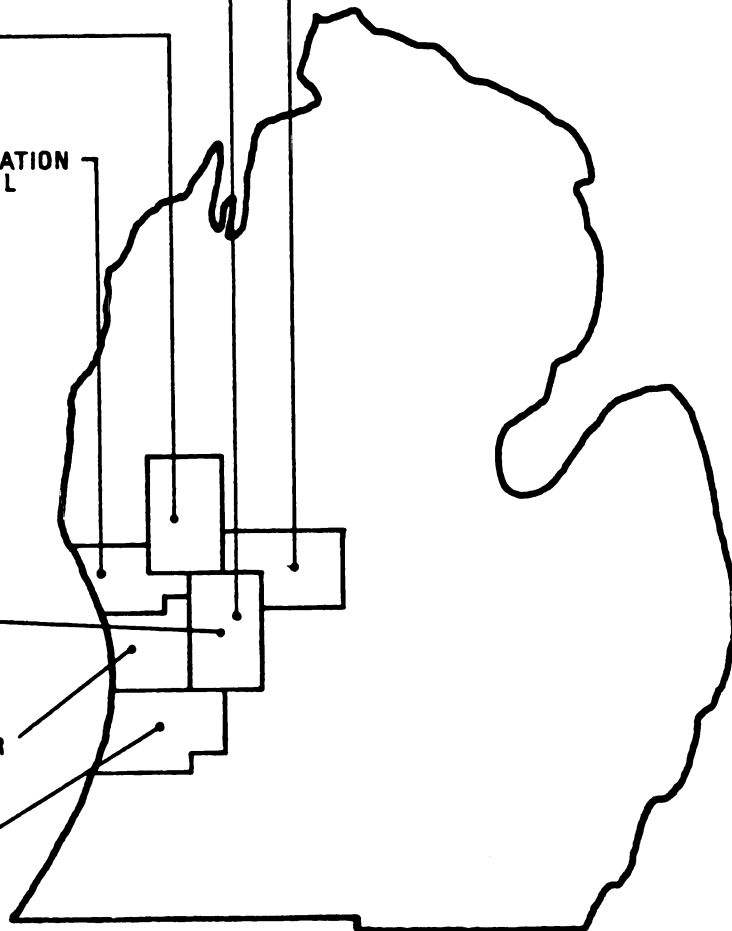
MR. RON McNALLY
PROGRAM COORDINATOR
NEWAYGO COUNTY AREA
VOCATIONAL CENTER

MR. GARY S. MARTIN
DIRECTOR OF VOCATIONAL EDUCATION
MUSKEGON INTERMEDIATE SCHOOL
DISTRICT

MS. PAT BAKER
PLACEMENT SPECIALIST
WYOMING PUBLIC SCHOOLS

MS. KATHY FEYT
AREA PLACEMENT COORDINATOR
OTTAWA AREA CAREER CENTER

MR. JIM HOLLAND
VOCATIONAL DIRECTOR
ALLEGAN PUBLIC SCHOOLS



APPENDIX E

TIME SCHEDULE FOR TEACHING EMPLOYABILITY SKILLS

Time Schedule for Teaching Employability-Skills Program

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1				Student Data Form and PRETEST	Overview and Job Search
WEEK 2	Job Search Techniques		Letters of Application		Writing Personal Resumes
WEEK 3	Writing Personal Resumes		Filling Out Job Applications		Job Interview Techniques
WEEK 4	Job Interview Techniques	Simulated Job Interviews	POSTTEST and Summary		

APPENDIX F

STUDENT DATA SHEET

STUDENT DATA SHEET

Name _____ Date _____

English class _____ Teacher _____ Class Period _____

Sex: M _____ F _____ Birth Date _____

YES NO

- ____ 1. Have you ever filled out a job application form for an employer?
- ____ 2. Have you ever written a letter to an employer asking for a job?
- ____ 3. Have you ever prepared a personal resume?
- ____ 4. Have you ever interviewed for a job with an employer?
- ____ 5. Have you ever worked for someone for pay (excluding babysitting and your parents)?
- ____ 6. Are you presently working for pay? If yes, who is your employer? _____

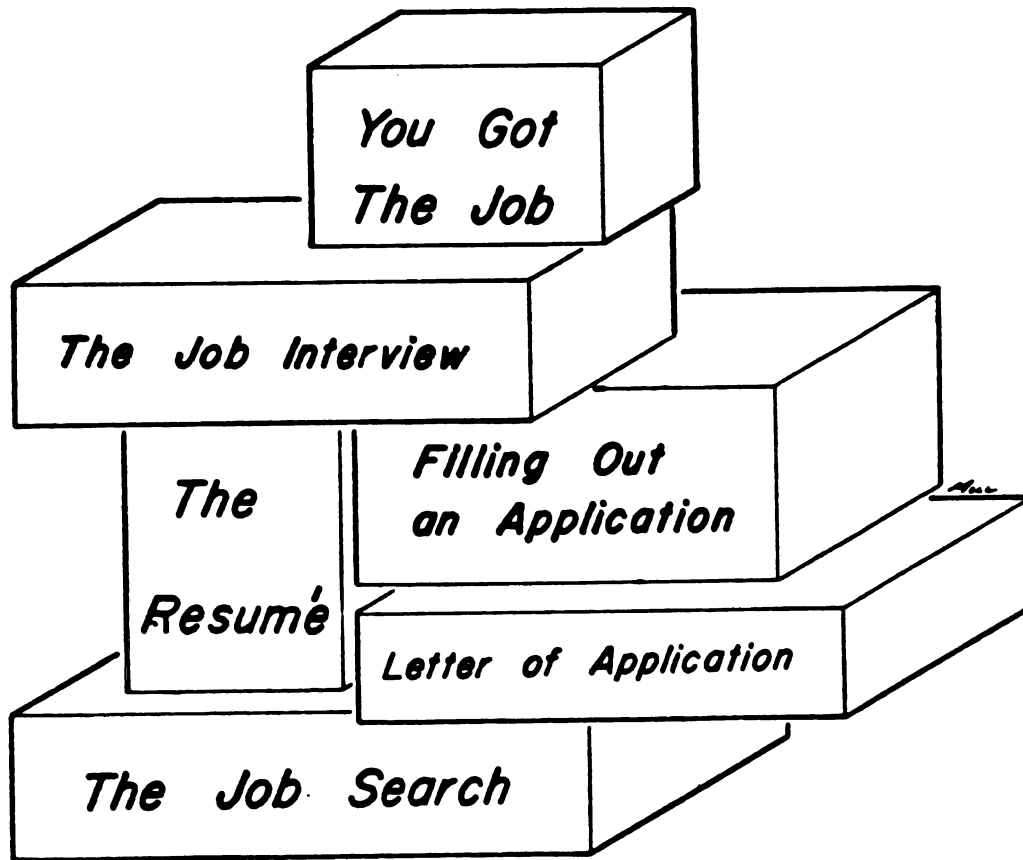
Please complete the following statement:

When I graduate from high school, I plan _____

APPENDIX G

PRETEST-POSTTEST INSTRUMENT

EMPLOYABILITY SKILLS TEST



ELDON A. HORTON
DIRECTOR OF VOCATIONAL EDUCATION

Greenville Senior High School
111 North Hillcrest Street
Greenville, Michigan 48838

STUDENT INSTRUCTIONS

The questions in this booklet were designed to help reveal your skill and knowledge in five selected areas of seeking employment. These areas are:

1. Where and How to Look for a Job
2. How to Write a Letter of Application
3. How to Write a Resume
4. How to Fill Out an Application Blank
5. How to Conduct a Job Interview

Before beginning the booklet, be sure you understand the instructions. If you have any questions ask your teachers.

1. Print your name, your teacher's name, and the hour on the answer sheet.
2. Read each question carefully and then select the best answer from the four choices listed.
3. There is no penalty for guessing. Therefore, you are encouraged to make a best guess on questions about which you are uncertain.
4. Each question has four choices. They are labeled A, B, C, and D. When you have selected the best answer, darken in the correct space on your answer sheet. For example, if the best answer for question 1 is "B" you would mark it as follows:

1. A B C D
 () () () ()

5. If you wish to change an answer, make certain you erase your first mark completely.
6. Mark only one answer for each question, and please do not write on the test booklet.

1. Your completed application form reflects you; therefore you should:
 - A. Have a friend or parent fill it out for you
 - B. Provide your best guess for answers you do not know.
 - C. Not fill in sections that may make you look bad.
 - D. Answer every question--Put NA in blanks that do not apply
2. One disadvantage of sending out letters of application is that you may:
 - A. Receive several job offers
 - B. Never hear from the employer
 - C. Receive an invitation to interview
 - D. Make a positive impression on the employer
3. During an interview you will have the opportunity to throw the "hook." This means:
 - A. You catch the interviewer in a mistake
 - B. You ask the interviewer when you may hear from him
 - C. You tell the interviewer you need the job
 - D. You ask the interviewer how much the job pays
4. All of the following are public employment agencies except:
 - A. Michigan Employment Security Commission
 - B. High School Placement Office
 - C. Public Library
 - D. Community College Placement Office
5. The length of a resume is important. Most authorities agree that it should be:
 - A. One-half page in length
 - B. One page in length
 - C. Two pages in length
 - D. Three pages in length
6. You should do all of the following in preparation for an interview except:
 - A. Find out what the company does
 - B. Find out with whom you will be interviewing
 - C. Get a good night's sleep
 - D. Take a friend for moral support
7. In a recent survey conducted by the Bureau of Labor Statistics, new employees were asked, "How did you get this job?" The most frequent response (36.9%) was:
 - A. I answered a newspaper advertisement
 - B. From a state employment service
 - C. I applied directly to the employer
 - D. From the school placement office

8. An application blank is a formal request to be considered for a job. Where is the best place to obtain an application?
 - A. Your school counselor
 - B. The Michigan Employment Security Commission
 - C. The potential employer
 - D. Friends and relatives
9. Based on the information below, which applicant was hired after the interview?
 - A. Applicant A told about the four jobs she had in the past six months
 - B. Applicant B asked several good questions about the job
 - C. Applicant C apologized for being ten minutes late for the interview
 - D. Applicant D unfolded his application and smoothed it out for the interviewer
10. A letter of application should include all of the following except:
 - A. Tell exactly what position you are applying for
 - B. Sell yourself personally
 - C. Three references and their addresses
 - D. Ask for an interview at their convenience
11. All of the following statements except one describe characteristics of a good letter of application.
 - A. The letter is neat and typed
 - B. There are no misspelled words
 - C. Your social security number is included
 - D. The writer uses good grammar
12. To be offered a job, it is important to have a positive interview. All of the following are positive things you can do except:
 - A. Thank the interviewer for the interview
 - B. Introduce yourself and tell the position you are applying for
 - C. Be polite when asking for an ashtray
 - D. Keep an attentive, relaxed posture
13. If an application blank asks about your military background and you have never been in the service, you should:
 - A. Write "Too young for military service"
 - B. Write N/A on the line
 - C. Leave that section blank
 - D. Give the data of parent's military service

14. The main purpose for sending out a letter of application is:
- A. To establish contact with an employer which may lead to a job
 - B. To inform employers of your intent to stop and see them
 - C. To provide an employer with a detailed work history
 - D. To show the employer you are interested and businesslike
15. Resumes are used in all of the following situations except:
- A. When sending out a letter of application
 - B. When completing a job application
 - C. Left with an employer after an interview
 - D. Left with friends to give to their employers
16. Acme Paint Company)
111 N. Maple St.)
355-711) is an example of:
Counter Sales Help)
Contact Ron Smith)
- A. A job lead
 - B. A job search
 - C. An action plan
 - D. A public agency
17. An example of a poor resume is one that is:
- A. Neat and organized
 - B. Typed with no erased words
 - C. Accurate in spelling and grammar
 - D. Three to four years old
18. Once you have decided you want a job and begin a systematic search, this may be referred to as:
- A. A resume
 - B. A plan of action
 - C. A job lead
 - D. An interview
19. After an interview that you think you did well in, you should:
- A. Call the president of the company and ask for a second interview
 - B. Quit your current job so you are ready to move
 - C. Wait by the phone until they call
 - D. Send a thank-you letter to the interviewer
20. A letter of application is:
- A. An important first impression
 - B. An employer's invitation for an interview
 - C. Supplied by the Michigan Employment Security Commission
 - D. Used when a personal interview is not possible

21. An employment interview:
- A. Is usually conducted over the telephone
 - B. Is often taken care of with an application
 - C. Is conducted in person with the employer
 - D. Is the least important part of the job search
22. A good resume contains two or three references. Good references include all except:
- A. Former employers
 - B. Teachers and counselors
 - C. Parents and friends
 - D. Ministers
23. A letter of application may also be referred to by all of the following names except:
- A. Employment letter
 - B. Letter of inquiry
 - C. Cover letter
 - D. Letter of intent
24. Evidence suggests that a good resume used in combination with an application or letter of application will improve your chances at getting:
- A. A job interview
 - B. A job
 - C. A job lead
 - D. A job referral
25. Which of the following is least important when looking for a job?
- A. What type of job you would like
 - B. How far away from your home the job is
 - C. Friends', neighbors', and relatives' help
 - D. The fringe benefits
26. An application blank will ask what job you are applying for. The best response is:
- A. To write anything, showing you are flexible
 - B. To write open, meaning whatever job is available
 - C. To write down a general field of employment
 - D. To write down a specific job by name
27. References are people who will say something good about you. Before listing someone as a reference you should:
- A. Tell them what job you are applying for
 - B. Ask for their permission
 - C. Check their employment record
 - D. Tell them your life story

28. A letter of application is usually sent:
- A. To public employment offices
 - B. To private employment offices
 - C. To potential employers
 - D. To neighbors, relatives, and friends
29. Which of the following is not necessary as part of a job lead?
- A. The company name
 - B. The telephone number
 - C. The starting wage
 - D. The contact person
30. Most interviewers decide whether or not they are going to hire you:
- A. Within the first three minutes of the interview
 - B. After they have read your resume
 - C. Only after they have interviewed everyone
 - D. After they confer with the president of the company
31. The best source of information on who is hiring whom is:
- A. The yellow pages of the telephone directory
 - B. Ask friends, neighbors, and relatives
 - C. The local trade unions
 - D. The local newspaper "Help Wanted" ads
32. During the interview you should do all of the following except:
- A. Keep good eye contact with your interviewer
 - B. Tell the interviewer what was wrong with your old boss
 - C. Ask questions about the job
 - D. Tell the interviewer you are anxious to hear from him
33. Which item is not necessary to include in your resume?
- A. Education
 - B. Expected wages
 - C. Address and telephone number
 - D. Previous employment
34. Rarely does someone call and ask you to work. You have to get out and dig up your own job leads. You will obtain results the fastest if you:
- A. Spend some time each day on the search
 - B. Check employers once a week
 - C. Leave your name with a counselor
 - D. Have friends look for you

35. When an application blank asks, "salary desired" and you do not know what the job pays, the best answer would be:
- A. Not sure
 - B. Anything
 - C. The going rate
 - D. Open
36. Good resumes include all of the following except:
- A. Up-to-date information
 - B. Are easy to read
 - C. Sex, age, and religious affiliation
 - D. Are very much to the point
37. All of the following are typical questions an employer may legally ask during an interview except:
- A. What previous jobs have you held?
 - B. What is your marital status?
 - C. What was your favorite subject in school?
 - D. What can you offer the company?
38. An application blank asks for several categories of information about you. Which of the following statements is incorrect?
- A. There are certain questions an employer cannot legally make you answer.
 - B. Do you worry about the accuracy of the information; employers rarely check.
 - C. If you cannot spell a word, select another with the same meaning.
 - D. Be as specific as possible with all your answers.
39. Which statement best describes a letter of application?
- A. Usually takes the place of a company application
 - B. May be your first contact with a prospective employer
 - C. It is in the form of a handwritten note
 - D. Usually is required by personnel offices
40. In a good letter of application you tell the potential employer exactly what position you are applying for at:
- A. The end of the letter
 - B. The middle of the letter
 - C. The beginning of the letter
 - D. In the attached resume

41. A letter of application is used in response to all of the following newspaper ads except one:
- A. A newspaper ad with a post office box number
 - B. A newspaper ad with the company address
 - C. A newspaper ad with the company telephone number
 - D. A newspaper ad with a request for interested person to send a resume
42. On an application blank where it asks "reason for leaving previous employment," which of the following should be stated differently?
- A. Laid off
 - B. Better opportunity
 - C. Make mistakes
 - D. Still employed
43. How you dress for an interview is important. All of the following articles of clothing are considered acceptable except:
- A. Clean, polished shoes
 - B. Clean, pressed slacks or skirt
 - C. Brightly colored T shirts
 - D. Sports coat or blazer
44. Resumes are also referred to as:
- A. Personal data sheets
 - B. Letters of application
 - C. Work records
 - D. Employment applications
45. Which one of the following statements is incorrect?
- A. A job lead is information about a job opening.
 - B. A job search is actually contacting potential employers.
 - C. A job interest is the type of job you would like.
 - D. A job possibility is the job you are offered.
46. All of the following statements about filling out an application blank are true except:
- A. Follow all directions on the application blank.
 - B. Carry a filled-out sample application with you as a "cheat sheet."
 - C. Always print in ink on the application.
 - D. Make sure you blotch out all mistakes completely.

47. Evidence suggests that most employers prefer potential employees:
- A. Call to see if there are any job openings
 - B. Stop at the business to request a job application
 - C. Write the company asking for an application
 - D. Send friends or parents to pick up an application
48. One of the first things you will be asked to do when you are looking for a job is to fill out an application blank. From this application employers determine:
- A. Your weaknesses
 - B. Which applicants will be interviewed
 - C. Who will work for the least money
 - D. Who will be hired
49. A resume is:
- A. A job application form
 - B. A letter of application
 - C. A presentation of you on paper
 - D. An action plan for a job search
50. When an application blank asks, "What special skills or abilities do you have to offer?" the best response would be to:
- A. Write a short sentence that reflects a good image of you.
 - B. Leave it blank if you cannot think of any.
 - C. Draw a line through the question.
 - D. Put down what you think the employer wants to hear.



Name _____

Teacher _____

Hour _____

EMPLOYABILITY SKILLS TEST

- | | | |
|---|---|---|
| 1. A B C D
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 21. A B C D
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 41. A B C D
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> |
| 2. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 22. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 42. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> |
| 3. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 23. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 43. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> |
| 4. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 24. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 44. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 5. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 25. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> |
| 6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 26. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> |
| 7. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 27. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> |
| 8. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 28. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> |
| 9. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 29. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 49. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> |
| 10. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 30. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 50. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 11. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 31. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 12. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | 32. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 13. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 33. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 14. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 34. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 15. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | |
| 16. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 36. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | |
| 17. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 37. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 18. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | 38. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 19. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | 39. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | |
| 20. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 40. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> | |

APPENDIX H

GOALS, OBJECTIVES, AND LESSON PLANS FOR

THE EMPLOYABILITY-SKILLS PROGRAM

Goals and Objectives of the Employability-Skills Training

Upon completion of the instruction the students will be able to:

1. List a minimum of three sources to contact when looking for a job.
2. Write a good letter of application.
3. Write a resume which includes their background and experience.
4. Fill out an employment application blank neatly and accurately.
5. Prepare for and conduct a job interview.

Goal One: The student will be able to identify sources to contact when looking for a job.

Objectives necessary to attain the goal:

1. Given the materials in the first chapter of the Employability Skills Manual, the student will be able to list three sources to contact when looking for a job with 100 percent accuracy.
2. Given a copy of the newspaper want ads, a list of area employers, a piece of paper to list friends and relatives that may know of job openings, the student will be able to list three job leads with 100 percent accuracy.
3. Given the materials from objective one and two, the student will be able to set up a day long plan of action for a job search that will show activities between 9:00 a.m. and 5:00 p.m.. The plan will be entered on page 8 of the Employability Skills Manual.

Goal Two: The student will be able to complete a letter of application.

Objectives necessary to complete the goal:

1. Given the materials in the second chapter of the Employability Skills Manual, the student will be able to tell why a letter of application is important. The parts that make up a good letter of application, with 80 percent accuracy.
2. Given two letters of application and the criteria a potential employer might use when reading them, the student will be able to evaluate the letters, with 80 percent accuracy.
3. Given the exercise completed in chapter one and the application checklist on page 17, the student will be able to write a good letter of application as measured by the criteria in objective two.

Goal Three: The student will be able to write a resume which includes their educational background and experience.

Objectives necessary to complete the goal:

1. Given the materials in chapter three of the Employability Skills Manual, the student will be able to tell what a resume is, what should be included, and the use of a resume, with 80 percent accuracy.
2. Given two samples of resume, and a resume checklist on page 25, the student will be able to identify the parts of a good resume with 100 percent accuracy.
3. Given the information on selecting references for a resume, the student will identify and list three references, their occupations, addresses and telephone numbers which will meet the criteria for selecting references.
4. Given two blank resume formats and the resume checklist, the student will complete the resumes so that they meet the criteria on the checklist for a good resume.

Goal Four: The student will be able to fill out an employment application blank neatly and accurately.

Objectives necessary to complete the goal:

1. Given the materials in chapter four of the Employability Skills Manual, the student will be able to list five things that make-up a properly filled out employment application blank with 100 percent accuracy.
2. Give two completed employment applications and the evaluation form on page 33, the student will be able to evaluate the two applications with 80 percent accuracy.
3. Given a blank employment application and the evaluation form on page 33, the student will be able to complete the application so that it is neat and complete.

Goal Five: The student will be able to prepare for and conduct a job interview.

Objectives necessary to complete the goal:

1. Given the materials in chapter five of the Employability Skills Manual, the student will be able to list five questions that may be asked of them during an interview with 100 percent accuracy.
2. Given the materials in chapter five of the Employability Skills Manual, the student will be able to list five tips that will be helpful during the interview, with 100 percent accuracy.
3. Given the materials in chapter five of the Employability Skills Manual, the student will tell what a follow-up letter after the interview is and two things that should be included in it with 80 percent accuracy.
4. Given the interview checklist on page 50 of the Employability Skills Manual, the student will be able to tell why they are important, if called upon to do so.

LESSON 1. Where and How to Look for a Job

Objectives:

1. Students will be able to identify sources to contact when looking for a job.
2. Students will be able to develop their own plan of action.

Time:

Two class periods

Directions: Introduce employability-skills to the students covering pages 1-6

1. Discuss each of the sources and which is the most effective and why. (show samples)
2. Discuss parts of a job lead on page 6.
3. Have students complete page 7 as you discuss a plan of action for finding a job.

Assignment:

Complete the job lead section on page 6 using any of the sources listed above.

LESSON 11. How to Write a Letter of Application

Objectives:

1. Students will be able to write their own letter of application.
2. Students will know when to use a letter of application.
3. Students will know what to include in a letter of application.

Time:

Two class periods and homework

Directions:

1. Discuss what a letter of application is and when you would use it.
2. Go through the parts of an effective letter on page 10 and have them evaluate the letters on page 12-13.
3. Using the information from Lesson 1 the student should write a working copy on page 15 and have it checked for the correct parts of a letter.
4. Have the student rewrite the letter on page 16 and evaluate it using the checklist on page 17.

Assignment:

Write a letter of application for a job advertised in the newspaper.

LESSON 111. How to Write a Resume

Objectives:

1. Students will know what is included in a good resume.
2. Students will be able to select and use references properly.
3. Students will know when to use resumes.

Time:

Three class periods

Directions:

1. Discuss what a resume is and how important it is to employers.
2. Go over the parts of a good resume on pages 19-20. Either style is acceptable.
3. Discuss page 21 in detail. This is the basic information which is asked by nearly all employers.
4. The students will complete the blank resumes on pages 23 and 24 and complete the resume checklist on page 25.

Assignments:

1. Check with three references that you can use on your resume. This should include full name, occupation, address and telephone number.
2. Type up a final draft of your resume.

LESSON IV. How to Fill Out an Application Blank

Objectives:

1. Provide students with guidelines for completing employment application blanks.
2. Students will know the importance of neatness and complete applications.
3. Students will know how to obtain applications.

Time:

Three class periods

Directions:

1. Discuss what a job application is and how employers use them.
2. Look over the two sample applications on pages 29-32 and discuss how an employer would evaluate them. (Students do exercise on page 33)
3. Have students fill out the application on pages 35-36 and using the checklist on page 34, have them evaluate their work. (Remind them that they can use their resume for help)
4. Obtain copies of an application from a local employer that employs high school youth. Have students complete the application and return them to the employer for evaluation.

Assignment:

Complete the application on pages 37-38 so that it is neat, complete and accurate. Save it for future reference.

Complete the local employment application neatly and accurately.

LESSON V. How to Conduct an Interview

Objectives:

1. The student will know the importance of the job interview.
2. The student will know how to prepare for the interview.
3. The student will know how to conduct themselves during the interview.
4. The student will know how to follow-up after an interview.

Time:

Three class periods

Directions:

1. Discuss the reasons an employer holds job interviews.
2. Go over the things you can do to prepare for the job interview.
3. Discuss what happens during the interview as described on pages 44-47.
4. Discuss the follow-up letter which is a thank you plus a final chance to show your interest in the position to the employer.

Assignment:

Write a follow-up or thank you letter for one of the jobs shown in the movie.

Talk with an employer in the community about a possible job.

APPENDIX I

**LETTER OF INSTRUCTIONS TO EMPLOYERS
CONDUCTING SIMULATED JOB INTERVIEWS**

Thomas R. Matchett, Principal
Rodney P. Green, Assistant Principal
Eldon A. Horton, Vocational Director



111 Hillcrest Street
Greenville, Michigan
48836-1596
Phone (616) 754-3641

Thank you for agreeing to come to the high school and interview students in our sophomore English class. The following information should be helpful:

1. Review the enclosed applications as you would when you have job openings in your business.
2. Select three applicants who sound like the type of person you would hire.
3. Call Eldon Horton at 754-3681 with the names of the three students.
4. The students selected will be notified the day before the interview to come prepared.
5. We would like to have each interview last about 10 minutes.
6. If possible, could you use the interview form to evaluate the student. A copy will be given to them.
7. After the three interviews we would like to have you share with the class what you look for when hiring high school students.

APPENDIX J

**SIMULATED NEWSPAPER HELP-WANTED AD
AND EMPLOYMENT APPLICATION BLANK**

The attached application is real. It is the application this business is currently using to hire new employees. Please do the following:

1. Look the application over carefully, then fill it out using the knowledge and training you have received the past two weeks.
2. The specific job you are applying for is listed below in the newspaper want ad.

**SALES CLERK part time openings available
Average 20 hours per week . Evenings and
Weekends . References required . Return
your qualifications to BIG WHEEL
M-F between 1p.m. and 3 p.m.**

3. Return your completed application to your English teacher.
4. All applications will be reviewed by the person who does the hiring for that business. He/she will select three persons from the applicants for a personal interview.
5. The personnel manager or manager of the business will come in to the class and interview those applications.
6. Those selected will receive a nice gift.

BIG WHEEL**EMPLOYMENT APPLICATION**

"An equal opportunity employer"

APPLICANT:

Complete front and back pages. Answer all questions completely.

It is the policy of Fishers Big Wheel, Inc. to provide equal employment opportunities to all qualified applicants in all areas and at all levels of our company regardless of race, religion, color, creed, sex, age, or national origin as required by applicable State and Federal laws.

Print in Ink.

PERSONAL	LEGAL NAME _____					
	LAST	FIRST	MIDDLE	OTHER NAMES USED	SOCIAL SECURITY NO.	
	CURRENT ADDRESS _____					
	NO. AND STREET			CITY	STATE	ZIP
	PREVIOUS ADDRESS _____					
	NO. AND STREET			CITY	STATE	ZIP
TELEPHONE NO. _____		PERSON TO BE NOTIFIED IN CASE OF EMERGENCY _____			TELEPHONE NO. _____	

PREVIOUS WORK EXPERIENCE	NAME OF PRESENT OR LAST EMPLOYER _____					
	EMPLOYED			PAY RATES		ADDRESS
	FROM	TO	START	FINISH	REASON FOR LEAVING	SUPERVISOR
	JOB TITLE AND RESPONSIBILITIES _____					
	(OFFICE USE ONLY)					
	Name of Supervisor contacted: _____				Phone # _____	
	Reference Results: _____				Date Called/by whom _____	
	NAME OF NEXT PREVIOUS EMPLOYER _____					
	EMPLOYED			PAY RATES		ADDRESS
	FROM	TO	START	FINISH	REASON FOR LEAVING	SUPERVISOR
JOB TITLE AND RESPONSIBILITIES _____						
(OFFICE USE ONLY)						
Name of Supervisor contacted: _____				Phone # _____		
Reference Results: _____				Date Called/by whom _____		
NAME OF NEXT PREVIOUS EMPLOYER _____						
EMPLOYED			PAY RATES		ADDRESS	
FROM	TO	START	FINISH	REASON FOR LEAVING	SUPERVISOR	
JOB TITLE AND RESPONSIBILITIES _____						
(OFFICE USE ONLY)						
Name of Supervisor contacted: _____				Phone # _____		
Reference Results: _____				Date Called/by whom _____		

WORK DATA	FOR WHAT POSITION OR DEPARTMENT ARE YOU APPLYING? _____	
	WORK SCHEDULE DESIRED (CIRCLE ONE) FULL TIME PART TIME	
	SHIFT DESIRED (CIRCLE ONE) DAY NIGHT	
	_____	_____
	WAGES EXPECTED	DATE AVAILABLE TO START WORK
	HAVE YOU EVER WORKED FOR FISHERS BIG WHEEL? (CIRCLE ONE) YES NO	
IF YES EXPLAIN _____		
HAVE YOU EVER BEEN BONDED? (CIRCLE ONE) YES NO		
IF YES, EXPLAIN _____		

SKILL	CIRCLE IF APPLIES				
	TYPING	SHORTHAND	BOOKKEEPING	OFFICE MACHINES	OTHER
TRAINING _____					

EDUCATION	NAME OF SCHOOL	LOCATION	CIRCLE LAST YEAR	DEGREE	COURSE OR MAJOR
	HIGH SCHOOL		9 10 11 12		
	COLLEGE		1 2 3 4		
	OTHER				

MILITARY	DATES				
	BRANCH OF SERVICE	FROM	TO	TYPE OF DISCHARGE	RANK AT DISCHARGE DUTIES
	DUTIES _____				

PERSONAL REFERENCE	NAME	ADDRESS	TELEPHONE NO

SIGNATURE	I certify that all information I have furnished is accurate. I understand that any false or incomplete information given by me will be grounds for my disqualification, and if employed, will be grounds for my dismissal at anytime. I also understand that Fishers Big Wheel will be contacting my previous employers for references unless I note "Do not contact" in the PREVIOUS WORK EXPERIENCE section.	
	_____	_____
	DATE	SIGNATURE

APPENDIX K

INSTRUCTIONS TO STUDENTS FOR

SIMULATED JOB INTERVIEW

SIMULATED JOB INTERVIEW

You have been selected to participate in a simulated job interview. Please read the following information:

- A. You are to come to class tomorrow prepared as if it were a real interview. Please review the things you studied about getting ready for and participating in an interview.
- B. The job you will be interviewing for is highlighted in yellow.
 - 1. Housekeeping or dietary
 - 2. Dishwasher, salad bar or runner
 - 3. Retail store clerk
 - 4. Preapprentice Tool and Die
 - 5. Cashier or grill cook
 - 6. Dishwasher or busperson
- C. You will be interviewed for this position by someone from the community that is in charge of hiring this type of employee.
- D. During the interview you will be evaluated by the employer in four different categories. These are:
 - 1. Personal appearance
 - 2. Speech and behavior
 - 3. Content (answers to interviewers questions)
 - 4. Employability (do you have the necessary skills and maturity required for the job)
- E. You will be given a copy of the evaluation form that is completed by the interviewer. He/she will indicate how well you did in each of the four areas, what your overall score was, and if you would have gotten the job or not.
- F. Good luck and remember you will receive a certificate and a nice gift for participating in the interview.

APPENDIX L

EMPLOYMENT INTERVIEW EVALUATION FORM

Employment Interview Evaluation Form

Job Candidate _____

Job Interviewing for _____

Date of Interview _____

Content

1. Tell me what skills and experiences you have that would help you in this job.

Good=3

Adequate=2

Inadequate=1

2. Have you had a job before? What did you do?

Good=3

Adequate=2

Inadequate=1

3. What are some things about yourself that would make you a good worker?

Good=3

Adequate=2

Inadequate=1

Employability

1. Why do you want to have this job?

Good=3

Adequate=2

Inadequate=1

2. What questions do you have about the job?

Good=3

Adequate=2

Inadequate=1

Personal Appearance

Good=3

Adequate=2

Inadequate=1

Speech and Behavior

Good=3

Adequate=2

Inadequate=1

Your over all score for this interview is _____.

Would you employ this person for the job they interviewed for

_____ Yes _____ No?

Comments _____

Interviewer_____
Title

APPENDIX M

CERTIFICATE OF ACHIEVEMENT FORM

CERTIFICATE OF ACHIEVEMENT

presented to _____

for

BEST EMPLOYMENT APPLICATION

A unit of instruction in

Employability Skills instruction

Employer

Instructor

Date

Copyright 1988

APPENDIX N

TEACHER DAILY LOG SHEET

TEACHER DAILY LOG SHEET

Teacher_____10A_____ 10B_____

Instructional Unit_____

Unusual events (fire drills, pep assemblies, etc.)

Problems:

Students absent by hour:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Suggested improvements in this instructional unit:

APPENDIX 0

**PRETEST SCORES AND POSTTEST SCORES FOR THE EXPERIMENTAL
GROUP FOR THE EMPLOYABILITY-SKILLS TEST AND THE
POSTTEST-ONLY SCORES OF THE CONTROL GROUP**

Pretest Scores and Posttest Scores for the Experimental Group on the
Employability-Skills Test and the Posttest Scores for the
Control Group

Group	Sex	N	Pretest		Posttest	
			Mean	S.D.	Mean	S.D.
Experimental Group 1	M	11	32.2	4.40	42.3	3.32
	F	10	30.8	5.26	40.2	2.77
Experimental Group 2	M	10	31.5	5.21	40.3	3.80
	F	13	32.0	4.65	40.1	4.85
Experimental Group 3	M	6	31.8	2.63	42.6	0.93
	F	10	32.3	4.69	42.6	2.79
Experimental Group 4	M	14	30.7	5.04	39.4	3.37
	F	9	28.8	6.82	38.6	6.83
Experimental Group 5	M	10	27.5	7.44	39.2	8.56
	F	6	27.1	6.61	36.3	8.54
Experimental Group 6	M	14	29.7	2.46	38.3	6.55
	F	8	31.0	9.14	39.7	6.10
Control Group 1	M	10			35.6	4.19
	F	12			33.9	3.93
Control Group 2	M	8			33.0	4.80
	F	13			33.3	4.28
Control Group 3	M	6			33.6	1.63
	F	10			34.1	7.53
Control Group 4	M	11			23.8	5.70
	F	10			27.5	6.09
Control Group 5	M	9			19.1	7.78
	F	6			31.8	3.75
Control Group 6	M	11			24.6	5.94
	F	6			29.0	6.22

APPENDIX P

**PRETEST SCORES AND POSTTEST SCORES FOR THE EXPERIMENTAL
GROUP ON INDIVIDUAL AREAS OF THE EMPLOYABILITY-
SKILLS TEST COMPARED WITH POSTTEST-ONLY
SCORES OF THE CONTROL GROUP**

**Pretest Scores and Posttest Scores for the Experimental Group on
Individual Areas of the Employability Skills Test Compared
With Individual Scores of the Control Group**

Area	N	Pretest		Posttest	
		Mean	S.D.	Mean	S.D.
Job search	121	5.48	1.78	7.03	1.62
Letter of application	121	5.29	1.64	7.33	1.76
Preparing a resume	121	6.95	1.73	8.94	1.66
Completing an appli- cation	121	5.65	1.66	8.18	1.49
Conducting a job interview	121	7.14	1.49	8.86	1.24
Job search	112			5.34	1.95
Letter of application	112			5.25	1.71
Preparing a resume	112			6.62	1.97
Completing an appli- cation	112			5.73	1.98
Conducting a job interview	112			6.95	1.85

APPENDIX Q

TEACHER DAILY LOG SHEET

Teacher Daily Log Sheet

UNUSUAL EVENTS

1. Possible distraction from music next door.
2. Two students arrived late during the pretest.
3. Lunch traffic distracts thought process twice during the hour.

PROBLEMS

1. Many of the students are not completing the homework.
2. The lessons seem a bit accelerated.
3. Not all of the students did their assignments for today.
4. The unit on letter of application requires more time.
5. Some students are not bringing their books to class.
6. Passed out wrong applications to class but will correct the error tomorrow.
7. We did not rehearse enough in class for job interviews.
8. My classes averaged 2 to 3 students absent each day.
9. Substitute teacher two days.

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