

# ***Foundations for Success***

## ***Unit 3***

# *Chapter 6*

## *Presenting Skills*

# Lesson 1

## Becoming a Better Writer



### Key Terms

active voice  
autobiography  
bibliography  
biography  
body  
conclusion  
conjunction  
entice  
fragment  
information cards  
introduction  
passive voice  
plagiarism  
predicate  
source cards  
subject  
thesis statement

### What You Will Learn to Do

- Organize writing for a specific purpose

### Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

### Skills and Knowledge You Will Gain along the Way

- Identify situations where writing is an appropriate form of communication
- Describe various writing techniques
- Explain how to use writing to express your needs
- Describe how to effectively organize writing assignments

# Chapter 6

- Define key words contained in this lesson

### Key Note Term

**biography** – the history of a particular person, as told by someone else.

**autobiography** – the biography of a person, written by that person.

### Key Note Term

**introduction** – the beginning of a paper, speech, or lesson plan.

**body** – the main part of a paper, lesson plan, or speech.

**conclusion** – the final part of a paper, speech, or lesson plan; also referred to as a summary; a final opinion reached through research and reasoning.

### Key Note Term

**source cards** – a card that is used to record the title, author, publisher, copyright date, and place of publication (city and state) of resources being used during research for a project (paper, speech, and so on).

**information cards** – cards used to collect data for a report or paper.

## Introduction

Writing is one of the acts or processes used to exchange ideas. When all is working well, when sentences are grammatically correct, when words are carefully chosen, when paragraphs are soundly structured, communication is usually successful. People will read your sentences, understand your meaning, and respond accordingly.

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. Your writing will take many forms. In school, you will often have to write papers for your classes. These may include term papers, a **biography**, or an **autobiography**.

To write well, you must first define the purpose of your writing, organize your thoughts, and make an outline—only then are you ready to write. This process is not always easy, but all it takes is the desire to write clearly, hard work, and following a few guidelines.

## The Basics of Writing

Writing a paper is similar to writing a speech. You must first decide upon a topic, research the topic, and organize your material. After you have organized your material, you are in a position to begin writing your paper. The elements of a paper are also similar to those of a speech. You should have an **introduction**, **body**, and a **conclusion**. As you continue to read, you will see how similar these elements really are to a speech.

### Note

Although writing for reading, such as writing a paper, is similar to writing for speaking, such as writing a speech, there is a difference. Keep in mind that the reader will be reading silently, so the way you create your sentences should be different than the way you'd write if someone was reading out loud.

## Research

Research is probably the most important part of your paper. When you begin your research, be determined to find all the information you can; however, be sure that the information you select is accurate and relevant to your topic.

You may want to start your research at the school library. Carry index cards with you

so that you can make or use them as **source cards** or **information cards**. For each book or reference that you find on your topic, use the source cards to correctly record the title, author or authors, publisher, copyright date (usually just the year), and place of publication (city and state). Not only do these source cards help you to keep track of where your information came from, but they are the basis for your **bibliography** when you finish your paper. Later you can organize your bibliography by alphabetizing your source cards. Give each source card a code such as a number or letter. Place the code in the upper left corner.

After you have your books, magazines, articles, and other resource materials recorded on source cards, begin taking notes from these books on new index cards. These will become your information cards. Write your code numbers from your source cards on the upper left corner of your information cards so you can identify which notes came from which publication. Also, write the page number you found the notes on your information cards.

After researching your topic at the school library, you may want to venture out to other libraries, such as the city or county library, looking for supplemental materials. When you have finished this library work, do not stop your research. Contact experts on your subject and set up interviews with them. This can be exciting because you are gathering more information for your paper and you are also meeting new people and establishing contacts. Perhaps you can also look for reliable sources on the Internet.

### **Note**

Not everything you read on the Internet is true or correct. Be sure you visit reputable websites when gathering information from the Internet.

Although research is sometimes a frustrating process, it is important to stick with it. Be curious and always open to new ideas. Through your research, you will discover the main theme of your paper and experience one of the joys of learning.

## **Organization**

After you have completed your research, you should be able to develop the main point of your paper. This main point is similar to the specific purpose of a speech. The main point of a paper is called a **thesis statement**.

Now you are ready to develop your outline. Take your information cards and place them in related groups. Arrange the related groups in the order in which you think they should logically appear in your paper. Experiment with different types of order or arrangements. Rearrange and regroup them as often as necessary. If you have time, put your cards away for a night and rework them the next day. Remember—this outline does not have to be exact. You can still be flexible at this point. After all, you are looking for the best way to present the material you collected.

Finally, when you finish arranging your information cards based on your initial

### **Key Note Term**

**bibliography** – a list of sources of information on a specific subject; the description and identification of the editions, dates of issue, authorship, and typography of books or other written materials.

### **Key Note Term**

**thesis statement** – the main point of a paper that you try to support through research.

thoughts about the topic, begin writing the outline. The outline allows you to organize your thoughts and record them on paper. The most traditional outline is the Roman numeral/capital letter style outline; however, you do not have to use this type. If you are more comfortable with another type of outline, by all means, use it. Your outline (any style) is far too important to confuse matters by using an unfamiliar or cumbersome format.

## ***Writing Your Paper***

After completing your research and organization, you are ready to begin writing the paper. As mentioned earlier in this lesson, your paper needs an introduction, body, and a conclusion.

### ***Key Note Term***

**entice** – to attract or lure; to encourage someone to participate.

### ***Introduction***

Your introduction grabs the reader's attention and introduces the topic. It is important to **entice** your readers into your paper, so make sure you have a catchy, exciting, and well-organized introduction.

### ***Body***

The body of your paper is where you explain and document what you know about the subject based on your research. Tell the readers your main points, which should support your thesis statement; then, support these main points with examples and facts.

Use one idea per paragraph. Your information cards should help you do this and your outline should help you to stay organized and on track with your topic. The first time you write the paper should be nothing more than a rough draft; therefore, do not worry too much about grammar and spelling. You will be revising this draft—maybe several times—so worry about those details later. In your first draft, you are still looking at presenting the information in the most logical order. In later drafts, you can rearrange the order as necessary, add or delete information, and correct the grammar and spelling.

### ***Conclusion***

Your conclusion is the last opportunity for you to tell the readers what you want them to remember. Use this space to pull your paper together and to leave the reader with a sense of accomplishment.

### ***Rewrites***

After you have completed your first draft, rewrite and revise your paper then, rewrite your paper again, if time permits. Rewriting is a major part of the development of your paper. Do not ignore this step! Try to leave at least one day between revisions. When you leave time between rewrites, you are able to review your work with a fresh state of mind. Use rewrites to reword your material and to polish your grammar and spelling.

Have others review your work. They can help find errors and clarify statements.

## Plagiarism

**Plagiarism** is illegal. It is the stealing of someone else's work or ideas without giving them the proper credit or, in some cases, obtaining permission to use the material. You can commit plagiarism by simply, and in many instances unintentionally, copying someone else's ideas, words, or pictures/graphic illustrations.

To avoid plagiarism, always give the appropriate credit to every resource you used when writing the paper. The most common ways to give credit are to use footnotes, endnotes, quotation marks (mentioning the source), or a bibliography. Refer to your English textbook or to a writing style handbook for suggestions on formats. Whichever system you use, you will find the information on your source cards very helpful.

### Key Note Term

**plagiarism** – the act of copying the ideas or words of another and claiming them as one's own.

### Note

There are a variety of writing style handbooks available. One that is widely used is *The Chicago Manual of Style*. You can take a look at this and other style handbooks in any library.

## Principles of Writing

As a writer, there are six principles that you should use as a guide when writing. By adhering to these six principles, you will be able to keep your writing focused on the topic, written to the correct target audience, concise, complete, logically arranged, and grammatically correct. These principles are audience level, accuracy, brevity and completeness, clarity, coherence, and unity.

### Audience Level

When you write, you should do so for a particular audience—just like you would for a speech. Although most of your writing in high school will be assignment-related, you may have the opportunity to write articles for the school paper or yearbook, reports for an after-school club, or flyers for your after-school job. Because of the different audiences these items would reach, you would not write them in the same manner. Instead, you would tailor them to each audience.

Be careful not to write at too high or too low of a level for your audience. This may seem hard to do, but it is extremely important. The purpose of your writing is to explain your topic or to present information, not to prove how much you know or how little you may think your reader knows about the subject. It is not your job to alienate the audience.

### ***Accuracy***

Your work must be free of factual and mechanical errors. It should represent only essential and accurate facts. Correct use of grammar, punctuation, and spelling will also contribute to clarity and understanding.

### ***Brevity and Completeness***

Include in your paper only the information that is essential or pertinent to cover the topic. In other words, keep your writing brief and to the point. Do not stray from your main point—that only distracts the reader and could take attention away from your desired outcome or conclusion. To cover a subject completely while keeping the length of the paper to the absolute minimum requires careful analysis and many rewrites; however, never sacrifice clarity or completeness just to gain brevity.

### ***Clarity***

You must make a special effort to keep your writing clear, crisp, and fully understandable. Ensure that your readers understand your intention. Do not try to impress them with your vocabulary. The best way to obtain clarity in your writing is by practicing the following guidelines:

- **Use short sentences.**
- **Avoid explaining something that the reader already knows.**
- **Use simple, familiar words to describe objects. Also, avoid vague words that do not relate precisely to your topic.**
- **Use verbs in the active tense. For example, instead of “The ball was thrown by John,” write “John threw the ball.”**
- **Avoid long phrases when one or several words will do and avoid wordiness (or the use of unnecessary words). For example, use “now” instead of “at the moment.”**
- **Select words and phrases that express your exact meaning and can have only one interpretation.**
- **Use words that bring an image to mind. If a reader can picture something, he or she will have a better chance of understanding what you are trying to write.**

Because of the importance of writing grammatically correct work, common errors in grammar are described in detail later in this lesson.

### ***Coherence***

Coherence is the logical development and arrangement of a subject. You can achieve coherence by thinking the subject through and seeing it as a whole before you arrange the parts logically and begin writing. Using your outline and rewrites will help you to achieve coherence.



## Unity

Your writing must adhere to a single main idea. Apply this principle not only to each sentence and paragraph, but to the entire paper. This is where your initial outline comes in very handy.

## Grammatical Errors

When a piece of writing is flawed, the process of communication breaks down; the transfer of information stops as the reader tries to translate your meaning.

There are many flaws that can damage your writing; among the most serious are ungrammatical sentences. Grammatical errors include fragments, run-on sentences, subject/verb agreement, shifts in person, number, tense, voice, tone, and faulty pronoun reference.

### Fragments

A sentence is an independent clause that can stand alone. It has a **subject** (tells what or whom the sentence is about) and a **predicate** (tells what the subject does). A **fragment** is a dependent clause (a word group that lacks a subject or a predicate).

The following is an example of a fragment:

**“in the basement and the attic”**

Here is an example of a complete sentence:

**“We searched for the missing book in the basement and the attic.”**

### Run-on Sentences

A run-on sentence occurs if two or more independent clauses are joined without a **conjunction** (joining word such as “and” or “but”) or appropriate punctuation.

The following is an example of a run-on sentence:

**“Organize a résumé according to your education, work experience, career objectives, and recreational interests review your needs carefully before stating a career objective.”**

Here is an example of the correct way to write this:

**“Organize a résumé according to your education, work experience, career objectives, and recreational interests. Review your needs carefully before stating a career objective.”**

In the second example, the run-on sentence is written in two complete sentences.

#### Key Note Term

**subject** – tells what or whom the sentence is about.

#### Key Note Term

**predicate** – tells what the subject does.

#### Key Note Term

**fragment** – a word group that lacks a subject or a predicate.

#### Key Note Term

**conjunction** – joining words such as “and” or “but”.

Sometimes a conjunction is used to connect two related clauses, such as shown in the following example.

**“A good résumé will include carefully chosen detail, and it will create an impression of depth without overwhelming the reader with your life history.”**

### ***Subject/Verb Agreement***

Subjects and verbs agree with one another in number (singular or plural) and person. Agreement as to number means that the verb may have a different spelling, depending on whether the subject is singular (one) or plural (more than one).

The following is a singular example:

**“The musician is a professional.”**

Here is a plural example:

**“The musicians are professional.”**

The verb in these examples changed when the subject went from singular to plural.

*Person* is a term that indicates whether the subject is the one speaking (first person); the one spoken to (second person); or the one spoken about (third person).

First person	I walk to the store.
Second person	You drive to the store.
Third person	Joey runs to the store.

### ***Shifts***

Shift, as defined in grammar, is an abrupt change of perspective within a sentence or between sentences.

An example of a shift in person would be:

**“People are tempted to go off their diets when we go on vacation.”**

This is a shift from third person (“people”) to first person (“we”) within the same sentence.

A shift in number would be:

**“If the books belong to the boy, return it.”**

The previous sentence is a shift from plural (“books”) to singular (“it”) within the same sentence.

A shift in tense changes when the time of an action changes (past, present, future). An example of a shift in tense would be:

**“Mrs. Hopkins arrives at her desk and went directly to work.”**

The sentence above is a shift from present tense (arrives) to past tense (went).

Voice is a term that indicates whether the writer has emphasized the doer of the action (**active voice**) or the receiver of the action (**passive voice**). Avoid shifting voices within a sentence, as shown in the following example.

**“We went to the post office (active) and the letters were mailed (passive).”**

One way to write this using only active voice is:

**“We went to the post office and mailed the letters.”**

“We” took the action of going to the post office and mailing the letters.

A shift in the tone of your writing can also confuse your readers. Tone refers to the quality of language (word choice, sentence structure) that creates for your reader an impression about your work and you, the writer. Your tone may be formal or informal. After you adopt a certain tone, use it consistently. The following paragraph shows a shift from formal to informal:

**“In your letter of May 16, 2001, you requested that we pay the balance of our bill, in the amount of \$25.31. You know, if you people would get your act together and correct the problems we told you about, maybe you would get your money.”**

## ***Faulty Pronoun Reference***

A noun is a word that names a person, place, or thing. A pronoun is a word used in place of a noun. Pronouns help avoid unnecessary repetition in our writing. For example, the following is repetitive use of a noun:

**“Although Seattle is damp, Seattle is my favorite city.”**

Rather than using Seattle twice in the same sentence, a pronoun can be used, as shown in the following example:

**“Although Seattle is damp, it is my favorite city.”**

Pronoun reference is a term that describes the relationship between a pronoun and its noun.

Noun ← Pronoun

The *gentleman* bowed to *his* partner.

For a pronoun to function correctly, it must refer clearly to a well-defined noun, as in the previous example. *His* can refer to only one noun in the sentence, *gentleman*. When a pronoun does not refer clearly to its noun, readers will be confused, as shown in the following example.

**“Mr. Jones extended an invitation to Mr. Smith after he returned from his trip.”**

### ***Key Note Term***

**active voice** – a term that indicates that the the writer has emphasized the doer of the action.

### ***Key Note Term***

**passive voice** – a term that indicates that the the writer has emphasized the receiver of the action.

In this example, it is not clear who took the trip—Mr. Jones or Mr. Smith. The following clarifies the sentence, showing that Mr. Jones was clearly the traveler.

**“After Mr. Jones returned from his trip, he extended an invitation to Mr. Smith.”**

## *Writing More Clearly*

Writing a grammatically correct sentence is no guarantee that you will communicate effectively. Grammatically correct writing can still be unclear. After you are confident that your sentences are grammatically correct, examine your choice of words.

Have you expressed yourself clearly? Have you avoided using jargon that may make your meaning unclear? Have you refrained from overusing to be or to have as main verbs? Have you chosen the better voice for your verb? Learning about these choices and thinking about them when you write will improve the clarity of your writing.

### *Wordiness*

Delete words, phrases, and clauses that do not add directly to the meaning of a sentence. Try to be less wordy and more to the point. Say your sentences to yourself with fewer words and see if the meaning stays the same. If so, use the version with fewer words. The following is a wordy sentence:

**“Under all circumstances and in every case, always check the oil level in your car when you stop at a service station.”**

This can be written so that it’s more to the point, as shown in the following example:

**“Always check the oil level of your car when you stop at a service station.”**

### *Jargon*

Jargon consists of “shorthand” words, phrases, or abbreviations that are known only to a relatively small group of people. You should avoid jargon for two reasons:

- **Your audience may not understand what you are saying or writing.**
- **Your message will be unclear when you rely on overused phrases as a substitute for original thinking.**

Always choose your words carefully and know what they mean. Do not depend on phrases that add syllables but not substance. For example, a jargon-filled sentence might read like the following:

**Semi-permanent dyadic relationships provide the adolescent with the opportunities for trialing that make for a more secure union in the third and fourth decades.**

This can be reworked for clarity by cutting out the jargon, as shown in the following example:

**Going steady when you are a teenager helps prepare you for marriage later on.**

### ***Overuse of “To Be” and “To Have”***

Relying too heavily on forms of “to be” and “to have” as main verbs will diminish the effectiveness of your sentences. These words lack force as main verbs and do not establish the clearest possible relationship between the subject of a sentence and its predicate. When possible, substitute a verb that more clearly expresses action than “to be” or “to have.” For example, the following sentence shows little imagination:

**“Ms. Smith was at the office door.”**

By changing the verb so that it’s clearer, the reader gets a better idea of what Ms. Smith was doing.

**“Ms. Smith stood at the office door.”**

### ***Active and Passive Voice Sentences***

Sometimes the same sentence can be written in more than one way. Consider the following:

**“The lawyer had won the case.”**

**“The case had been won by the lawyer.”**

The first example emphasizes the lawyer. It tells you something about the lawyer. The lawyer is the subject of the sentence. Because the lawyer is the one that did something (won the case), and you are writing about the lawyer, this is called active voice.

The second example emphasizes the case. It tells you something about the case. The case is the subject of the sentence. Because the case is the object that had something done to it (it was won by the lawyer), and you are writing about the case, this is called passive voice. The following are examples of active and passive voice:

**Active: “Babe Ruth hit the ball.”**

**Passive: “The ball was hit by Babe Ruth.”**

The passive voice is less direct and less forceful than the active voice. Use the active voice whenever possible, unless it does not convey the meaning you intended.

### ***Organizing a Paragraph***

A paragraph is a collection of sentences logically arranged and focused on a narrowly defined topic. Similar to sentences, paragraphs rarely occur alone. They are parts of larger units: the business letter, the memorandum, or the essay for school.

Learning about the composition of paragraphs is important in that the success of any larger form is entirely dependent on the success of its component parts. A letter

will fail to communicate if any of its paragraphs are poorly structured or poorly developed.

### *The Topic Sentence*

The topic sentence tells the reader the main idea of the entire paragraph. The topic sentence should be just broad enough and narrow enough to allow approximately five to seven sentences about the topic. Depending on the topic, there could be more sentences. If some of your sentences are about a different subject, perhaps you should be starting a new paragraph with a new topic sentence.

Use topic sentences as an aid in organizing your writing. When you properly focus a topic sentence, you have a solid basis upon which to include or exclude information as you write a paragraph.

A good topic sentence also enables the reader to anticipate the contents of a paragraph and thus to follow your ideas as they are expressed.

### *Conclusion*

Written communication is another way we transfer ideas among ourselves; however, your message has to be perceived the way you intended it to be perceived.

You must understand your audience and your purpose for writing. You should conduct research and write to support your ideas. You should decide on an organization for your information and outline your ideas.

After you start writing, you need to understand some fundamentals of the English language. For people to respect and respond to your message, they must not be distracted by poor writing or inappropriate language. Follow the basic rules and people will pay attention to your ideas, and be impressed by your ability to express yourself.

### *Lesson Review*

1. Name the three elements of a paper.
2. What is a thesis statement? Why is it important?
3. Give an example of writing to a specific audience. Create two sentences—one for a beginning-level audience, and one for an advanced-level audience.
4. What jargon do you use in everyday speech? Who understands this jargon, and who doesn't?

# Lesson 2

## Creating Better Speeches



### Key Terms

articulate  
commemorative  
demographics  
dramatic statement  
descriptive  
eye contact  
impromptu  
logical  
modulation  
operational  
persuasive  
statement  
tone  
vocal qualities  
volume

### What You Will Learn to Do

- Write a speech for a specific purpose

### Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

### Skills and Knowledge You Will Gain along the Way

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
- Describe how to organize effective speeches
- Define key words contained in this lesson

# Chapter 6

## Introduction

### Key Note Term

**eye contact** – looking someone directly in the eyes.

### Key Note Term

**impromptu** – without planning or rehearsal.

**commemorative** – honoring the memory of; speaking in honor of.

Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Whatever the situation, you will probably feel nervous, but don't worry. This is natural. Most people become anxious when someone asks them to talk in front of a group. Relax, establish **eye contact** with your audience, and tell them what you want them to know in your own words. After the first minute, you should begin to feel more comfortable. You will then be well on your way to delivering a successful speech.

One of the best ways to be a successful speaker is to be completely prepared. Although this may not be possible with an **impromptu** speech, preparing for other types of speeches, such as a **commemorative** speech, will require an organized and designed speech.

The six basic steps of preparing for public speaking are:

- **Analyze the purpose and audience**
- **Conduct your research**
- **Support your points**
- **Organize your information**
- **Draft and edit your speech**
- **Practice, practice, practice**

## Analyze Purpose and Audience

It's important to understand the purpose of your speech as well as to whom the speech is directed. Is your speech to sway opinion? Is it to report on a specific topic? Does your audience know anything about the topic, or are you presenting a new idea? This section discusses these issues when creating and presenting your speech.

### Purpose

It is important to identify the purpose of your speech because it will keep you focused as you analyze your audience and begin to organize your speech.

The purpose of a speech depends upon the type of speech you are giving (or required to give), your topic, and the audience level. In some cases, there may be a general purpose and/or a specific purpose. You may make decisions along the way based on the purpose of your speech. The general purpose for an informative speech might simply be to inform the audience about your topic. A specific purpose, however, states the main idea (or ideas) of the speech. The specific purpose should be written in one sentence to ensure that its intent is clear and concise. For example, if you are



giving a speech to an eighth grade graduating class on the advantages of taking Army JROTC, the following statements could represent your topic, general purpose, and specific purpose:

- **Topic:** Army JROTC
- **General Purpose:** To inform eighth graders about JROTC
- **Specific Purpose:** To inform the graduating class at Center Middle School about the advantages of taking Army JROTC in their ninth grade year at Lakeview High School.

## Audience

The goal of every speech and speechmaker is to win a response from the listeners. To accomplish this, you need to have some basic knowledge about your audience. This might include:

- What knowledge does the audience already have about this topic?
- What additional information will the listeners most want to know about the topic?
- What particular aspects of the topic will be most relevant to the audience?
- What is the audience's attitude about this topic?
- How can you best gain and hold their interest and attention?
- What do you need to think about as far as language level of the audience?
- What interests do you share with your listeners?
- What is the occasion of the speech?
- How much time should you allow for your speech?

Additionally, you should try to learn some **demographics** about the audience. Demographics are statistical information about groups of people. This data tells you about group characteristics, not individuals. You can learn about the audience's:

- Age
- Occupation
- Religion
- Ethnic or cultural background
- Gender
- Physical characteristics
- Economic status
- Educational background
- Political affiliations

### Key Note Term

**demographics** – dealing with the vital and social conditions of people.

You can learn about your audience by personal observation, information from others, interviews, and questionnaires.

The more you know about your audience, the more you can gear your talk toward their needs and interests, and the less likely you will be to offend anyone.

The best speakers focus on the audience. Good speakers know that the best collection of information will not substitute for a good audience analysis.

## *Select a Topic*

Sometimes a topic is assigned to you; other times you are given the opportunity to select your own topic. There are several methods that can be used to make a selection, including:

- **Analyze your own interests.**
- **List broad categories of topics or subtopics under one broad category.**
- **Engage in personal brainstorming to list as many topics as you can think of in a short amount of time.**
- **Identify current topics of interest in the news.**
- **Cluster topics to think of a concept or an idea which you know something, write and circle it in the middle of the page, and then spend about ten minutes letting your mind freely associate other topics related to the concept. This is different from just listing various topics because with clustering, all the topics are related in some way. After you have finished, you can pick the pieces that can be developed into a speech. Ask yourself the following questions:**
  - **Are you interested in the topic?**
  - **Will you enjoy talking about this topic?**
  - **Do you want to entertain, inform, or persuade?**
  - **What can you do to make the topic more interesting?**
  - **Will the topic offend some members of your audience?**
  - **Does the occasion of the speech have a special purpose?**
  - **Do you know anything about this topic?**
  - **Do you have any interest in learning about this topic?**

After you have selected your topic, confirm whether it is appropriate for your audience and for yourself. Is it appropriate ethically, and is it appropriate for the occasion? Narrow the topic appropriately for your time constraints, and you are ready to conduct your research.

## Get Started

The general purpose and the specific purpose of the speech are developed early in the speech preparation process, usually before you conduct any research. You do, however, need to have a certain amount of information to write a thesis **statement**, such as:

- **Topic:** Army JROTC
- **General Purpose:** To inform eighth graders about service learning
- **Specific Purpose:** To inform the graduating class at Center Middle School about the advantages of participating in service learning and how they can get started.
- **Thesis Statement:** Participating in service learning will allow you to learn outside the traditional classroom environment and help fill a need in the community.

The thesis statement is a one-sentence summary of the speech. It acts like the topic sentence in a written composition. It is a complete sentence that tells exactly what your speech is about. After you have your general and specific purposes and your thesis statement, you are ready to conduct your research.

### Key Note Term

**statement** – the act of stating, declaring, or narrating.

## Conduct Your Research

There are many ways to conduct research on your topic. These ways include:

- Personal experience
- Newspapers
- On-line newspapers
- Public libraries
- Library catalog
- Reference works
- Periodicals
- Non-print materials
- On-line libraries
- School libraries
- State/local agencies on-line
- Personal interviews

### ***Personal Interviews***

Personal interviews can be helpful if they are easily obtainable. The information-gathering interview is an especially valuable form of research. The interview allows you to view your topic from an expert's perspective, to take advantage of that expert's years of experience, research, and thought. You can use an interview to collect facts and to stimulate your own thinking. Often the interview will save you hours of library research and allow you to present ideas that you could not have uncovered any other way. And because the interview is a face-to-face interaction with an expert, many ideas that otherwise would be unclear can become more understandable.

### ***Why Research?***

Research is used to increase speech effectiveness as well as to enhance your credibility. You will want to know the most recent information. Knowing about any new controversies and the latest information will help you understand the audience's attitudes and will assist you in developing strategies for the best approach.

Remember to write down where you are finding all your information. You may need to go back and find more data, and you also need to give credit to your sources during your speech.

### ***Support Your Points***

Knowing the details that support the ideas within your speech will allow the audience to look at you as an expert. They will be more likely to give you their undivided attention. There is an art to giving a credible and well-supported speech. Support for your points can come in several forms.

### ***Facts and Figures***

Facts and figures are statements and verifiable units of information. You can impress an audience if you include a lot of facts and figures. You must make sure they are accurate.

### ***Descriptive Statistics***

Descriptive statistics explain things in terms of size or distribution. These statistics are powerful because they give the impression that they are the result of a thorough scientific study. When evaluating statistics one should consider the source, seek multiple sources, cite the statistic completely, and try to use current and relevant statistics.

For example, if you were naming someone as the greatest tennis player of all time, just making the statement is not as impressive as giving the statistics that support the statement.

### **Statements by Authority**

Statements of authority let you “borrow” the credibility of the expert.

In the example of naming the world’s greatest tennis player of all time, if you can also quote a well-known tennis player as agreeing with your estimation, that would carry a lot more credibility.

### **Narratives**

Narratives are examples in the form of stories. Audiences will often listen to narratives when they will not listen to anything else. Be sure that the audience sees the relationship between the story and the point you are making. Narratives should always have a beginning, middle, and end, and should be interesting, while avoiding unnecessary details and excessive length.

### **Definitions**

There are three types of definitions: logical, descriptive, and operational. A **logical** definition is the dictionary definition. A **descriptive** definition describes how a word derives from the root word of its culture. **Operational** definitions tell how the object relates to how it works or operates.

### **Humor**

If you are trying to build credibility, humor can be effective because people like to hear a good joke, and they are likely to remember it and associate it with serious ideas. Political candidates use humor in their speeches.

Remember, only use humor at appropriate times during the speech. There are clearly some speeches where the use of humor would not be appropriate at all. When explaining to a group of youngsters why their behavior was inappropriate, humor may be out of place.

### **Logic, Testimony, Statistics, and Facts**

Logic, testimony, statistics, and facts are the support types that can prove your points. Without this support, the points you make in a speech will be less **persuasive**.

Supporting information will also clarify, add interest to, and make memorable your points.

## **Outline Your Information**

After you have gathered information and found the supporting logic, facts, testimonies, or statistics, the next step is to create an outline of your information.

Outlining your points will help you see the main themes in your speech, let you add to your notes, and ensure your speech will flow naturally. You can write an outline in words and phrases or in complete sentences, but it is best to use as few complete

#### **Key Note Term**

**logical** – the dictionary definition.

#### **Key Note Term**

**descriptive** – describes how a word derives from the root of its culture.

#### **Key Note Term**

**operational** – tells how the object relates to how it works or operates.

#### **Key Note Term**

**persuasive** – have the power to persuade.

sentences as possible. By avoiding complete sentences, you will limit the temptation to just read your speech from your notes.

When outlining your main points and supporting ideas, make sure that all of them support the goal and purpose of the speech.

There are several ways to organize the information. Before you start, think about the various alternatives available to you.

- **Topical organization allows you to present several ideas related to one topic. These ideas follow a logical order. This is one of the most common ways to organize ideas.**
- **Chronological organization uses time sequence for the framework. Chronological organization is important for speeches that require background information.**
- **Spatial organization orders material according to physical space. You may use spatial order in speeches involving geographical locations.**
- **Classification puts topics into categories. This pattern fits many speeches.**
- **Problem/Solution puts the problem in the first part of the outline, and the solution into the second part.**
- **Cause/Effect organization describes the cause of a problem in the first part of the outline, and describes the effect in the second part.**

Regardless of how you format your outline, it should contain the following elements:

- **The title**
- **The specific purpose**
- **The thesis statement**
- **The introduction, which may be outlined or written in full**
- **The body of the speech in outline format**
- **The conclusion of the speech, which may be outlined or written in full**
- **A bibliography of sources or references consulted**

## *Write an Introduction*

After you have an outline of the information that is the body of your speech, you need to think about how you will introduce the information. The introduction accomplishes the following:

- **Grabs the audience's attention**
- **Introduces the topic**
- **Shows the importance of the topic**
- **Presents the thesis of the topic**
- **Forecasts the major ideas**

There are many ways to get the attention of your audience. You can:

- **Wait for silence**
- **Tell a joke**
- **Tell a story related to the topic or about your research**
- **Ask a question**
- **Quote a famous person**
- **Make a dramatic statement**
- **Use a gimmick**
- **Compliment the audience**
- **Point to an historical event**
- **Refer to the occasion**

### ***Key Note Term***

**dramatic statement** – a phrase or sentence meant to capture the attention of the audience

Different types of speeches require different types of introductions. You need to decide what will work for your topic and your audience.

Within the introduction, give a “preview” of your presentation. The preview is usually only a sentence or two long. Be brief and be clear. After the introduction, your audience should know exactly what you are talking about and, in some cases, why.

## ***The Body of Your Speech***

The body of your speech should take about 75 percent of the allotted time. In this main section of the speech you want to reinforce your general and specific purposes. Support your main idea with examples. These ideas should be carried throughout the speech in a logical order, being supported by data.

The main body of the speech is typically divided into main points, usually two to five. These main points should be similarly worded and approximately equal in importance.

Make sure you use words that your audience will understand. Eliminate complex sentences and try to speak as naturally as possible. Make the body of the speech similar to the body of a report: organized, concise, and to the point.

## ***Write a Conclusion***

The conclusion of a speech is also similar to the conclusion of a report. The conclusion should be short and review the main ideas. Wrap up your ideas and remember to leave time for your audience to ask questions. Do not rush through the conclusion. This is your final opportunity to tell the audience that you are an informed and confident speaker.

The conclusion can be very effective when it ends with a surprising statement. Such a statement can make your presentation unforgettable.

## *Transitions*

Transitions are statements that connect different parts of your speech. Transitions look back at what you have stated and connect it with the next item you are discussing. It is especially important to have a transition between your introduction and the body of your speech, and the body of your speech and your conclusion. Adding transitions make your speech sound polished and prepared.

## *Use Visual Aids*

Visual aids can be a stimulating part of your speech. They allow the speaker the freedom to use overheads, slides, charts, pictures, film, or anything else that helps your audience relate to the topic. Visual aids can be hand written or drawn, or they can be computer generated. Usually, visual aids are prepared ahead of time. Occasionally, they can be drawn, on chart paper or a board, during the presentation. This is usually when input from the audience is required.

Visual aids are successful when they help keep the audience interested in the topic. You can use them to support any part of your speech. For example, visual aids can capture the audience's attention in the introduction, support your main idea(s) in the body, and leave the audience with a favorable impression during the conclusion.

If you decide to use visual aids, do not let them distract you. Prepare your visual aids ahead of time and practice with them. Do not display them until you are ready to use them. When you are finished with a visual aid, remove it or cover it so it does not distract your audience. Try to use only a few visual aids. Visual aids should add to your speech, not be the main substance of your speech.

When you give your speech, make sure you focus your attention on the audience. Do not talk to your visual aids, or turn your back to the audience. Make sure the point of the visual aid is clear to the audience. If you are giving out materials such as handouts, do not give them out during your speech. Distribute them before or after the speech.

## *Practice*

You have probably heard the expression "Practice makes perfect." This is definitely true in speech preparation. The more you practice, the more polished you will sound, and the less you will have to rely on your notes.



Practice in front of the mirror, your family; or one or more friends. If you can, take a “dry run” in the room in which you will deliver the actual speech. Use your visual aids to make sure they work. Perhaps you can even record yourself practicing and see how it sounds. You may hear some places where you are not communicating effectively. Each time you practice you will find ways to improve your speech.

**Note**

When you practice your speech, be sure to time how long it takes you. You might need to add more material, or cut some, depending on the length of time you have to present. And be sure to have your practice “audience” ask questions.

## *During the Presentation*

If you have analyzed your audience, done your research, organized the information, written your outline or notes, and practiced your delivery, you are almost done. Of course, you still need to deliver the actual speech!

There are certain steps you must remember:

- **Capture the audience's attention.**
- **Establish eye contact.**
- **Articulate** your words. Do not mumble.
- **Stand up straight, do not shift your body and shuffle your feet. Do not put your hands in your pockets.**
- **Do not use phrases such as “okay,” “you know,” “um,” “I mean,” and “well.”**
- **Establish an acceptable volume. Do not screech or use a monotone voice.**
- **Do not talk to your visual aids. Face the audience at all times.**

**Key Note Term**

**articulate** – to speak clearly and effectively.

## *Presentation Guidelines*

Here are some guidelines for ethical speech and delivery in communication:

- **Understand the power of the lectern. Being in front of people gives you a certain amount of credibility.**
- **Speak truthfully and be sure of your facts.**
- **Be willing to rock the boat. Stand for what you believe, but do not alarm your audience.**
- **Do not lie.**
- **Avoid excess and inappropriate emotional appeals.**
- **Use credible and current sources.**
- **Avoid ambiguity. Be concrete in your statements.**

**Key Note Term**

**vocal qualities** – the characteristics of someone's speaking voice.

**Key Note Term**

**volume** – the amplitude or loudness of a sound.

**Key Note Term**

**tone** – a sound of distinct pitch, loudness, vibration, quality, or duration; the particular or relative pitch of a word or phrase.

**modulation** – to change or vary the pitch, intensity, or tone.

**Verbal Communication**

In verbal communication, it is up to you to use your voice and **vocal qualities** to drive home your ideas and information. You have control over rate, volume, pitch, pause, articulation, and pronunciation. Your voice can help you in the following ways:

**Rate**

The rate at which you speak is very important. It should not be too fast or too slow. Vary the rate at which you speak to add emphasis to your presentation.

**Volume**

**Volume** is another verbal technique that can add emphasis to your speech. Make sure you can be heard in the back of the room.

**Pitch**

Pitch is the use of notes (higher or lower) in a voice range. Speak in a range and **tone** that is comfortable for you and move up or down your scale for emphasis. **Modulation** in your voice will keep the audience listening.

**Pause**

Pause gives you time to take a breath and collect your thoughts. It also gives the audience time to absorb your points and ideas.

**Articulation/Pronunciation**

Articulation is the art of speaking intelligibly and making proper sounds. Listen to yourself and make your words distinct and understandable. The more clearly you articulate, the more confident you will sound.

Even if you articulate clearly, you can still mispronounce a word. Mispronunciation distracts listeners from focusing on the content of the speech.

## Conclusion

Speech is the most widely used medium of communication. The main purpose of any speech or presentation is to deliver clear and specific ideas to the listeners. Preparing and practicing your speech is the best way to have a positive speaking experience.

You will have many opportunities to give speeches during your life. The better prepared you are, the more comfortable you will feel, and the more successful you will be. Giving speeches is a science with definitions, terms, and processes. Study these and practice them, and you will soon be a competent speaker.

## Chapter 6

## Lesson Review

1. Why is it important to analyze the purpose of your speech?
2. Define the term “demographic.”
3. Choose three ways to get your audience’s attention and explain how these work.
4. During a dry-run practice, what can you do if your speech is too long or too short?

## Lesson Review

## Lesson 3

### *Becoming a Better Speaker*



#### *Key Terms*

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constructive criticism  
coping strategy

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#### *What You Will Learn to Do*

- Present a speech for a specific purpose

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques

#### *Skills and Knowledge You Will Gain along the Way*

- Identify ways to improve speaking skills
- Develop a plan to improve speaking ability by avoiding common mistakes
- Develop coping strategies for stressful speaking situations
- Define key words contained in this lesson

## *Introduction*

Most individuals spend seven out of every ten waking hours communicating; three-fourths of this communication is through speech. The average person speaks some 34,020 words a day. That is equal to several books a week, more than 12 million words a year. With all that speaking, the likelihood of an individual being asked to give a speech is high.

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be much more nervous about public speaking. With the right knowledge and practice, you can minimize this nervousness.

Speeches are not made alone in a room. When you give a speech, there is always an audience. You and the audience have a two-way relationship. You give the speech to the audience. In turn, the audience gives you their attention and reaction, called feedback. The advantage of oral communication is that it is a face-to-face process of mutual give and take.

At some point, you will be asked to speak in front of your class, at a family gathering, at a club group, or some other public environment. Perhaps you have already experienced these situations. If so, you know that being nervous can be the hardest hurdle to overcome.

### **Note**

“The human brain is a wonderful thing. It operates from the moment you are born until the first time you get up to make a speech.” – Howard Goshorn

## *Coping with Nervousness*

Recent studies show that speaking in front of a group is by far the greatest fear of most people. It ranks ahead of the fear of dying, riding in an airplane, or failure in other areas of one's personal life.

You have probably already had to talk in front of a group of people. You may have felt one or more of the common symptoms of nervousness. These include:

- **Shaking knees**
- **Dry mouth**
- **Quivering voice**
- **Stomach pains**
- **Loss of memory**

## Coping Strategies

One of the most important concepts on which you should focus when you are nervous about speaking in public is that you are not alone. Whatever group you are facing, look around and realize that you have something in common with everyone there. Every person you see has been, or will be, in your situation at some time. In many cases, such as classroom speaking, you are all members of the same group.

### Note

“There are two types of speakers: those that are nervous and those that are liars.”  
– Mark Twain

### Key Note Term

**coping strategy** – technique used for dealing with a difficult situation.

Another **coping strategy** to deal with nervousness is to realize that you look more confident than you actually feel. Think about all the newscasters you have seen on television. Many of them have said that they feel “stage fright,” yet it is rarely noticeable. Look how many instructors must stand before a classroom and keep the attention of their students. For many individuals, being “in the spotlight” is their profession or career. For other individuals, presenting a speech is an occasional event, such as in speech classes. For everyone, feeling the symptoms of nervousness is ordinary, but it rarely shows.

Keep in mind that your listeners are there to hear what you have to say. Assume they are a friendly crowd. They are not “out to get you.” They are waiting to learn some interesting information.

Another important point to remember is to concentrate on your speech content. Do not concentrate on how you are saying it. If you are discussing a subject in which you are interested, the audience will perceive this. If you are more focused on your gestures and your emphasis on certain words, both you and the audience will be distracted.

Be aware of your nervousness before you begin and deal with it. Take some deep breaths and perhaps even do some stretches. Give yourself some time to collect your thoughts.

The best way of all to overcome nervousness is to know that you are prepared. Proper preparation and rehearsal can help to reduce fear by 75 percent. Practice your speech in front of a mirror. Try to practice enough so that your use of notes will be minimal. If you know your subject very well, and are solidly prepared, you will balance your nervousness with a strong feeling of confidence. The audience will see your level of confidence.

To review, the following are some strategies for coping with and overcoming nervousness:

- **Look at the audience and know that they all feel nervous when giving a speech.**
- **Remember that the audience is there to hear what you have to say.**

- **Concentrate on the subject.**
- **Keep in mind that your nervousness does not show.**
- **Prepare, prepare, prepare.**
- **Practice, practice, practice.**
- **Breathe deeply.**

## *Tips for Presentation*

After you have gathered the necessary information for your speech, you are ready to present it. When you stand before your audience, remember the strategies for dealing with nervousness. Take a few seconds, breathe deeply, and begin your presentation. Proper breathing techniques can reduce fear by 15 percent.

Remember to be yourself. Think positively while you are in front of the audience. Know that the audience is there to learn and listen.

Establish eye contact with members of the audience. Some members of the audience may not return the eye contact. The solution is to establish eye contact with the individuals who are returning your interested look. Remember, this is the way to begin talking with your audience and not just to them. You are communicating with both your words and your eyes.

When you are giving a speech, you should not read from your notes. Only glance at your notes occasionally, to be sure that you are following the outline and format of your speech.

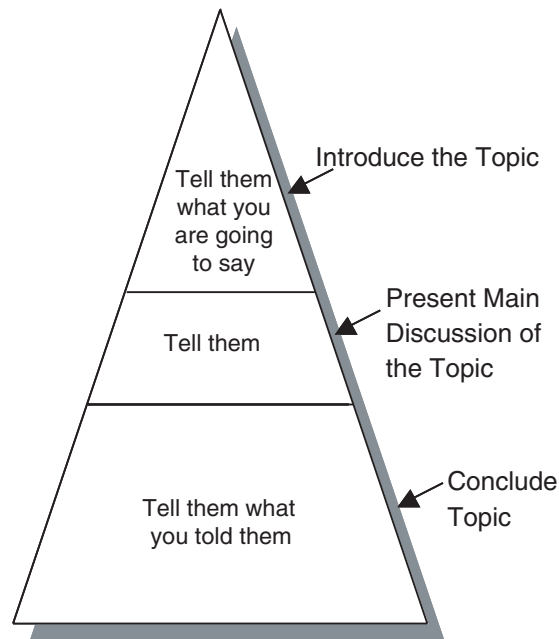
Try to avoid a lot of body shifting. The movements and gestures you make can be very distracting to the audience. Shuffling your feet or scratching your ear will cause the audience to lose concentration.

Also avoid those interrupting pauses such as, “Uh,” “You know,” “I mean,” “Well,” and “So.” Adding these phrases is a very common habit for speakers. It can also be a hard habit to break, and one that will take some effort and concentration.

Everyone makes mistakes when they are speaking. If you accidentally say a wrong word or you suddenly lose track of where you are, do not panic, but attempt to smile. Smiling through your fumbles tells the audience that although you made a slight mistake, you are still in control of the situation. Correct it if it is an important point. If it is not, disregard your blunder and continue with your presentation. Go a little more slowly and take your time, maintaining your concentration.

What is equally important in giving a speech is concluding it. When you are finished, do not rush back to your seat. Be professional and ask if anyone has any questions. Look around with composure and if there are no questions, politely say, “Thank you” and go sit down. If there are questions, answer them as well as you can. If the information has already been covered in the speech, do not give an extensive explanation. Be brief. Remember—you are the expert on the subject.

Figure 6.3.1: Introduce, present, and conclude your topic.



## Basic Speech Structure

All types of speeches basically have a beginning, middle, and an end. They use a standard format for organization. You tell the audience what you are going to say, you say the main part of your speech, and then you tell the audience what you told them. This is shown in Figure 6.3.1.

While preparing your speech, follow the six basic steps to effective speech writing.

1. **Analyze the purpose of the speech and the audience.**
2. **Conduct research and gather information.**
3. **Support your ideas.**
4. **Organize all the material.**
5. **Draft and edit the speech.**
6. **Practice and get feedback.**

## Types of Speeches

There are several major categories of speeches. These categories include:

- **Informative**
- **Persuasive**
- **Actuating**



- **Argumentative**
- **Entertaining**
- **Impromptu**

The purpose of each speech varies, depending on what you are attempting to accomplish as a speaker.

### ***The Informative Speech***

The speech to inform does exactly what it says—it informs or tells the audience about something. It delivers information so that the audience can grasp and remember important data about the subject. The goal is for the audience to accomplish understanding of the subject. An example is a presentation on how to gain rank in JROTC.

### ***The Persuasive Speech***

The speech to persuade attempts to change the audience's minds and/or behavior toward something. An example is persuading other students to become cadets.

### ***The Actuating Speech***

The speech to actuate is a motivating speech similar to the persuasive speech, but the difference is that the speech to actuate calls for immediate action. For example, suppose your school principal announces that the school team needs to be encouraged about a big upcoming game. The resulting action may be in the form of a school pep rally.

### ***The Argumentative Speech***

The argumentative speech must be structured as most other speeches. It must rely on logical appeals. This type of speech is also known as a kind of reasoned persuasion. Many debates in social and political fields are based on this kind of speech. Another common example is the closing argument an attorney makes during a courtroom trial.

### ***The Entertaining Speech***

The speech to entertain is used to relay a message in an entertaining manner. Humor plays an important part in this speech. For this reason, the entertaining speech can be difficult to present because humor is of a personal nature. If an entertaining speech is presented well, however, it can be very effective. When someone is being honored, very often another person will make a humorous speech about the honoree, perhaps telling a funny story about the person.

## ***The Impromptu Speech***

The impromptu speech is something a little different because most impromptu speeches are presented without elaborate preparation. The word “impromptu” means “to do something without preparation or advance thought—off-hand.” Here are some tips, benefits, and techniques related to impromptu speaking.

### ***Note***

“It usually takes me more than three weeks to prepare a good impromptu speech.”  
– Mark Twain

### ***Practicing***

For beginners, impromptu speeches are necessary in helping the individual to gain self-confidence and the ability to “think on your feet.” Impromptu speaking is an effective training device. The more practice you have in giving impromptu speeches, the better qualified you will be to deliver prepared talks. Suppose your instructor asks you to stand up and give an impromptu presentation on why you decided to join the Army JROTC. Pause for a few seconds before you begin and collect your thoughts.

### ***Benefits***

If you sound smooth and polished when giving an impromptu speech, both you and your audience will be impressed. By practicing, you will be capable of putting your thoughts into logical order. You will talk clearly and convincingly to your audience without any notes. Remember that your audience will not be expecting an elaborate speech, but they are there to hear you tell them something of interest.

### ***Techniques***

The best way to be prepared for the “unprepared” is to stay up-to-date in your field of interest. Clipping and saving articles and reading newspapers or news magazines are ideal ways to do this. Communicating with people who share your area of interest also helps you broaden your understanding.

Imagine a storehouse in your mind where you will file these different bits of information. When you stand to speak “impromptu,” you will be prepared to pull out the needed data from your mental file. For example, reading up on Army JROTC and discussing your future in it with your instructor will add to your ability to discuss this subject with your audience.

One way to organize your thoughts for an impromptu speech is to use a “Past, Present, Future” format. Speak first about the past of the subject, such as the history of the Army JROTC and what has been done to increase the number of cadets; then, speak about the organization and the role it plays today by considering what is happening now and what kind of learning takes place. Finally, contemplate the future. Consider what things may change, what improvements may be made, and where Army JROTC may be ten years from now.

Another procedure to use in your presentation is to support your ideas with examples or statistics. In addition, try to find experiences from your past that will add to your speech and make your points believable. For example, suppose your instructor asked you to make a speech about seatbelts and whether or not you favor a mandatory law for wearing them. You could talk about how you feel wearing seatbelts is a wonderful idea. But, most people already know that. You would not be telling them anything they did not already know. Instead, state why a mandatory law is a good idea by attaching it to something you have seen, heard, or read in the news. You could say something like “I read in the newspaper the other day that a family of four survived a car accident because they were wearing seatbelts. The report said that if it were not for that, they would have been thrown violently from their car. More than likely, they all would have died.”

Also, always be sure to take your time. Of course, some situations require a minimum or maximum time. Remember that you will need to collect your thoughts and to wait for the audience to quiet down. Most importantly, do not rush head-on into your presentation. Concentrate on what you are saying and what you want to say.

Finally, try to stay on the subject. Keep focusing on the topic in your mind so that your examples or stories are extended from that basis. Practicing at home will help you be prepared in the classroom or anywhere the impromptu situation arises. Pick any object in your room or any story in the newspaper. Contemplate what you could say about it. Speak about the item while timing yourself.

### ***Tips for Impromptu Speaking***

Remember the following techniques to improve impromptu speaking:

- **Stay knowledgeable on a variety of topics.**
- **Try a format such as “Past, Present, Future.”**
- **Support your ideas with examples or statistics.**
- **Add personal experiences.**
- **Do not rush. Collect your thoughts.**
- **Concentrate on what you are saying.**
- **Stay on subject.**
- **Practice giving impromptu speeches.**

## ***Constructive Feedback***

Sometimes you will be called upon to provide feedback on another person's speech. It is important to realize that feedback need not always be negative or destructive. It should be **constructive criticism**.

### ***Key Note Term***

**constructive criticism** – feedback that is helpful and productive.

The purpose of giving feedback is to improve someone's performance in some way. In its most effective form, it provides constructive advice, direction, and guidance, in an effort to raise performance levels.

Effective feedback stresses both strengths and suggestions for improvement. In giving constructive feedback, you must be straightforward and honest; you must also respect the speaker's personal feelings. Feedback is pointless unless the speaker profits from it; however, praise just for the sake of praise has no value unless the only goal is to motivate or improve self-concept.

Effective feedback reflects your consideration of the speaker's need for self-esteem, recognition, confidence, and the approval of others. Ridicule, anger, or fun at the expense of the speaker have no place in constructive feedback.

To give constructive feedback, listen carefully to the speaker. Focus on the following:

- **The actual content of a speaker's effort.**
- **What actually happened during the speech?**
- **The observed factors that affected performance of the speech.**

## *Conclusion*

Speech is the most widely used medium of communication. The main purpose of any speech or presentation is to deliver clear and specific ideas to the listeners. Practicing the impromptu speech is an ideal way for many individuals to gain self-confidence and the ability to communicate "on their feet."

Although fear of speaking is common, studies show that one of the most admired qualities in others is their ability to speak in front of a group.

Similar to writing, speaking is a skill. After you grasp the basics, the rest is practice, polish, and style. You may be embarrassed by initial mistakes, but you will survive. Few of us will become great speakers, but all of us can become more effective speakers if we take the time to practice the basics.

## *Lesson Review*

1. **Explain one of your coping strategies that work for you when you're nervous.**
2. **What is the basic speech structure?**
3. **List the six different types of speeches covered in this lesson.**
4. **Compare and contrast constructive and destructive criticism.**

# *Managing Conflict*

## *Chapter 7*

## Lesson 1

### Managing Anger



#### Key Terms

anger management  
aggression  
assertion  
change orientation  
deference  
empathy

#### What You Will Learn to Do

- Apply anger management strategies

#### Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

#### Skills and Knowledge You Will Gain along the Way

- Determine the common causes and effects of anger in interpersonal relationships
- Select strategies for controlling anger
- Explain the role of empathy in reducing anger
- Define key words contained in this lesson

## Introduction

At some point in life, every human being feels angry. Anger is usually a healthy and normal emotion, but for some it can get out of control and become destructive. Uncontrolled anger can lead to failed relationships, loss of employment, and physical illness. It can also cause hurt feelings, frustration, annoyance, harassment, **aggression**, disappointment, and threats. This lesson is designed to help you understand the nature of anger, and how to manage it.

### Key Note Term

**aggression** – a tendency to be hostile or quarrelsome.

## Understanding What Causes Anger

According to Dr. Charles Spielberger, anger can be explained and defined as “an emotional state that varies in intensity from mild irritation to intense fury and rage.” Similar to other emotions, anger is usually accompanied by physiological and biological changes; when you get angry, your heart rate and blood pressure go up, as do the levels of your energy hormones, adrenaline, and noradrenaline. Other physical symptoms of anger can include:

- Headaches
- Gastrointestinal disorders
- Respiratory disorders
- Skin disorders
- Disabilities of the nervous system
- Circulatory disorders
- Aggravation of existing physical symptoms
- Emotional disturbances
- Suicide

### Note

Dr. Charles Spielberger is a leading researcher in the link between anger and heart failure. He is a recipient of the APA Award for Distinguished Professional Contributions to Applied Psychology as a Professional Practice. Dr. Spielberger is currently on staff at the University of South Florida.

Anger can be triggered by external or internal events. For example, you could get angry at a fellow student or supervisor, or at being in the slow line at the grocery store. Memories of traumatic or enraging events can also trigger angry feelings.

## Expressing Anger

For many, the natural way to express anger is to respond in an aggressive manner. Anger is an adaptive response to threats that can inspire powerful, often aggressive, feelings and behaviors. These feelings allow humans to fight and to defend themselves when attacked. When faced with survival, a certain amount of anger is healthy and necessary; however, lashing out at nearly every person or event that causes you to feel angry isn't appropriate or productive.

The three main approaches to managing anger are expressing, suppressing, and calming. Expressing your angry feelings in an assertive—not aggressive—manner is the healthiest way. To do this, you have to learn how to make clear what your needs are, and how to get them met without emotionally or physically hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.

Unexpressed anger can create other serious problems. It can lead to pathological expressions of anger, such as passive-aggressive behavior (getting back at people indirectly without telling them why, rather than confronting them) or a personality that seems cynical and hostile. People who are constantly putting others down, criticizing everything, and making cynical comments haven't learned how to constructively express their anger.

Anger can be suppressed, and then converted or redirected. This happens when you hold in your anger, stop thinking about it, and focus on something positive. The aim is to inhibit or suppress your anger and convert it into more constructive behavior. The danger in this type of response is that if it isn't allowed outward expression, your anger can turn inward—on yourself. Anger turned inward may cause hypertension, high blood pressure, ulcers, or depression.

Another method for controlling anger is to calm yourself down inside. This means not just controlling your outward behavior, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and let the feelings subside.

## Anger Management

### Key Note Term

**anger management** – learning to control and manage the emotion of anger; managing your anger so it comes out in a healthy and constructive way.

**Anger management** reduces your emotional feelings and the physiological changes that anger causes. You can't get rid of, or avoid, the events, objects, or people that make you angry, nor can you change them; however, you can learn to control your reactions to them.

### What Makes People Angry

You have most likely met someone who is more “hotheaded” than others. This person gets angry more easily than others, and is more intense than the average person. There are also those who don't show their anger by raising their voice, but



are irritable and grumpy. Easily angered people don't always yell and throw things; sometimes they withdraw socially, sulk, or get physically ill. People who are easily angered can't take things in stride, and they're particularly infuriated if the situation seems somehow unjust, such as being corrected for a minor mistake.

So, why do some people get more angry than others? Genetics might have something to do with it. There is evidence that some children are born irritable, touchy, and easily angered, and that these signs are present from a very early age. Another reason may be sociocultural where anger is looked at as a negative emotion. Those who aren't taught that it's perfectly normal to express anger in a healthy way don't learn how to handle it or channel it constructively.

To deal with and manage anger, it's best to find out what triggers angry feelings and then to develop strategies to keep those triggers from tipping you over the edge.

## *Strategies for Managing Anger*

There are several ways that you can manage your anger and express it in a positive and constructive manner, and end up with the results you want. These strategies include learning to relax, changing the way you think, solving problems, and learning to communicate better. The following sections cover these strategies.

### *Using Relaxation to Manage Anger*

Relaxation techniques can include deep breathing and relaxing imagery. It can help to breathe deeply from your diaphragm while slowly repeating to yourself a calming word or phrase such as “easy does it” or “relax.” You can also use relaxing imagery, such as a relaxing experience from your memory, to calm yourself down. Try to imagine a calming picture in your head—maybe a day at a beach or listening to your favorite music—to help get your emotions under control. Learn to use these techniques whenever you're in a stressful or tense situation.

### *Changing Your Thinking*

As a general rule, angry people swear or speak in highly colorful terms that reflect their inner thoughts. When you're angry, your thinking can become exaggerated and dramatic, and you may tend to see situations as absolutes. Try to avoid using words such as *never* or *always* when talking about yourself, someone else, or a specific situation. Instead of thinking that the situation is terrible and your life is ruined, try telling yourself that the situation is annoying, but it's not the end of the world. Keep in the front of your mind that getting angry is not going to fix anything, that it won't make you feel better, and that it may actually make you feel worse.

### *Change Orientation*

**Change orientation** is a reflection of your level of satisfaction with your current behavior. Your view of how satisfied you are with yourself and the world around you is an important starting point for planning personal change. To engage in personal

#### **Key Note Term**

**change orientation** – a reflection of satisfaction or dissatisfaction with current emotional skills and abilities.

change and get your anger under control, you need to understand personal change, feel good about making person changes, and choose healthy way to make those changes. Some areas of self-reflection include:

- **How you feel about yourself as a person**
- **How you relate to your family**
- **If you are satisfied with the way you manage your time**
- **If you are satisfied with your leadership ability**
- **If you are satisfied with the way you handle personal relationships**
- **If you are satisfied with the way you relate to people**

Change orientation can be a tremendous tool in converting powerful emotions into positive change.

### ***Solving Problems***

Sometimes, anger and frustration are caused by real problems; not all anger is misplaced, and is often a healthy, natural response to difficulties. Many people believe that every problem has a solution, and it can add to your frustration to find out that this isn't always true. In situations that seem unsolvable, the best attitude to bring is not to focus on finding the solution, but rather on how you handle and face the problem.

Make a plan, and check your progress along the way. Resolve to give it your best, but also not to punish yourself if an answer doesn't come right away. If you can approach it with your best intentions and efforts and make a serious attempt to face it head-on, you will be less likely to lose patience and fall into all-or-nothing thinking, even if the problem does not get solved right away.

### ***Learning to Communicate and Listen Better***

**Deference** is the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, or behaviors. It is reflected by communications that are indirect or that convey unclear or mixed messages. Deference can result in effective communications that negatively affect relationships.

Deferential behavior may actually make people angry at times because deference frequently masks suppressed anger or rage. People who are aware of their emotional states recognize anger and use positive self-assertion to negotiate the outcomes they seek. Sometimes deference is just good common sense, such as when you defer to an angry cop. But oftentimes deference takes the place of healthy self-assertion and ends up triggering more inner anger.

#### ***Key Note Term***

**deference** – the degree to which a person uses a communication style or pattern that is indirect and ineffectual for accurate expression of thought and feeling.

When communicating anger, **assertion** is key. Assertive communication is a positive way of talking with people and clearly expressing thoughts and feelings in a way that promotes understanding, caring, and respect. A person who communicates assertively respects the right of others. It enables a person to communicate effectively, even during difficult situations that involve strong and intense emotions.

When you're confronted with an angry person in a heated discussion, slow down and think through your responses. Don't say the first thing that comes into your head, but rather think carefully about what you want to say. At the same time, listen carefully to what the other person is saying and take your time before answering.

Phrase your responses in as much of a calm and non-threatening manner as possible. Try to keep from becoming defensive and saying something that will cause the situation to escalate. Many times, if you show **empathy** towards an angry person's concern—listen carefully and share in that person's feelings—you can help to calm that person and get a volatile situation under control. By remaining calm and staying focused on what you're hearing as well as how you want to respond, you can manage an angry situation much better than just flying off the handle.

## Getting Help

Did you get a payoff the last time you got angry? Did other people give you what you wanted because you were louder, tougher, stronger, and could intimidate them? This question reflects your character and self esteem—"I feel good about making others give in to me by becoming angry."

If you feel that your anger is out of control, or you can't figure out where your anger comes from, you might consider counseling to learn how to handle it better. A psychologist or other licensed mental health professional can work with you to develop a range of techniques for changing your thinking and your behavior. Tell a counselor, social worker, or therapist that you have problems with anger, you want to work on getting this emotion under control, and ask about an approach to anger management.

### Key Note Term

**assertion** – the ability to clearly communicate personal thoughts and feelings.

### Key Note Term

**empathy** – the ability to accurately understand and constructively respond to the expressed feelings, thought, behaviors, and needs of others.

## *Conclusion*

Anger is a normal and healthy emotion, and it needs to be expressed. Learning how to constructively express anger and how to manage it is a skill that will benefit you throughout your entire life. You can use a variety of techniques covered in this lesson, from relaxation to better communications; but if these methods don't work for you, counseling is a good and healthy option.

## *Lesson Review*

1. What physical and biological changes occur in the body when you get angry?
2. Choose a relaxation technique and explain it.
3. How can thinking about what you want to say in a heated discussion help to keep the situation under control?
4. Have you ever been in a situation that has gotten out of hand due to anger? What did you do? How did you handle this?

# Lesson 2

## Conflict Resolution and Diversity



### Key Terms

anti-Semitism  
bigotry  
hate-related words  
prejudice  
racism  
scapegoating  
stereotype

### What You Will Learn to Do

- Develop strategies for resolving conflict in a diverse, multicultural setting

### Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

### Skills and Knowledge You Will Gain along the Way

- Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others
- Compare two or more points of view and the reasons behind them
- Clarify particular points of disagreement and agreement
- Identify appropriate intervention guidelines
- Identify techniques for reducing conflict within a diverse population
- Define key words contained in this lesson

# Chapter 7

**Key Note Term**

**stereotype** – a formulated conception, notion, or attitude.

**scapegoating** – the action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It targets another person or group as responsible for problems in society because of that person's group identity.

**bigotry** – bitter, intolerant, and prejudice.

**anti-Semitism** – feeling or showing hostility towards Jews; persecuting Jews.

**Key Note Term**

**hate-related words** – derogatory words having to do with race, religion, ethnicity, ability, gender, or sexual orientation.

**Introduction**

Although acts of bias such as stereotyping, jokes, labeling, and racist comments may seem harmless, they form the foundation for feelings of hate that ultimately can lead to prejudice, discrimination, violence, and genocide. History provides examples of the ways in which **stereotyping, scapegoating, bigotry, anti-Semitism, dehumanization, and discrimination** can escalate to murders. This lesson explores how acts of bias can lead to conflict, and how confronting bias can help to avoid violence.

**Note**

To learn more about scapegoating and anti-Semitism, check out the Anti-Defamation League's website at [www.adl.org](http://www.adl.org). The ADL monitors hate groups around the world, and is a good resource for Holocaust information.

**Hate Crimes Statistics**

Hate crimes are crimes committed against individuals or groups or property based on the real or perceived characteristics of the victims. Hate crime statutes vary from state to state, and may cover bias-motivated crimes based on religion, gender, sexual orientation, ability, national origin, or ethnicity of the victims. In 2002, 7,462 hate crimes, involving 9,222 victims, were reported to the FBI. Schools increasingly have a legal, as well as moral, responsibility for combating hate crimes because so many of the perpetrators and victims are of school age. According to a 2001 Bureau of Justice Statistics Special Report:

- **33 percent of all known hate crime offenders were under 18; another 29 percent of all hate crime offenders were 18-24.**
- **30 percent of all victims of bias-motivated aggravated assaults and 34 percent of the victims of simple assault were under 18.**

Hate behavior generates humiliation, shock, outrage, fear, and anxiety in the victim and in the victim's community. When such an incident occurs at school, the entire school community experiences a loss of safety. Feelings of vulnerability, insecurity, and alienation become common. Ultimately, these feelings produce a negative school climate where not only is school safety questioned, but learning is disrupted and instruction is occupied with classroom management. According to the National Center for Education Statistics:

- **In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them in the previous six months.**
- **In both 1999 and 2001, 36 percent of students saw hate-related graffiti at school.**

## Why Diversity Matters

Diversity matters to every living human being. When a group or segment of the population is excluded or oppressed, everyone is denied. For communities to not only survive, but to thrive, each person needs to be aware and sensitive to ALL the members of the community. When all segments of a community are respected and utilized, it benefits everyone involved.

America is the most diverse nation in the world. Our ethnicity, religion, life experience, and so on makes each of us unique, and it benefits everyone to learn to accept what is different and respect it.

## Hate, Stereotypes, and Racism

You might have seen the bumper sticker, “Hate Isn’t a Family Value.” No one is born with hatred or **prejudice** towards another person; hate, stereotypes, and **racism** are learned behaviors and feelings. Sometimes human beings have negative feelings towards another simply because they are different. Sometimes cultural dress, actions, and attitudes are misunderstood and misinterpreted. Other times, a news story about a single individual might sway your opinion about an entire group of people.

Knowledge and information are the most powerful tools you have at your disposal to combat hate, stereotypes, and racism. To learn about other cultures and combat racism and stereotyping, you can:

- **Know your roots and share your pride in your heritage with others.**
- **Celebrate holidays with extended family and friends. Use such opportunities to encourage storytelling and share personal experiences across generations.**
- **Invite friends from backgrounds different from your own to experience the joy of your traditions and customs.**
- **Be mindful of your language; avoid stereotypical remarks and challenge those made by others.**
- **Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh.**
- **Be knowledgeable; provide as much accurate information as possible to reject harmful myths and stereotypes. Discuss the impact of prejudicial attitudes and behavior.**
- **Read books that promote understanding of different cultures as well as those that are written by authors of diverse backgrounds.**

### Key Note Term

**prejudice** – a judgment or opinion formed without knowing the facts; hatred or fear of other races, nations, creeds, and so on.

**racism** – the practice of racial discrimination, persecution, or segregation based on race.

## *Why Conflict Occurs*

Conflict can arise for the smallest and most insignificant of reasons. One person makes an off-handed racial slur or a disparaging comment about someone's cultural background. Heated words are exchanged, tempers flare, conflicts escalate, and all too often, violence results. And when conflict arises, many teens feel they have no choice but to fight. Although conflicts and disagreements are an inevitable part of life, they do not have to lead to violence.

When you try to resolve conflicts and disagreements, you find that conflicts don't have to be avoided, nor do they necessarily lead to violence. Conflict can actually be a positive force in your life; it can provide you with an opportunity to take a close look at yourself, your attitudes, and your beliefs. If resolved positively, conflicts can actually help strengthen relationships and build greater understanding of yourself and those around you.

## *Conflict Management and Resolution*

Conflicts can be managed and resolved through several different options. Sometimes, it's best to combine methods to get the problem solved and avoid the conflict from escalating to a violent end. The following sections discuss some conflict management and resolution solutions available to you.

### *Win/Win Approach*

The win/win approach is about changing the conflict from adversarial attack and defense, to cooperation. It is a powerful shift of attitude that alters the whole course of communication.

While people battle over opposing solutions, such as "Do it my way!", "No, that's no good! Do it my way!", the conflict is a power struggle. What you need to do is change the agenda in the conversation. The win/win approach says "I want to win and I want you to win, too." A win/win approach rests on strategies involving:

- **Going back to underlying needs: Why did the conflict start and what will the outcome resolve?**
- **Recognition of individual differences**
- **Openness to adapting one's position in the light of shared information and attitudes**
- **Attacking the problem, not the people**

Compromise is usually the key to the win/win approach. Even if the conflicting parties simply agree to disagree, everyone wins.



### ***Creative Response Approach***

The creative response to conflict is about turning problems into possibilities. It is about consciously choosing to see what can be done, rather than staying with how terrible it all is. It is affirming that you will choose to extract the best from the situation.

You can take a conflict and turn it into an opportunity for discussion and healthy debate.

### ***Appropriate Assertiveness Approach***

The essence of appropriate assertiveness is being able to state your case without arousing the defenses of the other person. The secret of success lies in saying how it is for you rather than what they should or shouldn't do. Attaching the statement "The way I see it . . .", can help tremendously. A skilled "I" statement goes even further. When you want to state your point of view helpfully, the "I" statement formula can be useful. An "I" statement says how it is on my side, how I see it.

Use an "I" statement when you need to let the other person know you are feeling strongly about an issue. Others often underestimate how hurt, angry, or put out you are, so it's useful to say exactly what's going on for you. What you can realistically expect is that an appropriate "I" statement made with good intent:

- **Is highly unlikely to do any harm**
- **Is a step in the right direction**
- **Is sure to change the current situation in some way**
- **Can/will open up to possibilities you may not yet see**

### ***Empathy***

Empathy is about rapport and openness between people. When it is absent, people are less likely to consider your needs and feelings. The best way to build empathy is to help the other person feel that they are understood. That means being an active listener.

There are specific listening activities relevant to different situations—information, affirmation, or inflammation. Use active listening when offering advice won't help. To use active listening:

- **Don't ignore or deny the other party's feelings.**
- **Read the non-verbal as well as the verbal communication to assess feelings.**
- **Check back with the other party about their feelings as well as the content even though they may only be telling you about the content. If you're not sure how they feel, ask them "How do you feel about that?" or "How did that affect you?"**
- **Reflect back what you hear them saying so they can hear it themselves.**

# Lesson 3

## Conflict Mediation



### Key Terms

anger management  
arbitration  
empathy  
mediation  
violence prevention

### What You Will Learn to Do

- Apply mediation techniques to resolve conflict

### Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

### Skills and Knowledge You Will Gain along the Way

- Differentiate between arbitration and mediation
- Compare mediation techniques
- Identify techniques for reducing conflict
- Define key words contained in this lesson

# Chapter 7

## Introduction

### Key Note Term

**violence prevention** – discouraging or hindering acts of physical force that cause injury or abuse.

The National Center for Education Statistics report that approximately 37 percent of high school students have been in a physical fight within the year and 18 percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern, in what is supposed to be a non-threatening learning environment.

One of the best ways to handle violence in schools and prevent its spread throughout the community is to defuse disputes, and resolve any conflict before it turns violent.

In this lesson, you learn how you can take personal responsibility for **violence prevention** by:

- **Practicing anger management techniques to control your emotions and help you resolve conflicts in a calm, rational manner.**
- **Acting as a peer mediator to help others resolve conflicts in a non-violent manner.**

## Anger Management

Anger is normal, and a universal emotion that everyone experiences from time to time. When you are angry, you experience strong feelings that can propel you into inappropriate or destructive behavior. Anger, if left unchecked, can easily spiral out of control and lead to violence.

Your response to anger; however, is completely within your control. Mastering the techniques of **anger management** will help you keep calm in a tense situation, and avoid violence.

### Key Note Term

**anger management** – employing steps to control feelings of anger or rage.

### Anger Management Techniques

- **Take time to calm down. You need to maintain emotional control to communicate in a calm, even tone. Yelling and insulting will only serve to worsen the situation.**
- **Identify the source of your anger, and know what triggers it.**
- **Use words to describe your needs and explain your feelings.**
- **Turn your anger into energy. You could exercise vigorously, write down what is making you angry, daydream about things that make you happy, do something useful for yourself or for someone else, pound or yell into a pillow, or blow up a balloon. Keep a list of the activities that you can do at different times so you do not have to think about what to do when you become angry.**
- **Share your angry feelings with a friend, teacher, parent, coach, counselor, or clergy. This always proves to be an excellent antidote.**

Anger management skills must be practiced throughout your lifetime. After you have gained control over your anger, you can work toward resolving conflict in a non-violent way.

## Mediation

What would happen if you tried to resolve a conflict yet could not brainstorm any solutions that were acceptable to both parties? Or if the emotions became overheated to the point where you could no longer continue negotiations? If you fail to resolve a conflict through negotiation, the conflict may need to be resolved through **mediation** or **arbitration**. Mediation, from the Latin word meaning “middle,” literally means putting another person in the middle of the dispute. The mediator is an independent third party that acts as a facilitator, and can be another student. In fact, studies show that peer mediation programs, where students are trained to resolve disputes of other students, have proven to be relatively successful. The goal of mediation is to help the disputing parties find and agree on a win-win solution in which each party’s needs are met.

Mediation is usually contrasted with arbitration, which should be used as a last resort. Arbitration is the submission of a conflict to a disinterested third party, an adult such as a teacher or principal, who makes a final and binding judgment to decide who is right. Typically, arbitration leaves at least one person with anger about the decision and resentment toward the arbitrator. However, both people involved in the conflict should abide by the decision made by the arbitrator, and agree to “let go of the conflict” with no hard feelings toward either person.

### Role of a Mediator

A mediator facilitates a discussion between the parties with the dispute by asking open-ended questions that encourage a discussion of solutions. Unlike an arbitrator, mediators will not issue orders, find fault, investigate, impose a solution, or make decisions for the parties. Mediators try to help the people with a dispute reach their own agreement, and achieve practical, sustainable resolutions. A mediator, however, cannot enforce agreements after they have been reached. It is up to all parties to enforce and implement their own agreements.

As a rule, mediators should:

- **Be honest**
- **Remain objective**
- **Act in good faith**
- **Show empathy, but avoid becoming emotional**
- **Use good communication skills**
- **Listen effectively**

### Key Note Term

**mediation** – working with opposing sides to resolve a dispute or bring about a settlement; the process in which conflicts are resolved with the help of a neutral third party.

**arbitration** – to submit for decision to a third party who is chosen to settle differences in a controversy.

### Key Note Term

**empathy** – the capacity to experience the feelings of another as one’s own.

- **Summarize accurately**
- **Think critically**

As with any conflict situation, mediators should not get involved in a heated argument that has the potential for turning violent at any moment.

## *Steps to Mediating a Conflict*

Have you ever helped two friends reach an agreement, or helped to settle an argument between siblings? If so, you have mediated a conflict. Mediation is a simple, straightforward process. The procedure for a successful mediation includes:

### **1. Introductions**

- **Explain the mediator's role**
- **Mediator emphasizes neutrality**
- **Establish the ground rules such as: confidentiality, respect, no name-calling or vulgar language, no interruptions, etc.**
- **Explain the steps of a mediation**
- **Ask questions**

### **2. Tell the story**

- **Both parties tell their side of the story to the mediator**
- **Mediator summarizes each party's point of view including facts and feelings**
- **Mediator makes sure that each party understands the conflict**

### **3. Explore possible solutions**

- **Ask both parties how they can solve the problem**
- **Write down all solutions**
- **Check off only those solutions to which both parties can agree**

### **4. Don't give up**

- **Keep trying until you can reach an agreement, you may have to trade something that one side wants for something that the other side has**
- **Ask the parties to write down the agreement in their own words**
- **Ask all parties to sign the agreement**

### ***Role of a Bystander***

Even if you are not personally involved in the conflict as one of the disputing parties or the mediator, you have a responsibility to do your part to prevent violence by:

- Refusing to spread rumors
- Refusing to relay threats or insults to others
- Staying away from potential fight scenes
- Showing respect for people who use good judgment in ignoring insults or other trivial forms of conflict

Appeal to your peers to help control a situation, and reduce the potential for violence.

### ***Conclusion***

We all have a responsibility to try to resolve conflicts in a productive and non-violent way. When a conflict occurs, try first to negotiate a resolution. If that fails, involve a classmate or teacher to mediate the conflict. By negotiating and/or mediating conflicts, you are developing valuable anger management, problem-solving, and conflict resolution skills that you will use throughout your life.

### ***Lesson Review***

1. List some anger management techniques that you use to stay calm and level-headed.
2. What is the role of a mediator?
3. Explain why it's important to hear both sides of a story.
4. Define the term "arbitration".

## Lesson 4

### Violence Prevention



#### Key Terms

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decision-point  
prevention  
violence

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#### What You Will Learn to Do

- Apply strategies to prevent violence

#### Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

#### Skills and Knowledge You Will Gain along the Way

- Differentiate between violent and non-violent responses to anger
- Compare violence prevention techniques
- Select strategies for preventing violence
- Define key words contained in this lesson

## Introduction

The National Center for Education Statistics report that approximately 37 percent of high school students have been in a physical fight within the year, and 18 percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern in what is supposed to be a non-threatening learning environment.

In earlier lessons you learned processes for effectively managing conflict and negotiating a fair solution; however, what if the negotiation is unsuccessful, and you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from escalating to violence? In this lesson you learn how you can take personal responsibility for violence **prevention**.

### Key Note Term

**prevention** – to stop or prevent an event or act from occurring.

### Statistics Don't Lie

Youth violence is a widespread problem in the United States. Consider the following statistics:

- About 9 percent of murders in the U.S. were committed by youth under 18 in 2000. An estimated 1,561 youth under the age of 18 were arrested for homicide in 2000.
- Youth under 18 accounted for about 15 percent of violent crime arrests in 2001.
- One national survey found that for every teen arrested, at least 10 were engaged in violence that could have seriously injured or killed another person.
- About one in three high school students say they have been in a physical fight in the past year, and about one in eight of those students required medical attention for their injuries.
- More than 1 in 6 students in grades 6 to 10 say they are bullied sometimes, and more than 1 in 12 say they are bullied once a week or more.
- Suicide is the third leading cause of death among teenagers — In 2000, 1,921 young people ages 10 to 19 died by suicide in the United States.
- About 1 in 11 high-school students say they have made a suicide attempt in the past year.

Do all you can to help prevent violence!



## *What You Can Do to Prevent Violence*

### **Key Note Term**

**violence** - physical force used to do injury; any infringement of rights.

Somewhere everyday, someone is dealing with violent behavior. Whether it's a child being bullied by a classmate, or a shop owner being robbed at gunpoint, violent acts occur everywhere. Although **violence** has become more common in recent years, it is still an unacceptable way to resolve issues and problems.

Teenagers and young adults can play an important role in reducing and preventing violence. Consider some of the following ideas.

### ***Start with Yourself***

Try to broaden your social circle to include others who are different from you. Be mindful of your language and avoid stereotypical remarks and challenge those made by others. Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh.

Make a commitment not to contribute to violence in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

### ***Understand Diverse Cultures, Traditions, and Lifestyles***

Learning about others' cultures and traditions can help you be more compassionate and understanding. It can also help you better understand points of view that are different from your own. Talk with your friends, parents, and teachers about how you and your classmates can respond to hateful attitudes and behaviors. Newspapers, magazines, movies, and television shows that you've seen on these subjects can be great ways to start a discussion about hate crimes and intolerance.

### ***Get Involved***

Get involved in your school and community. Identify any hate group active in your community; then share the information, publishing an article in a school or local newspaper, or talking to community groups or groups of students. Volunteer with a community group, play sports, write a play or poem, play a musical instrument, or join a club or after-school program.

### ***Join a Group That Promotes Tolerance***

Join with other students to create anti-hate policies and programs in your school. Coordinate an event that brings diverse people and groups together. Find ways to show support and solidarity for groups when one of their members is a victim of hate violence.

Learn about effective programs and what other teens are doing around the nation. Find out how to plan and start a program, run a meeting, develop publications, and work with the news media.

### ***Avoid Alcohol and Drugs***

Stay away from alcohol and drugs as well as people who use them. There is a strong link between the use of alcohol and drugs and violence. For more information about drugs and alcohol abuse as well as their prevention and treatment, see the earlier lessons, “Use and Effects of Drugs, Alcohol, and Substances” and “Critical Decisions about Substances.”

### ***Learn About Conflict Resolution***

Many schools, churches, and after-school programs offer training in conflict resolution skills. This training might include:

- **Learning about a win-win approach to resolution**
- **Turning problems into possibilities**
- **Becoming a more empathetic listener**
- **Practicing assertiveness, not aggressiveness**
- **Learning the art of negotiation**

### ***Do Not Carry a Gun or other Weapons, and Avoid Those Who Do***

Carrying a gun is unlikely to make you safer. Guns often escalate conflicts and increase the chances that you will be seriously harmed. If someone is threatening you and you feel that you are in serious danger, do not take matters into your own hands. Find an adult you can trust and discuss your fears, or contact school administrators or the police. Take precautions for your safety, such as avoiding being alone and staying with a group of friends if possible.

#### ***Take the Pledge***

You can take the Student Pledge Against Gun Violence and adhere to it to make your school and community safer.

*I will never bring a gun to school;*

*I will never use a gun to settle a personal problem or dispute;*

*I will use my influence with my friends to keep them from using guns to settle disputes.*

*My individual choices and actions, when multiplied by those of young people throughout the country, will make a difference. Together, by honoring this pledge, we can reverse the violence and grow up in safety.*

**Key Note Term**

**decision-point** – the point where a decision to act is made.

**Report Someone Who Is Planning to Do Harm**

Most of us have learned from an early age that it is wrong to “tattle,” but in some instances it is the most courageous thing you can do. Tell a trusted adult, such as a teacher, guidance counselor, principal or parent. If you are afraid and believe that telling will put you in danger or lead to retaliation, find a way to anonymously contact the authorities. Before someone reaches a **decision-point** and performs a violent act that can change their life and the lives of those around them, tell someone who can help.

**Take the Initiative to Make Your School and Community Safer**

Join an existing group that is promoting non-violence in your school or community, or launch your own effort. The Justice Department’s youth web site (<http://www.usdoj.gov/kidspage/>) can connect you with national organizations and provide you with information and resources to take action in your community. Learn about effective programs and what other teens are doing around the nation. Find out how to plan and start a program, run a meeting, develop publications, and work with the news media.

**Conclusion**

Although violence has always been a problem in the United States, the number of deaths and serious injuries increased dramatically during the late 1980’s and early 1990’s, as more and more youth began to carry guns and other weapons.

Since then, however, the tide has begun to turn. Between 1992 and 2001, juvenile arrests on weapons charges dropped 35 percent; the juvenile arrest rate for murder fell 62 percent, dropping to its lowest level in more than two decades; and the juvenile arrest rate for violent crimes dropped by 21 percent. Clearly, considerable progress has been made, but youth violence does still remain a serious problem in the United States. With your help; however, these statistics can drop even lower.

**Lesson Review**

1. What ways can you get involved in your school or community to help prevent violence?
2. Why is it important to learn about other cultures and ethnicities in an effort to prevent violence?
3. How can the use of drugs and alcohol lead to violent acts?
4. Explain how bullying is considered violence.

# *Career Planning*

# *Chapter 9*

# Chapter 9

## Lesson 1

### Career Exploration Strategy



#### Key Terms

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advancement  
attitude  
aptitude  
career  
employee  
entrepreneur  
internship  
job  
job posting  
mentor  
occupation  
profession  
promotion  
telecommuting  
virtual worker  
vocational

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#### What You Will Learn to Do

- Investigate a career

#### Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

#### Skills and Knowledge You Will Gain along the Way

- Identify personal strengths and interests and link them to possible career paths
- Identify jobs/careers of interest

- Explain the difference between a job and a career
- Determine qualifications and education/training necessary for desired career
- Discuss the effects of education and training on a career
- Identify the steps in developing a career exploration strategy
- Analyze future job trends
- Define key words contained in this lesson

## *Introduction*

As a high school student, you are faced with many decisions. Selecting a career may be one of the most important decisions that you make. Although some students in your class may know exactly what they want to do after graduating from high school, others may not. If you are one of those who have not yet decided, don't panic! This is the time in your life to try different things, to discover your interests, and to understand how your interests relate to career decision-making.

Because much of your adult life will be spent working, it is important to start as early as possible selecting a career. When determining your interests and personal preferences about a career, you may want to consider how much education you want to pursue, and whether it is important for you to find a career that has high prestige, allows you to work independently, is especially creative, or relates to other common work values. This lesson helps you start planning for your future.

## *Planning a Career Strategy*

Developing a satisfying career requires careful planning and informed decision-making. This is an exciting time for you, but it can also be overwhelming. You must spend time gathering information, understanding what alternatives you have, and thinking about your personal preferences in regard to your career. The career decisions that you make in the next few months or years will not be the only career decisions that you will make—most people have many careers over the course of a lifetime, but the decisions you make soon will be key ones. Therefore, to use your career exploration strategy as a tool to help you make those important career decisions; it should focus on three tasks:

- **Discovering what your aptitude, interests, abilities, and personal preferences are.**
- **Matching your aptitude, interests, abilities, and preferences with occupations.**
- **Learning where and how to get information on different careers.**

If you have not yet decided what type of a career you would like, now is the time to start a planning a strategy that will help you to decide. In addition to teaching you career exploration skills, developing a career exploration strategy can motivate you to learn more about yourself and the occupations that you might find rewarding. Such a strategy can help you to see how your aptitude, interests, abilities, and personal preferences match career opportunities.

An effective career exploration strategy can also help you to decide whether you want to attend college, a **vocational**-technical school, join one of the military services, or go directly into the world of work after high school.

### Key Note Term

**vocational** – of, relating to, or being in training for a skill or trade to be pursued as a career.

### Key Note Term

**entrepreneur** – one who organizes, manages, and assumes the risks of a business enterprise.

## Identifying What You Want to Become

Do you know at this time in your life what career or job you would like to pursue after graduating from high school? Your answer can be anything: doctor, plumber, hot dog salesman, **entrepreneur**, instructional designer, baseball star, electrician, and so on. The Department of Labor lists over 2,000 different jobs performed in the United States in its publication *The Dictionary of Occupational Titles*.

Although you may believe that discovering your aptitudes for certain jobs or careers may seem like a difficult task, it can actually be easier than identifying the career that interest you. Your guidance counselor (career counselor, occupational specialist) has career tests that can match your skills, abilities, and interests with specific job titles. The results of these tests allow you to eliminate jobs that may not be suited for you (because you scored low on them) so that you can concentrate your time and research on those jobs that better match your skills, abilities, and interests.

The Armed Services Vocational Aptitude Battery (ASVAB) test is a good indicator of how well you have developed your academic and occupational abilities. It measures aptitudes that are related to success in different types of civilian or military jobs. The U.S. Department of Defense (DoD) has provided the nationally-normed, multi-aptitude test battery, to high schools and post-secondary schools since 1968. The ASVAB Career Exploration Program has been designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics.

The ASVAB program was recently redesigned to be helpful to virtually all students, whether they are planning on immediate employment after high school in civilian or military occupations, or further education at a university, community college, or vocational institution. Visit [www.asvabprogram.com/](http://www.asvabprogram.com/) for more information.

There are several Websites that are dedicated to helping you assess your potential in the job market. Some offer a free assessment and some offer the assessment for a fee. The following Websites are just a few samples:

- **www.assessment.com:** provides a free online career assessment test and appraisal through MAPP, also known as Motivational Appraisal of Personal Potential.
- **www.personalnature.com:** PersonalNature Career assessment service measures talents and work styles to provide a ranking of career suggestions for a fee.

When thinking about your future, you should first consider all the jobs that interest you the most and why. Try to understand what draws you to those professions. Then, identify the qualities and traits that you have for those jobs as compared to the requirements for them.

Maybe you do not have any idea what you would like to do. If that is the case, you might be eliminating some career choices because of negative thinking, such as:

- **You assume certain jobs are not realistic.**
- **You do not have the resources to pursue certain jobs or careers.**
- **You may not have direct experience.**
- **You feel that you cannot even guess at jobs or careers that may interest you.**

### ***What Am I Going to Do after Completing High School?***

This is a question that you may be asking yourself. Because you have been in school most of your life, you might be wondering, “What will I do after graduation? Should I go to college or look for a job? Do I have any other alternatives? What about technical or vocational training? Is college something I can handle now, or should I wait until later? Do I have the resources to obtain further education? If I do try to find a job, what kind should it be? Should I join the military? How do I find out which occupations are best for me? Where will I likely succeed and be most satisfied?”

To answer those questions, you should find out as much as possible about the many career opportunities that exist, and which ones match your aptitude, interests, abilities, and personal preferences. To do all of that, you will need the following:

- **Information about your aptitude, interests, abilities, and personal preferences.**
- **Information about the world of work, including educational requirements, work environment, and career opportunities for specific occupations.**
- **Information on how to match your personal characteristics to the characteristics of the world of work.**

You must first decide how you will conduct your career exploration, how many hours you plan to take in your search process, and a date when you will make a tentative decision. The time limitations you set are important. It is easy to postpone big decisions. If you commit yourself to a plan, you are less likely to become overwhelmed by such a big decision.

The deadline that you set is there to help you make timely decisions about your future. It does not mean you must make a career decision that is not changeable.



You may even find it helpful to set a time in the near future to review your research. That review will give you the opportunity to see if you are still satisfied with your choices. When looking for a career, it is important to be creative. Explore all possible avenues. Use techniques such as brainstorming, researching, networking, canvassing, testing, counseling, and volunteering to assist you in making your career decisions.

### ***What's Hot in the Career Market***

Not sure what kind of career to pursue? You might want to consider the computer or health fields. The number of jobs in these areas is projected to grow very quickly within the next few years. According to the U.S. Bureau of Labor Statistics, the ten occupations with the fastest projected employment growth for 1996 through 2006 are the following:

1. Database administrators, computer support specialists and all other computer scientists (118% more jobs by 2006)
2. Computer engineers (109%)
3. Systems analysts (103%)
4. Personal and home care aides (85%)
5. Physical and corrective therapy assistants and aides (79%)
6. Home health aides (76%)
7. Medical assistants (74%)
8. Desktop publishing specialists (74%)
9. Physical therapists (71%)
10. Occupational therapy assistants and aides (69%)

As you can see, the top three careers with projected growth are related to the Information Technology (IT) field. One of the reasons for the interest in the IT field, which involves working with computers, is that it provides the opportunity to work at home by the use of an electronic linkup with a central office, called telecommuting. There are thousands of organizations throughout the country that offer the benefit of telecommuting to their employees. Improved work performance and employee morale, reduced operating costs for items such as office space, and a more efficient work environment, all contribute to the benefits of telecommuting. Employees who **telecommute** are sometimes called **virtual workers** because they are performing work tasks virtually, via the Internet, phone, and fax machine.

### ***Key Note Term***

**telecommute** – to work at home by the use of an electronic linkup with a central office.

**virtual worker** – employee who telecommutes and performs work tasks virtually, via the Internet, phone, and fax.

### ***Brainstorming***

Spend ten minutes listing careers that you know you are not interested in. Next, spend another ten minutes listing all the careers that you think may interest you. Finally, evaluate both lists. Commit yourself to exploring the possibilities you like the most. Set a date to review the list to see if you still feel the same way about the choices you have made. Remember that you can always change your mind at any time during the career exploration process and add or delete choices from your lists as you learn more about those choices.

## Researching

Two good resources, which should be available in your school career center or library, are the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*.

- The *Occupational Outlook Handbook* is a career information resource produced by the U.S. Department of Labor that provides detailed information on about 250 civilian and military occupations.
- The *Dictionary of Occupational Titles* (DOT) defines civilian careers and assigns them a DOT code. As a result of an extensive task analysis performed by the authors of that book, you can link comparable occupations. This capability is particularly important when linking civilian to military occupations, and vice versa, to determine occupational counterparts.

Other resources that you may want to consider for obtaining information about career fields are: Dunn and Bradstreet's Million-Dollar Directory, Thomas Registry of Corporate Profiles, and Standard and Poor's Corporation Registry. These books should also be available in your school career center or library.

Your research should also include the following:

- Visit a local Job Services office. This office has more **job postings** in more occupations than any other single source.
- Use the yellow pages in the telephone book. The yellow pages group companies together according to what they do or make. Try to match your interests or abilities with a company most likely to meet them.
- Read the newspaper ads. These ads list job categories alphabetically. Remember, the type of work you can do may be listed under several different categories.
- Listen to the radio or television and read the business section of the newspaper to find out what new businesses may be opening.
- Visit local Chambers of Commerce, professional societies, or community organizations, attend trade shows, or go to industrial or craft unions.
- Contact city, county, state, and federal personnel offices.

### Key Note Term

**job posting** – a published notice of a job vacancy.

## Networking

Networking means meeting people and making contacts. It is one of the most successful ways that people learn about job or career openings. Ask your friends, relatives, or neighbors about possible careers. People who are working often hear about job openings before businesses make them public, and those people may be able to give you “the tip of a lifetime.”

## Canvassing

Talk with professionals and the people who visit your school during career day. Attend the career days sponsored at most technical or vocational schools, junior or community colleges, and the major colleges and universities that are in your area. Use these events to learn about the requirements for entering into various occupations.

Additionally, make appointments with managers or other key people in the fields in which you are most interested. Generally, people will gladly take a few minutes of their time to discuss their career field with you.

### Testing

There are a variety of tests that can help you determine your aptitude, interests, and abilities. In this lesson, we define **aptitude** as (the capabilities that you have developed so far that indicate your readiness to become proficient in a certain type of activity). This may refer to your capability to learn a particular type of work or your potential for general training—both are measurements that are essential for success in determining a career.

You may have already taken a career test. Career tests match possible careers to your interests and they also give you an idea about the type of job for which you are best suited. You can obtain additional information about career tests from your instructors, the media center, or any of the school counselors.

### Counseling

Guidance and career counselors and occupational specialists are available in most schools and communities to help you make decisions about your career. If you think you will have trouble making up your mind about a career, speak to a counselor for assistance. Counselors and occupational specialists can match your aptitude, interests, and abilities with potential jobs or career fields. Remember, it is important to start your career plan early and these counselors and occupational specialists will be able to help you.

### Volunteering/Working a Summer Job

After you make a decision about your career, consider volunteering for a job that relates to your career decision or working a summer job in that field. For example, if you want to be a teacher, find a job at a camp or day care center. If you want to be a doctor, volunteer at a hospital. Volunteering and working part-time can help you decide if the career choice you made is right for you.

Although making money may seem important, an **internship** or volunteer work in an area that interests you can be more beneficial in the long run. Besides, a job in itself is a good learning experience.

#### Key Note Term

**aptitude** – the capabilities that you have developed so far that indicate your readiness to become proficient in a certain type of activity.

#### Key Note Term

**internship** – an advanced student or graduate, usually in a professional field (such as medicine or teaching) gaining supervised, practical experience (such as a hospital or classroom).

**mentor** – a trusted counselor or guide.

#### How Will a Summer Job Help My Future?

A summer job can:

- Give you work experience.
- Boost your self-esteem and make you more responsible.
- Give you references for future jobs/careers.
- Give you the chance to meet a role model or **mentor** who can help you plan your future.
- Help you grow and learn your true interests and talents.

## *When Should I Choose a Career?*

Nearing high school graduation, you may be feeling pressured into making a decision about what career to pursue. At this point in your life, however, you may not be prepared to make that kind of a decision. You may not even be aware of all the career possibilities that exist, especially since so many new careers are created yearly! Unfortunately, in the United States, our society does pressure young adults to make career decisions that can have a lasting effect. What happens if you choose the wrong career? What if you want to change your mind after a few years of study?

It may help ease the pressure to know that the U.S. Department of Labor has estimated that “young people of high school age should expect to have an average of fourteen jobs throughout their lifetimes, in possibly six to eight different career fields.” What a change from a generation ago when individuals often began working right out of high school and worked for the same company until they retired!

What does this prediction about the job market mean for you? On the positive side, it probably means you will never be locked into one particular job. You will have the opportunity to try new skills, learn new information, and experience new adventures throughout your life. On the other hand, it will mean you will have to have or develop the skill of being flexible with your career. You will need to learn how to transition from one job to another with minimum time, training, and possibly even education.

If you are unsure about what career you want to pursue, relax. Career counselors will tell you that it is okay not to be locked into a career decision at your high school graduation. In fact, they will most likely urge you to take some time to self-reflect, explore your options, take exploratory classes, and make an informed decision when you feel comfortable doing so.

But, taking the pressure off doesn't mean you should stop thinking about your options now. This is the perfect time to begin exploring what the future holds in terms of employment and to begin reflecting on your personal values, interests, and skills.

## *What Should I Know about the Future Job Market?*

Although no one can predict the future perfectly, you can look at trends and get a general picture of what the job market will be like a few years down the road. The Bureau of Labor Statistics offers the following information for the years 1996–2006:

- **Industry employment growth is projected to be highly concentrated in service-producing industries, with business, health, and education services accounting for 70 percent of the growth:**
  - **Health care services will increase 30 percent and account for 3.1 million new jobs.**
  - **Educational services are projected to increase by 1.3 million teaching jobs.**
  - **Computer and data processing services will add more than 1.3 million jobs.**

**Key Note Term**

**occupation** – the principal business of one's life.

- The labor force will become increasingly diverse:
  - The labor force growth of Hispanics, Asians, and other races will be faster than that for blacks and white non-Hispanics, stemming primarily from immigration.
  - Women's share of the labor force is expected to increase from 46 percent to 47 percent.
  - Jobs will be available for job seekers from every educational and training background.
  - Almost two-thirds of the projected growth will be in **occupations** that require less than a college degree. However, these positions generally offer the lowest pay and benefits.
  - Jobs requiring the least education and training—those that can be learned on the job—will provide two of every three openings due to growth and replacement needs.
- Job growth varies widely by educational and training requirements:
  - Occupations that require a bachelor's degree are projected to grow the fastest. All of the twenty occupations with the highest earnings require at least a bachelor's degree. Engineering and health occupations dominate the list.
  - Education is essential for getting a high-paying job; however, many occupations, such as registered nurses, supervisors of blue-collar workers, electrical and electronic technicians, automotive mechanics, and carpenters, do not require a four-year college degree, yet they offer higher-than-average earnings.

These projected trends give only a brief profile of what the future job market will be like. One thing does seem certain: The more technological skills you learn, the better your chances of landing a high-paying job. Figure 9.1.1 illustrates predictions about occupations that will have fast growth, high pay, and largest numerical growth.

Figure 9.1.2 illustrates job growth rates based on education and training.

Don't despair if you are passionate about a career that isn't listed in the top 25 future jobs. If you are passionate about a specific career, you should pursue that goal! Although you might find that you have to work harder at finding a job, that you have to work more than one job until you can pursue your dream full-time, or that you don't earn as much money as others, you will be happy in your **profession**. Greater job satisfaction will reflect positively in other areas of your life.

Additionally, if you diversify your skills, have a well-rounded background, and continue to be a lifelong learner, you will find that you have more opportunities, and that it is easier to move into a wide variety of jobs.

**Key Note Term**

**profession** – a principal calling, vocation, or employment.

## Exploring Careers

As a high school student, this may be the first time you've seriously explored your career options; however, career exploring and planning may occur many times over the course of your life. As society advances, new opportunities are created. If you continue to explore careers and keep up-to-date with your skills and education, you will be ready when something new and challenging comes along.

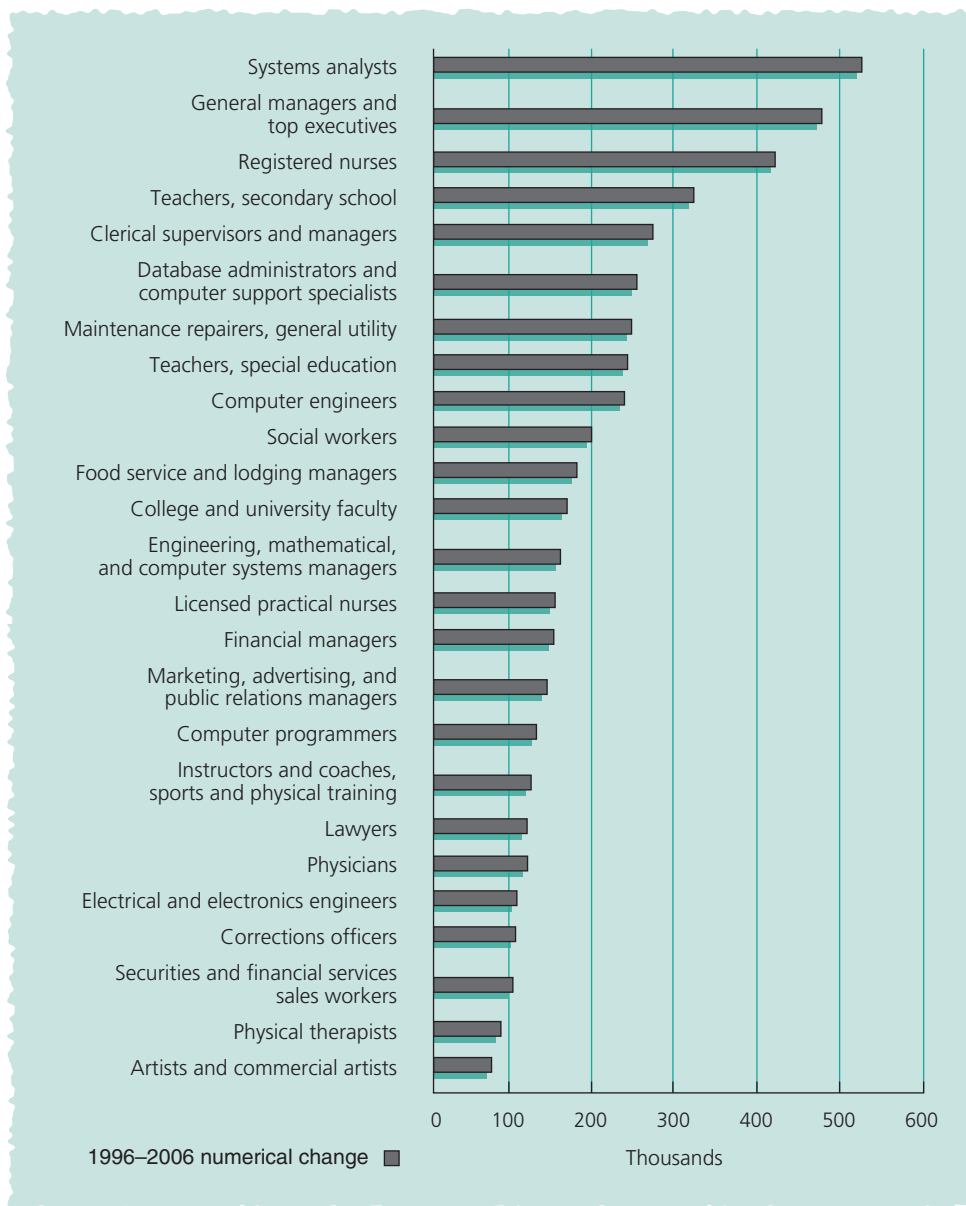
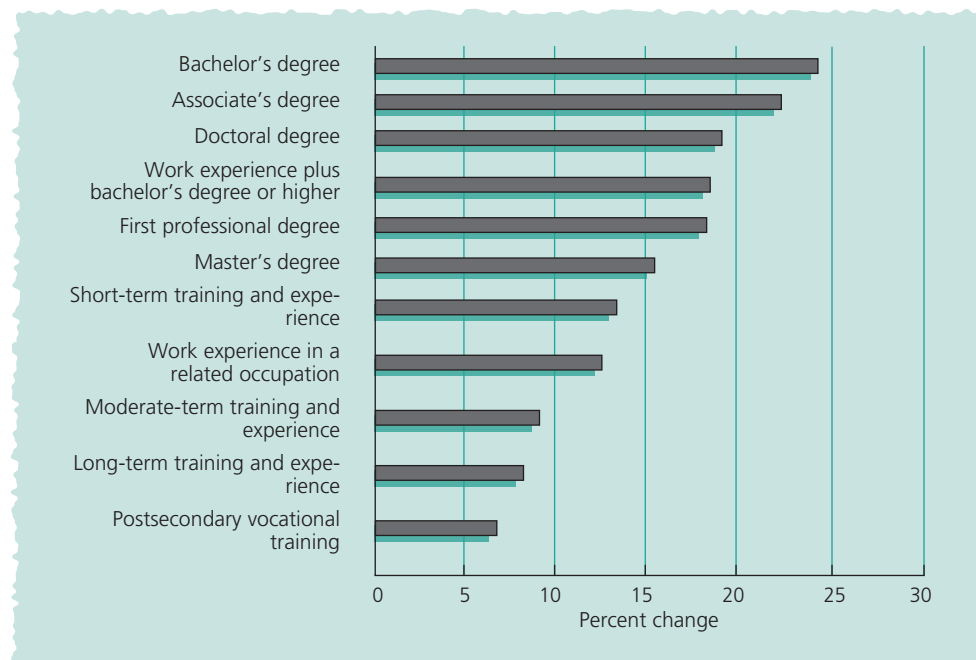


Figure 9.1.1: Occupations with largest numerical growth.

One of the most important points to remember right now is that you do have time. In fact, the first two years of college are generally spent fulfilling general education requirements such as math, writing, communications, arts, science, and social sciences. These freshman and sophomore-level classes give students an opportunity to strengthen critical-thinking skills and develop a solid background in the basics, which will help them succeed in upper-level classes and give them the opportunity to explore various fields of study.

As you begin college, you will have several opportunities to meet with an academic advisor to discuss career goals and academic planning. If, at an advising session, you are given a degree plan that you are uncertain about, don't worry. You are not

Figure 9.1.2: Growth rates by education.



locked into pursuing that degree. Advisors often give you this degree plan, or a number of degree plans, to get you to think about your college and career goals. These degree plans list all of the courses a student in that field of study is required to complete to earn a certificate or degree. After you have declared a major, these degree plans act as a contract between you and the college. If you are following an established degree plan and the school revises and changes the degree plan, you will probably not be required to take additional classes, only the classes listed on your original degree plan. Often, the first two years of any degree plan are similar because every student is completing the general education requirements.

Although you are free to change degree plans whenever you want, you should be advised that the best time to change majors is before you take a great number of upper-level courses. Often, the credits for one degree don't match those for another, so you end up taking extra semesters to complete your degree. If you are using financial aid to pay your college expenses, the money may run out, and you will have to pay for the extra classes on your own.

Choosing a degree plan, or career, can be a difficult task; however, you can begin the exploration process right now so that the decision becomes less complicated. Two steps you should consider are self-assessments and occupational research.

### Self-assessments

Self-assessment tools are created to help individuals gather information about themselves. Some assessments focus on your personality, values, interests, and work styles; other assessments focus on skills and competencies. Examples of available self-assessments include the following:

- **Campbell Interest and Skill Survey**—matches interests and skills to occupations.
- **Career Skills**—a computerized program that determines the type of skills a student would like to use in his or her work.
- **Choices**—a computerized interest and skills inventory.
- **Compass**—measures basic skills.
- **Discover**—a computerized guidance tool that assesses interests, abilities, values, and skills and matches those with the world of work.
- **FOCUS II**—identifies interests, skills, and values and relates them to occupations.
- **Myers-Briggs Type Indicator**—determines personality and matches it to work styles.
- **Self-Directed Search**—matches interests and abilities to career fields.
- **SIGI Plus**—a computerized guidance tool that looks at interests, personality, values, and occupational options.
- **Strong Interest Inventory**—matches interests to occupations.

Another valuable self-assessment tool is the Prentice Hall Self-Assessment Library on CD-ROM.

These assessments will ask you questions about yourself, your interests, your values, and your skills. Your high school counseling office, the U.S. Department of Labor, or the career counseling office at any college can provide you with a number of self-assessments.

You can also choose to create your own self-assessments. For example, you could:

- **Look at your personal mission statement to reflect on your personal values.**
- **Create a table that lists all your accomplishments. For each accomplishment, list the skills you used in that activity.**
- **Journal write about the things that interest you, your aspirations, and people you admire.**
- **Compare jobs you have had or would like to have. Create a list of pros and cons associated with each job.**
- **Create a list of your personal traits and characteristics, and think about what jobs might match them.**
- **Join activity clubs and organizations to see what interests you. Evaluate what you like or dislike about your experience.**
- **Take a class that focuses on career exploration. Your high school, local adult basic education, community education center, or local college may offer these courses.**
- **Complete a personality-style inventory, and compare the results to various job requirements.**

The process of self-assessment is ongoing because you grow and change with each new experience. What you value now may not be as important in a few years, and you need to take these changes into account when you are considering careers.



After completing one or more self-assessments, you should have a self-profile that you can match to various jobs. If you work through specific programs in career centers, your self-assessment tool may give you a computer-generated list of suggested careers that would suit your profile. Think of this as a starting place for more specific types of research about careers and occupations.

### Occupational Research

In addition to self-assessments, you should also plan to spend time researching occupations. Your research may include looking through books and occupational guides, but you may also want to interview someone in the job you are considering, shadow someone in the job, take on part-time work in that field, volunteer, or try a cooperative education experience.

There are specific points of information you should gather during your research. For example, you will want to find out answers to the following questions:

- **How much knowledge or training would I need to be hired for this job?**
- **What kinds of other skills would I need to learn (communication skills or team-building skills, for example)?**
- **What kinds of responsibilities would I have in this job?**
- **What are the working conditions of this job?**
- **What opportunities for **advancement** would I have in this job?**
- **What is the salary range for this job?**
- **What is the future outlook for this job?**
- **What are similar jobs that I might consider?**

The place to begin researching jobs is your high school counseling office or library. Most likely, it will have specific occupational guides that you can browse through, as well as numerous books, videos, and computer programs that offer comparable information. As you complete your research, take notes and compare the various jobs you research, but don't feel pressured into making a decision immediately. Leave your options open as you work through the exploration stage of **career** planning.

Interviewing people performing the job you are interested in is a great way to obtain more information and makes the information from the books real for you. You can ask questions that might not have been answered in your previous research, as well as questions that pertain to specific geographic jobs. For example, the research might show you that there are a large number of available jobs nationwide, but in an interview, you might discover that there are a very limited number of job openings in your city or state. Interviews can also open the door for you to shadow someone performing the job.

Job shadowing is an opportunity for you to work side by side with someone who is hired in that profession. Depending on the type of job, you might find yourself observing others, or you may even get the chance to help. Benefits of job shadowing include discovering both the good and bad aspects of a particular job, learning about the job environment, and making contacts with others in the profession. Job shadowing may also open the door for you to be hired in part-time employment.

#### Key Note Term

**advancement** – a promotion or elevation to a higher rank or position.

**career** – an occupation or profession; the course or progress of a person's life.

One of the best ways to find out if a particular type of work is suited to you is to do it. There are several ways: part-time or full-time paid work and volunteer work. At this point in your education, you may find that you are too busy with academic and extracurricular activities to take on a job, and that's okay—you are learning valuable skills in school, organizations, and sports. But, when you evaluate your time, you may discover that you could work one or two days after school or one day of the weekend. You don't want to overload yourself, but even a minimal amount of work experience will certainly help you decide whether you like certain jobs and teach you work-related skills such as communication, leadership, team building, and problem solving. You may even get referrals for future jobs.

Cooperative education provides you with the opportunity to have paid employment in positions that complement your academic program. Although most co-op positions are obtained at the college level, more and more high schools are taking the initiative and offering high school students co-op positions. In these cases, students generally take classes for half a day and work for half a day.

If you have the opportunity to complete a co-op program, make the most of it by developing learning objectives in consultation with your supervisor, monitoring your progress, and making changes to your goals and strategies, if necessary.

However you choose to research occupations and careers, take time to reflect on your experiences. What do you like or dislike about the job? Do you like the work environment and the pace of the job? Do you have the skills, or can you easily learn the skills, to make you successful in the job? Does the job challenge or bore you? Would you be happy in the job for more than a few years? Does the career offer multiple yet similar job opportunities that you could take advantage of?

As you analyze these questions, consider whether you want to pursue this type of job. If not, consider yourself lucky that you discovered that answer now, not five or ten years down the road. If you do think this is a career worth pursuing, it may be time to think about what to major in at college.

## *How Are Careers and Majors Related?*

After you have decided on the type of career you want to pursue, you should research the type of skills and education you will need. The required education will indicate what type of degree you will need and what you will need to major in. A major is a group of classes that are required to earn a degree in a specific area. Some careers, such as heating and air-conditioning technology or business and office technology, may only require a one-year certificate or a two-year degree. These types of careers take very specialized training and education, so you will need to declare your major early in your academic career so that you can get into the classes you will need.

Some careers don't require specific majors in entry-level positions. For example, a person entering a career in marketing might major in marketing, accounting, communications, or public relations. As you research your career options, find

out what type of major or degree is required so you can plan accordingly. Additionally, this information should help you decide what type

## *Understanding the Differences Between a Job and a Career*

### **Key Note Term**

**job** – a position of work or employment that is performed regularly in exchange for payment; a task or undertaking; a specific activity or piece of work.

**attitude** – a feeling, emotion, or mental position regarding a fact or state.

Throughout this book, you will see the words “job” and “career,” so these words need to be defined because there is an important difference between them. Basically, a **job** is a series of tasks or activities that are performed within the scope of what is called work. These tasks relate to a career in that a career is a series of jobs. But more than jobs, a career is a sequence of **attitudes** and behaviors that are associated with work and that relate to your total life experience. A career is really an integration of your personality with your job activities. Therefore, your career becomes a primary part of your identity or your self-concept. This is illustrated in Table 9.1.1.

**Table 9.1.1: Job vs. Career**

What Is a Job	Example
A piece of work, task or undertaking	Babysitting, Mowing Lawns; duty done by agreement to pay
What Is a Career	Example
A principal business or profession	Teacher, Engineer, Writer; occupation or lifework

Although they are often used interchangeably, the words “career” and “job” have different meanings. Jobs can be both the individual pieces of a career or random, isolated events in a person’s work history. Careers are formed over time; they consist of related jobs that build upon one another. One job does not make a career; several jobs do.

Working behind the counter at a fast food restaurant until you can do something else is a job. If, however, your goal is to become a manager and invest in franchises someday, it is the first step in a career. The knowledge and skills gained from working behind the counter are a foundation on which you can continue to build as you move up in the fast food industry.

In the past, people chose a career early in life, and they tended to stay in it most of their lives. Farmers worked on their farms, secretaries stayed in the office, and teachers taught until retirement. More recently the trend in America has shifted

toward multiple careers. You can now expect to have four or more careers in your life. Furthermore, with the rapid changes in society as well as in economic conditions, jobs, and technologies, many traditional jobs are becoming obsolete.

This is markedly different from the world in which your family worked. Thus, the expectation that after you find a job, you are home free, secure, or set for life is no longer realistic. The traditional **employee** contract, although unwritten, implied an honest day's work for an honest day's wage, employee loyalty in exchange for job security, and raises and **promotions** in return for seniority. Today's new employee contract simply implies continued employment for individuals who possess skills that continuously meet a business need.

More than ever it is important to give considerable thought to what you want to do and structure your training and education to be relevant both to your interests and to trends in the job market. You will find it beneficial to assess your skills and identify those that are transferable from a previous career to a newly emerging field with a minimum amount of retraining. Knowing yourself and developing a plan of action based on both your needs and the needs of the job market will help you embark on the career most satisfying for you rather than just following the latest trends in one field or another.

Demands in the job market rapidly come and go. Some time ago, teachers were in great demand. Then, for about a decade, there was a glut of teachers on the market. Now there seems to be a renewed need for teachers in the workforce. The same is true of engineers. If you base your career decision primarily on current trends, by the time you obtain the training necessary to get into the hot field, it may well have cooled down. This strategy leaves you with slim prospects for a job that can lead to a career, and quite possibly with skills and training in a field that you weren't terribly excited about in the first place (except as a quick opportunity).

You have the potential to be satisfied in any number of occupations. Getting to know yourself better through self-assessment will help you identify careers that are best suited to your personality. People who are not prepared for change allow that change to make decisions for them. They are often frustrated and unhappy because they are forced to work at jobs they don't enjoy. They may never have realized that they have choices, or perhaps they never took the time or energy to become aware of their preferences. They settle for less than what might be best for them. Dad says "get a job in business" even though his child has a special talent in art. The high school adviser recommends engineering because scholarships are available. The employment department directs a job applicant into an electronics training program because there's an opening. By knowing your own preferences, you will be ready to manage your career path instead of merely following others' suggestions.

### ***Striving for Career Satisfaction***

Survey after survey on job satisfaction among American workers indicates that well over 50 percent are dissatisfied with their jobs. In a study for U.S. News & World Report, people were asked to name the three things that contribute most to their quality of life. The top categories for men and women were "job/career satisfaction," "relationship with family," and "money." Because people may be changing jobs and

#### ***Key Note Term***

**employee** – one employed by another, usually for wages or salary.

**promotion** – the act or fact of being raised in position or rank.

careers several times in their lives, it is more important than ever before to have accurate knowledge about yourself and the world of work.

In its annual Labor Day survey for 1999, the Gallup Poll indicated that only 39 percent of workers are completely satisfied with their jobs. In another Gallup survey, two-thirds of a group of adults said if they were starting all over, they would try to get more information about their career options. You will face the need to continually reevaluate yourself and your career path. It is useful to know about the changing world of work and which occupations allow you to best express yourself and best use your strengths and talents. When analyzing your personal assets, it is to your advantage to ultimately think about the total job market. Search for jobs that will lead you into a career. You will benefit greatly from identifying a variety of alternatives that allow you to express your personality. Once you have looked within yourself and identified what you want and need in a job, changes will be easier to make because you'll know when you have outgrown one job and need a new one.

For most people, career planning is not a simple, straightforward, linear process in which they follow certain prescribed steps, end up at a specific destination, and live happily after. It is instead a feedback loop that continues to self-correct as you add information about your changing self and the world around you. You are constantly revising your career plan as you grow and change. This means that there isn't any one "right" career. Instead, there are many careers in which you could be equally happy, equally successful, equally satisfied.

You are looking, then, not for the one right career but for the series of alternatives and career options that seem to make sense for you, given your background, your personality, your career and life stages, and the changing world.

## *Choosing and Changing Careers*

Each one of us, regardless of our stage in life, is in some phase of career development. You may be starting your first job or looking for a job. You may be planning for your first career, reentering the job market after some time at home, considering your next career, planning for part-time employment, or looking for meaningful volunteer experience.

Because there is no crystal ball that will predict the one right career for you, you will want to consider several options as you explore career development. It is possible to survey your needs, values, interests, skills, aptitudes, and sources of information about the world of work to create a broader career objective. Some careers do have established or common career paths. Teachers, for example, often start out as tutors, work up to student teacher, and then become an assistant teacher before taking on the task of a full-time teacher. In the marketing profession, people often start in sales; therefore, you need to think about career goals in the sense of their being both short term and long term. A short-term career goal is one that can be rather quickly attained. For instance, in the process of career planning, you may discover you want to be a lawyer. Law is considered a long-term career option

because it generally takes many years of study and preparation; however, a short-term career goal related to law might be obtaining a job as a legal secretary or a paralegal. Either of these would give you the opportunity to work in an environment that excites and energizes you long before you actually achieve your final and ultimate career goal. In addition, relevant experience enhances your appeal to future employers.

### ***Real Life Stories***

Sandra was 17 when she started her first secretarial job. By luck, it was in a legal office. For 10 years she was happy being a secretary involved with the legal profession. This left her time to raise her family. But her employers encouraged her to continue her education. Not only did she attend evening courses, but she also became involved with the Professional Secretaries' Association. By the time her children were grown, she had completed a two-year college degree program, served as president of her association, started a training course to become a paralegal, been promoted to legal assistant, and is now teaching legal terminology at a local community college.

There is a final, important reason that this effort at personal assessment is crucial as the first step in your career-planning process. After you know who you are and what your preferences and talents are, you can better make sense of the information that continually bombards you regarding the world of work. It's almost impossible to read a newspaper, listen to a news broadcast, visit a Web site, or watch a television show that does not have some implication for you and your career. In fact, you may feel you suffer from information overload. Looking at the want ads and reading about employment projections and trends can cause confusion, frustration, and often discouragement about what place you might have in this elusive job market.

One of the best ways to achieve a sense of control and perspective on this constant stream of information is to know who you are, so that when you are listening, reading, watching, and experiencing, you will have a means of processing information through your consciousness, through your personality and preferences, and through your values and skills. Eventually, you will be able to recognize and reject information that does not apply to you, and to internalize and add to your career plan information that does. If a group setting such as a career class is available to you, all the better! The opportunity to discover yourself and expand your horizons is multiplied by the added benefit of group interaction.

## ***Conclusion***

This lesson explained the importance of career exploration skills and career planning. Specifically, it introduced a career exploration strategy, discussed how to link information about yourself to specific occupations, and showed you how to use that

strategy in making career decisions. You should be able to organize information about yourself and the world of work and be able to see which occupations best fit your aptitude, interests, abilities, and preference.

Many people never work at jobs or careers that use their full talents and abilities or that interest them. You do not have to work at a boring job. You can do something that interests you and still make good money.

By answering the following two questions that career seekers must answer, you are on your way to a satisfying and personally meaningful career:

What do you want to do?

What are you suited to do?

### *Lesson Review*

1. Explain the difference between a job and a career.
2. What are some of the experiences you've had that might lead you to your career?
3. How can networking help you determine the career you want and find a job?
4. What kind of job or career would you like to have? What do you need to do to get it?

# Lesson 2

## Career Development Portfolio



### Key Terms

employment application  
interview  
networking  
portfolio  
resume  
success

### What You Will Learn to Do

- Assemble a personalized career portfolio

### Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

### Skills and Knowledge You Will Gain along the Way

- Explain the importance of developing and maintaining a career portfolio
- Identify components to include in a career portfolio
- Identify what best represents personal achievements and goals
- Describe documents to include in a career portfolio
- Define key words contained in this lesson

# Chapter 9



## *Introduction*

What do you want to become? What are you suited to do? What do you need to do to prepare? These questions and many more like them are what you must try to answer to prepare for your future. This lesson focuses on the career development portfolio, its importance, and its development and maintenance.

The better you prepare, the better your chances of achieving success and doing something that you enjoy. A career portfolio is a tool that helps you document evidence of your successes. The portfolio provides information about you and your achievements over time. It is a type of scrapbook that contains evidence of your accomplishments, your educational development, and your career growth.

By maintaining an up-to-date portfolio, you will be able to quickly reference needed information when applying for jobs, colleges, or scholarships.

## *What Is a Career Portfolio?*

A portfolio is a file that contains an organized collection of your work based on your personality, goals, and aspirations. It provides insight and information on you and your achievements and growth over time. It presents an in-depth picture of your skills and competencies. It also provides you a means to reflect on important areas of your life development and the impact of education on future lifestyle and career choices. It contains information that promotes what you want others, specifically future employers and schools, to know about you.

## *Why Create a Career Portfolio?*

There are many good reasons to create and maintain a career development portfolio. A portfolio is tailored to meet your needs and requirements. It serves as your record of achievement. It will:

- **Serve as an on-going record of your completed work. Your portfolio will contain copies of good work from all of your classes, including information on projects in which you are involved that will be ongoing from year to year. It will provide you with a historical record that you can apply to other projects.**
- **Allow you to evaluate and see your improvement and growth, including how much you have done over the course of a nine-week period, semester or quarter, this year, or all the years of your high school experience.**

- **Serve as evidence of your accomplishments, even if you transfer from one school to another.**
- **Update your parents on your progress.**
- **Furnish you with a record of areas in your growth and development that may require additional work.**
- **Help you with the application process for future jobs and/or enrollment in colleges or universities.**
- **Prepare information for school and job interviews.**

## *Your Personal Career Portfolio*

The following sections show you how to create a career development portfolio that suits your own personality, goals, and aspirations. As you begin to use this information, you will be able to see how important pieces of your life fit together so that you can feel confident and optimistic about your future. During the development and use of your career portfolio, you are encouraged to talk with your parents, instructors, counselor, and other supportive people in your life. They can best advise you on the type of information that you should save in your portfolio information that promotes what you want others to know about you.

### *Creating Your Career Portfolio*

By now, you may be able to pause and reflect on certain things you have learned, your likes and dislikes about them, your personality, your dreams for yourself, the things you wonder about, the things that frustrate you, and especially the things that you like most about yourself. When creating your career development portfolio, apply these thoughts and reflections to the areas of:

- **Self-knowledge/self-analysis**
- **Your life roles**
- **Past, present, and future educational development**
- **Career exploration and planning**

Although portfolios will vary based on the needs of the individual and the audience, there are some basic requirements to all portfolios. They are as follows:

- **A personal cover page**
- **A table of contents**
- **A personal statement**

- A resume
- Letters of reference—as many as possible
- Transcripts (optional)
- Samples of your school work from different subject areas to include why they are significant
- References and contact information

### Key Note Term

**networking** – meeting people and making contacts; the exchange of information or services among individuals, groups, or institutions.

Your career development portfolio is still missing one essential element: an address book. The names, addresses, and phone numbers found in an address book represent the contacts that a person makes and develops over many years of **networking**. Fellow JROTC cadets, other classmates, teammates, your parents' friends, your friends' parents, people met at camp, church, or acquaintances made while traveling are contacts that may become an important part of your future. They may be future clients, customers, colleagues, or employers.

## Evaluating Your Career Portfolio

A **portfolio** is not complete unless you evaluate it thoroughly. Remember that the portfolio represents you, so the following are some questions you should ask yourself to ensure that you have developed a quality product.

- Are the required documents included?
- Have you edited it to make sure that there are no errors?
- Is the portfolio neat and organized?
- Is the portfolio labeled properly?
- Is it pleasing to the eye?
- Does it represent you as a person?

## Maintaining Your Career Portfolio

You should review the information in your portfolio at least three times per year and remove anything that is outdated. Your objective is to keep your career development portfolio as responsive to your future needs and interests as possible. This portfolio should be the best record of your school and work accomplishments.

### Key Note Term

**portfolio** – a document that contains a student's achievement over time and provides an in-depth picture of the student's skills and competencies.

## *When Should I Begin to Build a Portfolio?*

You may be saying to yourself, “Why do I need to worry about creating a portfolio now? I’m not going to apply for jobs until after graduation.” That may be true, but because there are so many uses for portfolios, the time to start building one is now. Remember that a portfolio is a collection of your work and accomplishments, so you need to collect those documents as you complete them.

The wrong time to start building a portfolio is the night before a deadline. Building a professional-looking portfolio takes time. As you are applying for admission and scholarships, you will need to collect specific documents, such as transcripts and test scores. Because you are collecting these documents from various sources, the process may take weeks.

Start today by requesting any documents you may need and by reflecting on what you have done that will demonstrate the kind of person you are. Find the evidence that will prove your abilities.

## *What Information Can Be Found in a Portfolio?*

There isn’t just one set of guidelines for assembling and using portfolios. As you go through life, you will need to customize your portfolio, depending on its purpose. Not only might the contents change, but also the form of the portfolio.

All portfolios are different, depending on their purpose. For example, a person who is using a portfolio for promotion purposes has much different information in the portfolio than a person who is applying to serve in the Peace Corps.

Furthermore, your portfolio may take on different forms. Someone who is applying for a job as a Webmaster for a large corporation would probably choose to create a digital or electronic portfolio; a person applying for an accounting position in the same corporation may have a more traditional portfolio.

Additionally, you may choose to customize your portfolio based on the way you use it. As you are searching through scholarships to apply for, you will want to note not only their required documents but also the values they desire. When you are aware of your audience and their expectations, it is easy to tailor your work to their desires. This is not to say that you will lie in your portfolio, but rather that you will emphasize some skills or accomplishments over others, and you may even choose not to include some material.

For example, if you are applying for a scholarship that is based on academic merit, you would naturally want to showcase achievements in that area. However, if you are applying for a scholarship that is based on service to the community, you would

want to discuss how you've volunteered at the local Boys and Girls Club, led a campaign to introduce a recycling program in your neighborhood, and participated in a fund-raiser for juvenile diabetes. See Table 9.2.1 for questions you should consider when customizing your portfolio.

**Table 9.2.1: Customize Your Portfolio**

Purpose	Why are you creating this portfolio?	Application to a particular school or academic program? Is it for a job? A scholarship? An award?
Audience	Who will be reading this portfolio?	Will it be supervisors? A scholarship committee made up of faculty, staff, and students? Peers? Faculty? Community members?
Format	How should I present this information?	Should it be presented in a notebook? A folder? Electronically?
Required	Have I included all the required documents that have been requested?	Can I, or should I, include other relevant documents? Will I be penalized for including additional documents? Have the documents been revised or updated?
Other Information	What information should be contained in a cover letter that explains the portfolio?	Do I need multiple copies of the portfolio? Who are the individuals I can contact if I have questions?

You may feel like you have little to put in your portfolio at this time. After all, perhaps you've never had a paying job or won any state competitions. Don't let that stop you. If you've been actively participating in academics and in your school activities, you probably have plenty to include. Following are suggested ideas that you might include in your personal portfolio, depending on its purpose and audience.

- **A copy of your personal mission statement and long- and short-term goals.** An admissions counselor, scholarship committee, or prospective employer would already know a great deal about you and what you value by reading your personal mission statement. Having stated goals and a plan of action for reaching those goals impresses others. It shows you have reflected on what is important to you (your values) and made decisions about how to live your life according to those values.

- **A copy of your resume.** Even though you may not have had many paying jobs, you should include those you have held, as well as any volunteering you have done and projects you have worked on for organizations you belong to. For example, if you were the recording secretary for an organization for two years, you should list that. It demonstrates your commitment to the organization, as well as your leadership potential, organizational skills, and communication skills. Your resume doesn't need to be elaborate, but it does need to be clearly written so that others can glean information about you from it.
- **Copies of transcripts, your diploma, and any certifications you have earned.** This information would be appropriate when applying for admission and scholarships; however, it might not always be appropriate. Use your best judgment when including this information.
- **Copies of any awards you have received.** If needed, include an explanation about the award. Often the award itself is explanation enough and is telling evidence of your personal character and abilities.
- **Copies of recommendation letters.** If you have excelled in particular classes or have done exceptional work for an individual, consider asking for a letter of recommendation. These letters could be rather general letters that describe the relationship you have with the individual (this person's student for two years, for instance), a description of the work you have accomplished, your skills, and general information about your character. If you need specific information for a specific purpose, don't hesitate to tell the person so the letter can be most effective.
- **Copies of names of references and their contact information.** References are people who will vouch for you and your skills. They may be contacted and asked specific questions about your abilities. Make sure the contact information—phone numbers, mailing address, e-mail address—is kept current. Also make sure you get permission to use them as references. It is an uncomfortable situation for someone to be called and asked to give a reference when that person is not expecting it. The opposite is also true: if the person named as reference is expecting to be called, he or she can be prepared to discuss your achievements and give a strong, positive profile of you.
- **Copies of your work samples.** Admissions counselors, scholarship committees, and prospective employers often want specific examples of work you have completed. Outstanding writing samples are very helpful, so you might consider including a copy of an essay or article you wrote. Group projects are also appropriate if you include a description of your participation and leadership in the project. Also consider including a piece of work that demonstrates your level of critical and creative thinking. Perhaps you designed an advertising campaign for your yearbook. Include copies of some of the work you created.
- **Any other requested information or materials that will showcase your skills.** For example, if you are planning on majoring in early childhood education, you would want to find a way to demonstrate your skills in working with children. You might write a summary of your experiences that describes how you've learned to effectively manage caring for children of various ages, how you've learned to solve problems, and how you completed a study on children's nutrition and snacks.

### Key Note Term

**resume** – a short account of one's career and qualifications prepared typically by an applicant for an employment position.

Your portfolio might look a little different every time you use it. Keep in mind the purpose of the portfolio when you are selecting items to include in it.

Following are some other suggestions to keep in mind:

- If you are sending your portfolio to someone, include a cover letter that explains why you are sending the portfolio and a brief description that highlights the contents.
- Put your materials in a logical order. If you are responding to a specific scholarship application that asks for specific materials, put the materials in the order in which they are listed on the application.
- Include the appropriate information and the appropriate amount of information. You want the person reviewing your portfolio to get a clear and complete profile of you, but you don't want to overwhelm that person. If you make him or her wade through excessive information, that person may not bother to look at any of it. Be complete, but don't go over the limit.
- If you include a great deal of information, find a way to make it accessible. For example, you might include tabs or staple sections separately.
- Keep your materials current. As you grow as a student, the work you produce will reflect that growth. Your thinking, writing, and leadership skills will strengthen, and you want the work in your portfolio to reflect that growth. Exchange your old examples for new ones.
- Keep your references current. For example, as you eventually move through college and get ready to enter the job market, you will replace the letter from your high school forensics coach with a letter from a college instructor. Likewise, when you work for different employers, always ask them for letters of recommendation or for permission to use them as references.
- Make sure your portfolio looks neat and professional. With today's easy access to computers, there really isn't a reason to include handwritten cover letters, resumes, or other information. This will be especially true when you approach graduation from college and will use your portfolio in the job market.
- Have your portfolio critiqued by an individual who can give you good advice. The process of assembling a portfolio is much the same as writing an essay. You should go through the process of having the portfolio critiqued and revised in order to present a high-quality profile of yourself.

## *Building a Portfolio*

Do you remember that old adage, "Rome wasn't built in a day"? The same is true for effective portfolios. You may have tried to write a paper the night before it was due or study for a test an hour before taking it. What was the result? Was the paper the best it could be? Did you get every question on the test correct? Probably not. Building a strong portfolio also takes time, and like a paper you write for your English class, it probably will need to be revised—possibly more than once.

As you begin to create your portfolio, think of its purpose in general terms. This should be a collection that you can pick and choose from when you are assembling portfolios for specific reasons.

You should probably consider investing in a small file in which you can keep your materials. Most of the time, you will want to send copies of documents, instead of originals, so you should have separate folders for each document. Make sure you mark the original in some way so that you won't accidentally send it away. Keep a few copies of the original ready in case you need to assemble multiple copies of the portfolio at one time. This is especially helpful if you are going to apply for admission to several different colleges or for multiple scholarships.

You should spend some time brainstorming your accomplishments and activities. At this point in the process, don't edit yourself or leave anything out. It's best to gather as much information as possible before you decide what is important and what isn't. When law enforcement agencies are investigating a crime, they are required to collect every type of information possible before they actually present the case. Think of your portfolio as evidence that proves your abilities; you also should collect as much information as possible before presenting your case.

Following are suggestions for collecting information:

- **Fine-tune your personal mission statement, and keep a copy in your files. Even if you don't use it in all the portfolios you send out, having it and using it will keep you focused on your goals.**
- **Get copies of transcripts and test scores from your school.**
- **Begin drafting your resume. If you don't know how to write a resume, check with your counselor or English teacher, who should have a packet of information for you. Or, you can purchase one of the many how-to books at your local bookstore.**
- **Consider carefully whom you might ask to write a letter of recommendation for you. Choose three or four individuals, and talk to them personally about what your goals are and why you would like them to write a letter for you. You might consider asking teachers, employers, club or activity sponsors, or adults who know you well. When they have written their letters, be sure to thank them.**
- **Make a list of all the awards you have earned, and make copies of the certificates that accompany the awards. Don't forget to include community service recognition as well as school activities.**
- **Sort through completed school assignments that demonstrate your academic abilities. Choose ones that emphasize your thinking and writing abilities.**

After you have a collection of materials ready, create a sample portfolio that you can have critiqued. Teachers or counselors who know you well would be good people to ask because they may remember something you've done but haven't included. After they have looked at it and given you suggestions for improvement, begin to revise. If your reviewers are willing to look at it again, let them. When you are happy with the materials, file them away until you need to assemble a portfolio for a specific purpose.

After completing your portfolio, you should be able to reflect on your accomplishments with a sense of pride and confidence. You will discover how valuable your work as a student, volunteer, participant, and leader has been. By creating a portfolio, you showcase not only your accomplishments as an individual but also your qualities and character. This should give you the motivation and self-confidence to move ahead with your life.



## *Keeping Your Portfolio Strong*

Even when you get accepted into college or get the scholarship or a job you want, your work with your portfolio won't be over. You should consider your portfolio a living document that needs to steadily grow as you do. As you improve your skills and your thinking and as you participate in new experiences, you should document these accomplishments and add this evidence to your growing portfolio file. And as your older material becomes out-of-date and irrelevant, remove it from your files.

One way to keep your portfolio growing is to create and then take advantage of opportunities that you excel in. For example, you could find a campus organization to participate in and volunteer to be an officer, or you could join a community service organization. And, of course, you could take a co-op, internship, or job that will prepare you for the career you want after college graduation.

Creating a portfolio now will keep you organized and ready for any opportunity that may come your way.

## *Preparing a Winning Resume*

The purpose of the resume is to get an interview. Similar to an advertisement, the resume should attract attention, create interest, describe accomplishments, and provoke action. Brevity is essential; one page is best, and two are the limit. The resume tells the prospective employer what you can do and have done, who you are, and what you know. It also indicates the kind of job you seek. The resume must provide enough information for the employer to evaluate your qualifications, and it must interest the employer enough so that you will be invited for an interview.

Writing a well-constructed resume requires that your research be completed before compiling the resume. You need to keep in mind the type of employer and position as well as the general job requirements in order to tailor your resume to the specific requirements and personality of the employer. To be most effective, your resume should be designed to emphasize your background as it relates to the job being sought. It should also look neat, clean, and organized. This means word-processed with no errors, and then laser-printed or photocopied on high-quality paper.

## ***Portfolios***

The portfolio is an expanded resume. It is usually a folder containing the basic resume and samples of your work related to the job objective. It is a good idea to be storing work samples now. For instance, a marketing specialist will send a potential employer a resume along with fliers, brochures, and ads created in past jobs. For a marketing student with limited experience, the folder could include copies of term papers, proposals completed for classes, and homework assignments related to the job objective. Portfolios are useful to have during information interviews, when you are at association meetings and networking, or upon request in an interview.

## ***Preparation for Composing Your Resume***

Although stating an objective is considered optional by some experts (because it can be stated in your cover letter), it is to your advantage to include it on the resume. In actuality, one resume should be designed for each job objective. Remember, there are no jobs titled “anything.”

The job objective is a concise and precise statement about the position you are seeking. This may include the type of firm in which you hope to work, such as a small, growing company. A clear objective gives focus to your job search and indicates to an employer that you’ve given serious thought to your career goals. When time does not allow you to develop a resume for each of several different jobs that interest you, the job objective may be emphasized in the cover letter, which will be discussed at the end of this chapter, and omitted from the resume.

A job objective is sometimes referred to as a goal, professional objective, position desired, or simply objective. It can be as specific as “community worker,” “personnel assistant,” or “junior programmer”; it can be as general as “management position using administrative, communications, and research skills” or “to work as an administrative assistant in a creative atmosphere and have the opportunity to use my abilities.” The more specific the objective statement, the better, because a clear objective enables you to focus your resume more directly on that objective. The effect is pointed, dramatic, and convincing.

A resume summarizes your particular background as it relates to a specific job. It summarizes your career objectives, education, work experience, special skills, and interests. Visualize a pyramid or triangle with the job objective at the top and everything beneath it supporting that objective.

Figure 9.2.1: Front and back of the resume index card. The format can be easily adapted for use in creating a computer file.

Elaine's Espresso House  
555 Stevens Circle  
Roanoke, VA 23640  
(540) 555-1211

April 2000–December 2000

Supervisor:  
Joe Smith

Position:  
Bookkeeper & Shift Supervisor

Skills Utilized:  
Related well with continuous flow of people. Attentive to detail;  
organized; energetic.  
Bilingual—Spanish/English

Functions:

Management	—Coordinated service with customer needs, payroll, scheduled employees.
Communications	—Welcomed guests. Directed staff in performing courteous and rapid service. Responded to and resolved complaints.
Bookkeeping	—Maintained records of financial transactions. Balanced books. Compiled statistical reports.

In writing the rough draft of your resume, prepare 5" x 3" index cards for each job you've held (see Figure 9.2.1).

The front of your index card should contain the following information:

- **Name, address, phone number of employer, and immediate supervisor at work site**
- **Dates employed (month/year to month/year)**
- **Job title**
- **Skills utilized**

The back of the card should show the duties divided into functional areas.

When choosing information to include in your resume, avoid anything that may not be considered in a positive light or that has no relationship to your ability to do the job, such as marital status, number of children, political or religious affiliation, age, photos. When in doubt, leave it out.

## Using Action Words

Remember that your writing style communicates the work activity in which you have been involved. Use phrases and document experiences that both involve the reader and make your resume outstanding and active. Following are basic guidelines for selecting your “power” words:

- **Choose short, clear phrases.**
- **If you use sentences throughout, keep them concise and direct.**
- **Use the acceptable jargon of the work for which you are applying. Remember: You want your prospective employer to READ your resume.**
- **Avoid general comments such as “My duties were . . .” or “I worked for . . .” Begin with action words that concisely describe what your tasks were; for example:**

*Developed more effective interviewing procedure.*

*Evaluated training program for new employees.*

- **List the results of your activities; for example:**

*Reduced office filing by 25 percent.*

*Developed interview evaluation summary form.*

*Increased efficiency in delivering services.*

- **Don’t dilute your action words with too many extraneous activities. Be SELECTIVE and sell your BEST experiences.**
- **Target your words to the employer’s needs.**

The following are examples of action words that could be used in your resume:

accomplished	evaluated	negotiated
achieved	expanded	organized
analyzed	facilitated	oriented
arranged	guided	planned
built	implemented	processed
controlled	improved	produced
created	increased	proved
demonstrated	initiated	raised profits
designed	inspired	reduced costs
developed	interpreted	researched
directed	invented	sold
effected	led	supervised
encouraged	managed	supported
established	motivated	wrote

### ***Using the Correct Key Phrases***

In many large companies, human resources personnel now scan resumes into computer files and databases for storage and later retrieval. According to a poll by a management consulting firm, 31 percent of 435 human resource professionals indicated their firms used resume banks for recruiting. Many experts say the percentage of large and midsize companies using such programs is far higher, with employers such as Walt Disney World Company and MCI Communications Corp. leading the way in their use of resume banks. A growing biotechnology firm, Amgen, Inc., receives more than 225 resumes a day, about 60 percent in conventional paper format and 40 percent by e-mail or fax. All end up in an automated tracking system. The manager of employment systems at Amgen, Inc., says automated tracking allows the company to consider all applicants for all available jobs—which is especially important in a growing company. When an opening occurs, employers search their banks and databases for resumes using certain key phrases relevant to the position. For example, a company looking for “B.S., Information Systems, dBase, Lotus 1-2-3” would first retrieve resumes containing these key words.

Depending on the field in which you hope to work and the type of companies to which you will apply, this information may be vital to your writing a resume that gets retrieved during a key word search. In such cases, the appearance and style of your resume will be less significant than the manner in which you describe your specific skills: be certain to use concrete nouns to summarize past experience.

### ***References***

The expression “References available upon request” is usually sufficient on a resume and is typically placed at the end. Although you don’t have to list specific names on the resume, you should have at least three people in mind who can talk about your work habits, your skills, and your accomplishments. When you are job hunting, ask these people in advance if you may use them as references, informing them of your job objective so that they will be prepared if a prospective employer calls. Many college placement centers act as a clearinghouse for the collection of resumes and references. You establish a file, and the center sends out your resume and references when you make a request. The placement center often makes this service available for alumni, and it may have reciprocal agreements with other colleges across the country.

### ***The Appearance of Your Resume***

The appearance of this document is important. Your resume must be typed clearly, spaced well, and visually attractive. Remember that many employers skim only the first page of a resume. Thus, it is crucial that your material be strategically placed so that what is most likely to be read is most relevant to the job desired. Employers have been known to receive hundreds of resumes each day, giving them only minutes to review each one. Therefore, even if you must use two pages, the first is more

crucial. Experts advise against using a resume preparation service. An employer can usually spot a canned resume and might assume that the applicant lacks initiative or self-confidence. The time you spend writing your resume will be time well spent. It will give you the opportunity to summarize what you have to offer to an employer.

Personal computers and resume writing or word processing software can help turn an average-looking resume into a class act. If possible, store your resume and cover letter on a floppy disk or in hard-drive memory for easy retrieval and updating. Many duplicating shops have personal computers available for an hourly fee.

Although offset printing was once the preferred method of producing resumes, quick copies made at professional copy centers are now acceptable if they are reproduced on high-quality equipment and are clean and free of smudges. Use an attractive bond paper for these copies of your resume; usually a neutral color such as ivory or white is best. Copy centers typically have a wide selection of stationery available. It is often useful to have a career counselor, potential employer, family member, or friend review a draft of your resume before duplicating your final copy. Ask for a careful check of content, format, grammar, spelling, and appearance. Even if you plan to send your resume electronically via computer, make sure it is completely error-free.

## *Electronic Resumes*

Whether you prepare your resume yourself or have it prepared professionally, after you have a document you can be proud to send to potential employers, you will need to make slight modifications to create the scannable version. Electronic resumes are entered into a resume bank, which means they are subject to electronic, as well as human, scanning. You may need to create two or more versions of your resume, emphasizing various skills and key words.

### ***Guidelines for preparing and submitting electronic resumes***

- Your resume will be viewed with 80-character lines and 24 lines to a screen page.
- Use an 8 1/2" x 11" page format. (If you plan to fax it, print it on white paper.)
- Use an easy-to-read typeface (font), such as Times, Helvetica, or Palatino, at a point size of 10 or 12.
- Avoid tabs (use the space key), underlines, boxes, columns, italics, and shading.
- Use boldface type and bullets to emphasize words.
- Use key skill words from a job description or advertisement.
- Some resume banks offer fill-in-the-blank templates, complete with instructions.
- E-mail a copy of your resume to yourself to see what it looks like. (You can do this from an Internet site that allows you to create your own resume using its format.)

You will find this process easier if your resume is on computer disk. You are then free to copy it and make changes to the copy. This allows you to keep your hard work safe and protected in the original file. If your resume is prepared professionally, you may also want to have the service prepare an electronic version. It will provide you with a disk containing the file, so you may create the electronic version yourself if you feel competent to do so. The key is to work from a copy—not the original.

Another reason to have your resume on disk is that employers and online resume distribution services often have different requirements for file formats and design specifications. The Web site for an online resume distribution service or potential employer will provide you with company-specific details; it may also offer assistance in preparing this very important promotional piece about you. The human resources department of a potential employer may also be able to provide you with electronic resume information.

Although it is highly recommended that your traditional resume be no more than one page, your electronic resume may be longer. The computer will easily scan more than one page. It uses all the information on your resume to determine if your skills match available positions. The computer searches for key words. Those key words can often be found in a general job description matching the position title for which you are applying. They also appear in classified ads and job postings. Or you may be able to glean some during information interviews. Be sure to write your resume to reflect the skill needs of the position—another reason why you may want to prepare multiple versions of your resume.

Refer back to the Guidelines for Preparing and Submitting Electronic Resumes sidebar for detailed how-to information. You may want to learn more about electronic resumes. Your career center will have many books on the subject, and resume Internet sites are excellent sources for additional information.

## *Types of Resumes*

To reiterate, there are three general types of resume: functional, chronological, and combination. Comparing the following two sample work experience entries will give you some idea of the basic difference between functional and chronological resumes, which are referred to in Figure 9.2.2.

The next part of this lesson discusses all three types in detail. The combination resume, as the name implies, is a combination of functional and chronological.

### *The Functional Resume*

A functional resume presents your experience, skills, and job history in terms of the functions you have actually performed rather than as a simple chronological listing of the titles of jobs you have held. Similar to any resume, it should be tailored to fit the main tasks and competencies required by the job you are seeking. Essentially,

	NAME Address Phone Number
Job Objective	State and describe as specifically as possible. Refer to the <i>Dictionary of Occupational Titles</i> for appropriate descriptive vocabulary.
Education	Depending on your job objective and the amount of education you have had, you may want to place this category directly after Job Objective. (However, if your job experience is more relevant to the position being applied for or if your education is not recent, you will want to list job experience prior to education.) Most recent education should be listed first. Include relevant credentials and licenses.  Example: As employers, educational institutions are usually more concerned with appropriate degrees than other employers. Include special workshops, noncredit courses, and self-taught skills when they are appropriate to your job objective.
Experience	Describe <i>functionally</i> (by activities performed) your experience relevant to the particular job for which you are applying; start with the most relevant and go to the less relevant. Include without distinction actual job experience, volunteer experience, your work on class projects, and school and class offices held. Alternatively, show your experience <i>chronologically</i> , listing your most recent professional experience first.  There is no need to stress dates unless they indicate that you have been continuously advancing toward this job objective.  Use action verbs; do not use full sentences, unless you decide to write your resume as a narrative.  Use the <i>Dictionary of Occupational Titles</i> to help you describe accurately what you have done, always keeping in mind how your experience relates to your job objective. Remember to use words and skills related to your job objective to describe yourself in the cover letter and during the interview.
Special Skills	Put this optional category directly after Job Objective if you feel that your professional experience does not adequately reflect the talents you have that best support this job objective.  Examples: Facility with numbers, manual dexterity, patience, workshops you have led, writing ability, self-taught skills, language fluency.
References	Available on request.  (Use references only if you have space and if the names are well known to potential employers.)

Figure 9.2.2: Resume Guidelines.

you redefine your past experiences according to the functions in the job for which you are applying. You should select and emphasize those activities from previous employment that relate to the specific job sought and deemphasize or omit irrelevant background.

For example, an administrative assistant might perform some administration, communications, and clerical functions. A secretary for an elementary school rewrote his resume to highlight these categories. To better define the skills used in his secretarial job, he researched the job description of executive secretary and office manager in his school personnel manual and located the description of administrative assistant in the *Dictionary of Occupational Titles*. (See the section “Suggestions for Job Descriptions” that follows.) He then compiled his resume to show how his executive secretarial responsibilities related to the administrative assistant position desired. Assess how your past work or life experience can be described in such categories as marketing, human resources, finance, community services, or research and development.



***Suggestions for job descriptions***

Descriptions in the Dictionary of Occupational Titles and in some personnel manuals provide a source of helpful phrases and statements to use in describing your own job history and experience. The following two descriptions, for example, would be useful to you in composing a functional resume for a job in business. However, you would use only relevant sentences, adapting them to your personal background.

**Office Manager**

Coordinates activities of clerical personnel in the organization. Analyzes and organizes office operations and procedures such as word processing, bookkeeping, preparation of payrolls, flow of correspondence, filing, requisitioning of supplies, and other clerical services. Evaluates office production, revises procedures, or devises new forms to improve efficiency of work flow. Establishes uniform correspondence procedures and style practices. Formulates procedures for systematic retention, protection, retrieval, transfer, and disposal of records. Plans office layouts and initiates cost reduction programs. Reviews clerical and personnel records to ensure completeness, accuracy, and timeliness. Prepares activity reports for guidance of management. Prepares employee ratings and conducts employee benefits and insurance programs. Coordinates activities of various clerical departments or workers within department.

**Administrative Assistant**

Aids executive in staff capacity by coordinating office services such as personnel, budget preparation and control, housekeeping, records control, and special management studies. Studies management methods in order to improve work flow, simplify reporting procedures, and implement cost reductions. Analyzes unit operating practices, such as recordkeeping systems, forms control, office layout, suggestion systems, personnel and budgetary requirements, and performance standards, to create new systems or revise established procedures. Analyzes jobs to delineate position responsibilities for use in wage and salary adjustments, promotions, and evaluation of work flow. Studies methods of improving work measurements or performance standards.

If you are applying for a specific job, ask the human resources department for a copy of the job description; then tailor your resume to the skills listed in that description.

***Creative functional resume***

Beginning or returning workers who have had no paid experience often find it particularly hard to make their activities sound transferable to the world of work. They dismiss their experience as academic work or homemaking, which they mistakenly think differs markedly from work in business; however, they usually

have been performing business functions without realizing it. People without paid work experience and people returning to the job market after taking time out to be homemakers can persuade employers to recognize their ability and practical experience if they describe their life in categories such as these:

**Management**

- Coordinated the multiple activities of five people of different ages and varying interests, keeping within tight schedules and continuous deadlines.
- Established priorities for the allocation of available time, resources, and funds.

**Office Procedures**

- Maintained lists of daily appointments, reminders, items to be purchased, people to be called, tasks to be accomplished.
- Handled all business and personal correspondence—answered and issued invitations, wrote stores about defective merchandise, made hotel reservations.

**Personnel**

- Recruited, hired, trained, and supervised household staff; negotiated wages.
- Motivated children to assume responsibilities and helped them develop self-confidence.
- Resolved problems caused by low morale and lack of cooperation.

**Finances**

- Established annual household budget, and monitored costs to stay within expenses.
- Balanced the checkbook and reconciled monthly bank statements.
- Calculated take-home pay of household staff, made quarterly reports to the government on Social Security taxes withheld.

**Purchasing**

- Undertook comparison shopping for food, clothing, furniture, and equipment, and purchased at various stores at different times, depending on best value.
- Planned meals according to savings available at different food stores.
- Shopped for insurance and found lower premiums than current coverage, resulting in substantial savings.

***Pros and cons of the functional resume***

The functional resume is especially useful if you have limited work experience or breaks in your employment record, or if you are changing fields. You need not include dates or distinguish paid activities from nonpaid volunteer activities. By omitting or deemphasizing previous employers' names, you downplay any stereotyped assumptions that a prospective employer may make about previous

employers (McDonald's, the PTA, a school district). Similarly, highlighting skills and de-emphasizing job titles help direct the future employer to the fact that you are someone with specific abilities that may be useful in the present job opening. This format also can emphasize your growth and development.

To use this format effectively, you must be able to identify and write about your achievements. This sometimes requires the assistance of an expert resume writer. Additionally, some employers may prefer resumes that include exact dates and job titles.

### ***The Chronological Resume***

The chronological resume is the traditional, most often used resume style. It lists your work history in reverse chronological order, meaning the most recent position or occupation is listed first. The work history should include dates employed, job title, job duties, and employer's name, address, and telephone number.

#### ***Pros and cons of the chronological resume***

The chronological resume is most useful for people with no breaks in their employment record and for whom each new position indicates continuous advancement or growth. Recent high school and college graduates also find this approach simpler than creating a functional resume.

As dates tend to dominate the presentation, any breaks or undocumented years of work may stand out. If your present position is not related to the job you desire, you may be eliminated from the competition by employers who feel that current experience is the most important consideration in reviewing resumes. However, if you emphasize skills in your present job that will be important to the new position, this will be less of a problem.

### ***The Combination Resume***

If you have major skills important for success in your desired job in addition to an impressive record of continuous job experience with reputable employers, you can best highlight this double advantage with a combination of the functional and chronological styles of resume. This combination style usually lists functions followed by years employed with a list of employers. The combination style also satisfies the employer who wants to see the dates that you were actually employed.

### ***Cover Letter Guidelines***

One sure way to turn off a prospective employer is to send a resume with no cover letter. Or send a form letter addressed to Personnel Manager. Or address your letter Dear Sir, only to have it received by a female manager.

A cover letter is used to announce your availability and introduce the resume. It is probably one of the most important self-advertisements you will write.

The cover letter should indicate you have researched the organization and are clearly interested in a position there. Let the person to whom you are writing know what sources you used and what you know about the firm in the first paragraph—to get his or her attention and show your interest.

You may have heard people say, “It’s not what you know, but who you know that counts.” This is only partly true, but nonetheless important. You can often get to know someone with only a little effort. Call or, better yet, visit the organization and talk to people who already hold the job you want. Be tactful and discreet, of course. You’re not trying to take their position from them. Ask about training, environment, salary, and other relevant issues; then in your cover letter, mention you talked with some of the firm’s employees, and these discussions increased your interest. You thereby show the reader you took the initiative to personally visit the company and that you know someone, if only casually.

Basic principles of letter and resume writing include being self-confident when listing your positive qualities and attributes, writing as one professional to another, and having your materials properly prepared. Figure 9.2.3 shows resume cover letter guidelines.

	Address City, State Zip Date
	Name of Person Company Name Street Address or P.O. Box City, State Zip
Salutation:	(Dear M _____: or Greetings:)
	The first paragraph should indicate what job you are interested in and how you heard about it. Use the names of contact persons here, if you have any.
Sample Entry	Your employment advertisement in Tuesday's <i>News Chronicle</i> indicating an opening for an administrative assistant is of special interest to me. Mary Smith, who is employed with your firm, suggested I write to you. I have heard that Rohn Electronics is a growing company and needs dynamic employees who want to learn and contribute to the firm.
	The second paragraph should relate your experience, skills, and background to the particular position. Refer to your enclosed resume for details, and highlight the specific skills and competencies that could be useful to the company.
Sample Entry	During the last five years, I worked as office manager. In this position, I improved office efficiency by investigating and selecting word processing equipment. I understand that your opening includes responsibilities for supervising and coordinating word processing procedures with your home office. I was able to reduce my firm's operating costs over 30 percent by selecting the best equipment for our purposes.
	The third paragraph should indicate your plans for follow-up contact and that your resume is enclosed.
Sample Entry	I would appreciate the opportunity to apply my skills on behalf of your company. For your examination, I have enclosed a resume indicating my education and work experience. I will call your office early next week to determine a convenient time for an appointment to further discuss possible employment opportunities.
	Sincerely,
	NOTE: Don't forget to sign the letter.
	Your first and last name Enclosure (or Attachment)

Figure 9.2.3: Resume cover letter guidelines.

If at all possible, address your letter to a specific person, name spelled correctly and with the proper title. These details count. Your opening paragraph should contain the “hook.” Arouse some work-related interest. Explain (very briefly) why you are writing. How did you become interested in that company? Summarize what you have to offer. Details of your background can show why you should be considered as a job candidate. The self-appraisal that went into preparation of your resume tells what you can and like to do and where your strengths and interests lie. Your research on the prospective employer should have uncovered the qualifications needed. If your letter promises a good match—meaning your abilities matched with the company’s needs—you’ve attracted attention.

Keep your letter short and to the point. Refer to your resume, highlighting relevant experiences and accomplishments that match the firm’s stated needs. Ask for an interview. Indicate when you will be calling to confirm a convenient time for the interview. Let your letter express your individuality but within the context of the employment situation.

The cover letter should be individually typed for each job desired. Always review both cover letter and resume for good margins, clarity, correct spelling, and accurate typing. Appearance does count.

## Application Forms

### Key Note Term

**employment application** – a form used in making a request to be considered for a job position.

### Key Note Term

**interview** – a formal face-to-face meeting, especially one conducted for the assessment of an applicant.

A final type of form, accepted sometimes as a substitute for a resume, is an application form. The **employment application** is a form used by most companies to gain necessary information and to register applicants for work, as shown in Figure 9.2.4. This information becomes a guide to determine a person’s suitability for both the company and the job that needs filling. You should observe carefully the following guidelines.

You will probably be asked to fill out an employment application form, usually before the **interview** takes place. With this in mind, it is good practice to arrive at the employment office a little ahead of the time of your interview. Bring along a pen and your resume or personal data sheet. You will be asked to provide your name, address, training or education, experience, special abilities, and possibly even your hobbies and interests. Practically all application forms request that you state the job you are seeking and the salary you have received in the past. Most firms require an applicant to complete an application form.

Many times the employer wants to make certain rapid comparisons and needs only to review the completed company employment application forms on file. For example, Ms. Ford needed a stenographer who could type fast. She examined many application forms of people who had word processing skills. By referring to the same section each time, she quickly thumbed through dozens of applications, eliminating all candidates who had only average speed. Thus, there was no need for her to examine resumes or read dozens of letters to find out exactly how fast each candidate could type.

Date \_\_\_\_\_

---

PERSONAL INFORMATION:

Name \_\_\_\_\_

Last First Middle

Address \_\_\_\_\_

Street City State Zip

Telephone Number (\_\_\_\_) \_\_\_\_\_ Are you over 17 years of age? ☐ Yes ☐ No

---

POSITION WANTED:

Job Title \_\_\_\_\_ Date Available \_\_\_\_\_ Salary Desired \_\_\_\_\_

Check any that apply: ☐ Full Time ☐ Part Time ☐ Day Shift ☐ Night Shift

---

EDUCATION:

Begin with high school; include any military school you may have attended:

NAME OF SCHOOL LOCATION OF SCHOOL DEGREE OR COURSE OF STUDY

\_\_\_\_\_

\_\_\_\_\_

List any Academic Honors or Professional Associations:

\_\_\_\_\_

WORK EXPERIENCE:

List last three employers. Start with the current or most recent.

Name and Address of Employer \_\_\_\_\_

Dates Worked \_\_\_\_\_ Pay \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

Job Title \_\_\_\_\_ Job Description \_\_\_\_\_

Name and Address of Employer \_\_\_\_\_

Dates Worked \_\_\_\_\_ Pay \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

Job Title \_\_\_\_\_ Job Description \_\_\_\_\_

Name and Address of Employer \_\_\_\_\_

Dates Worked \_\_\_\_\_ Pay \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

Job Title \_\_\_\_\_ Job Description \_\_\_\_\_

Computer Skills (describe) \_\_\_\_\_ Typing Speed \_\_\_\_\_ wpm

(if applicable) (if applicable)

Do you have any physical condition or handicap that may limit your ability to perform the job applied for? ☐ Yes ☐ No

If yes, what can be done to accommodate your limitation? \_\_\_\_\_

Have you ever been convicted of a felony? ☐ Yes ☐ No If yes, give kind and date.

*A conviction will not necessarily disqualify you from employment.*

Are you legally entitled to work in the U.S.? ☐ Yes ☐ No Can you provide proof of citizenship after employment? ☐ Yes ☐ No

Are you a veteran? ☐ Yes ☐ No If yes, give dates: \_\_\_\_\_

List the names of three references whom we may contact who have knowledge of your skills, talents, or technical knowledge:

(1) (2) (3)

Name and Relationship \_\_\_\_\_

(Supervisor, Teacher, etc.)

Address \_\_\_\_\_

Telephone & Area No. \_\_\_\_\_

I certify, by my signature below, that any false or omitted important facts in my answers on this application may be cause for dismissal.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

Figure 9.2.4: Sample employment application.

## Neatness Counts

The way in which an application form has been filled out indicates the applicant's level of neatness, thoroughness, and accuracy. If two applicants seem to have equal qualifications but one's form is carelessly filled out, the application itself might tilt the balance in favor of the other applicant. Unless your handwriting is especially clear, print or type all answers. Look for "please print" instructions on the form.

Sometimes you may apply for a job by mail, and a form will be sent to you. The application form should be carefully, completely, neatly, and accurately filled out. You should then return it to the company, and you may also attach a copy of your resume. When you have completed the application, go over it again. Have you given the information asked? When an item asked for is not applicable, have you written in N/A (not applicable or not available)?

***Filling out application forms***

1. Fill out the application form in ink—or use a typewriter.
2. Answer every question that applies to you. If a question does not apply or is illegal you may write N/A, meaning not applicable, or draw a line through the space to show that you did not overlook the question.
3. Give your complete address, including zip code.
4. Spell correctly. If you aren't sure how to spell a word, use the dictionary or try to use another word with the same meaning.
5. A question on job preference or “job for which you are applying” should be answered with a specific job title or type of work. Do not write “anything.” Employers expect you to state clearly what kind of work you can do.
6. Have a prepared list of schools attended and previous employers. Include addresses and dates of employment.
7. Be prepared to list several good references. It is advisable to ask permission of those you plan to list. Good references include:
  - a. A recognized community leader
  - b. A former employer or teacher who knows you well
  - c. Friends who are established in business
8. When you write or sign your name on the application, use your formal name—not a nickname. Your first name, middle initial, and last name are usually preferred.
9. Be as neat as possible. Employers expect that your application will be an example of your best work.

***Conclusion***

This lesson provided various examples of resumes, cover letters, letters of introduction, and application form reminders. Putting the resume together is now your job. With a little work and some advice from family and friends, you can put together a professional-looking resume and cover letter that will “Wow” a potential employer.

***Lesson Review***

1. What are the different types of resumes covered in this lesson?
2. Why do you need different resumes for different job applications?
3. What information should you include in a cover letter?
4. What is the point of an employer having you fill out an application, even though you have a resume?

# Lesson 3

## Military Career Opportunities



### Key Terms

active duty  
commissary  
counterpart  
enlistment  
exchange  
prerequisite  
recruiter  
Reserves

### What You Will Learn to Do

- Relate the military to your career goals

### Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

### Skills and Knowledge You Will Gain along the Way

- Explain the difference between the three career paths available in the U.S. Armed Forces
- Identify four ways to become a commissioned officer
- Identify basic enlistment qualifications and processes to enter the military
- Describe benefits provided to enlisted members of the military
- Describe the purpose of the Selective Service
- Define key words contained in this lesson

# Chapter 9



## Introduction

The military is one of the largest employers of high school graduates in full time positions. The U.S. armed forces hires over 365,000 enlisted and officer personnel each year. The military is one more career option to consider in your career planning. Serving in the armed forces allows you to contribute to your own advancement and to your country at the same time. In this lesson, you explore military careers and benefits. You match military opportunities to your career interests.

### Key Note Term

**enlistment** – to engage a person for duty in the armed forces.

### Note

For more information on military **enlistment** and education programs, go to <http://www.militarycareers.com>.

## Types of Military Career Paths

The military offers three career paths for its members: the noncommissioned officer path, the warrant officer path, and the commissioned officer path. The following sections introduce you to these career paths.

### Noncommissioned Officers

Noncommissioned officers (NCOs) are enlisted personnel who have advanced above the first three entry-level positions and hold supervisory positions over other lower ranking enlisted members. Within the Army, NCOs are known as “the backbone of the Army” because they actually supervise the details involved in accomplishing the unit’s mission.

Noncommissioned officers’ ranks start at pay grade E-4. They are better known as corporals in the Army and Marine Corps, petty officers third class in the Navy and Coast Guard, and sergeants in the Air Force; however, there are E-4s who are not noncommissioned officers. They are specialists in the Army and senior airmen in the Air Force. Specialists and senior airmen are technicians in their field and, as such, do not supervise lower grade personnel.

### Warrant Officers

A warrant officer ranks between an enlisted person and a second lieutenant in the Army, Air Force, and Marine Corps or between an enlisted person and an ensign in the Navy and Coast Guard. As technical specialists, each branch of service primarily assigns them to duties in their area of expertise.

## *Commissioned Officers*

Commissioned officers are the professional leaders of the military. The President of the United States appoints them and the Senate confirms them to hold positions of authority in the armed forces. Officers range from second lieutenant in the Army, Air Force, and Marine Corps (or ensign in the Navy and Coast Guard) to General of the Army or Air Force and Fleet Admiral of the Navy or Coast Guard. An officer's role is similar to that of a manager or executive in the civilian world. Officers are typically responsible for setting and meeting objectives by managing lower grade officers and enlisted personnel.

## *Military Career Groups*

Within the three types of military career paths mentioned in the previous section, you can find a variety of career groups. The following introduces you to these groups.

### *Noncommissioned Officers*

Noncommissioned officers specialize in 1 of 12 military career groups. These 12 groups are:

- **Human Services Occupations**
- **Media and Public Affairs Occupations**
- **Health Care Occupations**
- **Engineering, Science and Technical Occupations**
- **Administrative Occupations**
- **Service Occupations**
- **Vehicle and Machinery Mechanic Occupations**
- **Electronic and Electrical Equipment Repair Occupations**
- **Construction Occupations**
- **Machine Operator and Precision Work Occupations**
- **Transportation and Material Handling Occupations**
- **Combat Specialty Occupations**

Of these 12 categories, all have civilian **counterparts**, except Combat Specialty Occupations. A specialty is a particular branch of a profession or field of study to which its members devote or restrict themselves. The military offers over 2,000 job specialties within these 12 broad areas from which enlisted personnel can choose.

### *Key Note Term*

**counterpart** – something that is similar or comparable to another, as in function or relation.

### ***Warrant Officers***

Warrant officers also specialize in a single area of expertise. This area is generally in one of the 12 military career groups covered earlier in this lesson.

### ***Commissioned Officers***

Officers have two areas of concentration or specialties. The primary area of concentration is further divided into fields such as combat arms, combat support, and combat service support. The secondary or functional area of concentration is a career field unrelated to the primary area of concentration. Each branch of the service normally assigns a secondary specialty to their officers after they have become qualified in their primary specialty.

## ***Military Career Paths—Prerequisites***

#### ***Key Note Term***

**prerequisite** – a requirement or condition you must meet or achieve before being able to move on to your goal.

To follow your chosen military career path, you must meet certain **prerequisites**. This means that you must meet specific qualifications before reaching your military goal. This might include working your way up through the ranks, taking a training course, or completing a degree program.

### ***Noncommissioned Officers***

You become a noncommissioned officer by advancing through the enlisted ranks. Competition among your peers is the basis for promotions within the NCO corps. Ability, job performance, skill, experience, and potential are the major considerations for advancement; however, at each grade level, there are certain minimum requirements for promotion such as time in service, time in grade (present level of work), and successful completion of skill level examinations. Also, in some cases, there are military educational requirements which an NCO must meet.

### ***Warrant Officers***

In some branches of the service, personnel must first work their way up through the enlisted ranks; then, after meeting the required prerequisites, they may apply to become a warrant officer. However, some of the services also require you to be a certain rank before you are eligible to apply and they prefer their warrant officers and warrant officer applicants to have an Associate's Degree or the equivalent. In the Army, one way you can become a warrant officer is by enlisting for the Warrant Officer Candidate School in its Aviation Program.

### ***Commissioned Officers***

There are four main pathways to become a commissioned officer:

- **Completion of ROTC**
- **Graduation from a service academy**

- Completion of Officer Candidate School (OCS) or Officer Training School (OTS)
- Direct appointment

### ***Reserve Officers' Training Corps (ROTC)***

The Reserve Officers' Training Corps is a course that you can take while in college. The Army refers to its course as the Senior ROTC program (or SROTC). SROTC is a two- to four-year program that has extensive military training both on campus and at summer camps.

Many colleges and universities across the country offer one or more ROTC programs for the Army, Navy/Marine Corps (the Marines do not have their own program), and Air Force. In some cases, you may be eligible for a military scholarship (where the military pays most of the educational costs plus a monthly stipend of \$150 for up to 10 months per year), or financial aid while participating in ROTC. After graduating from college and successfully completing the ROTC training, you become a commissioned officer. This commission will incur an eight-year service obligation. Participants must be younger than 27 years of age for the Army—25 for the other services—when commissioned.

### ***Service Academies***

There are four service academies for which you can apply and receive a commission in the U.S. armed forces. Applicants for the U.S. Military Academy at West Point, NY (for Army applicants), the Naval Academy at Annapolis, MD (for Navy and Marine applicants), and the Air Force Academy at Colorado Springs, CO, must be nominated, usually by a member of Congress, to be considered. Nominations for the Coast Guard Academy at New London, CT, are made competitively on a nationwide basis—that is, congressional nominations are not required.

Each academy is a four-year program in which you can graduate as a military officer with a Bachelor of Science degree. At these academies, the government pays your tuition and expenses. In return, you are obligated to serve six years on **active duty** and two years in an inactive reserve status. Applicants must be at least 17 years of age but not older than 22; a U.S. citizen; of good moral character; able to meet the academic, physical, and medical requirements; not be married or pregnant; and not have any legal obligations to support family members. Acceptance to an academy is highly competitive. Each year, they receive between 10,000 and 12,000 applications. Of those who qualify, only about 1,200 receive appointments.

### ***Officer Candidate/Officer Training Schools***

If you are a college graduate with a four-year degree and do not have any prior military experience, you may join the service of your choice with a guaranteed option to attend Officer Candidate School (OCS) or Officer Training School (OTS). Course lengths vary by service, but they are normally less than six months. Then, after successfully completing the training, you are eligible to become an officer.

If you earn a degree while serving on active duty, you may apply for OCS or OTS. You must first meet all of the prerequisites and your unit commander must approve

#### ***Key Note Term***

**active duty** – a condition of military service where members are on full duty, or subject to call, at all time to respond quickly to the nation's emergencies.

your request. Additionally, each state National Guard has its own Officer Candidate School that takes applicants directly from its own units. If they successfully complete the training, they are commissioned and are usually sent back to the unit from which they came to serve as officers.

### ***Direct Appointment***

A person in a professional field, such as medicine or law, may receive a direct appointment and become a commissioned officer even without prior military training. The grade that a professional receives upon entering into the military depends upon two factors: years of schooling and prior experience in that profession. For example, a professional could start out at the grade of captain. The appointment of professionals accounts for the majority of the direct appointments made by the services.

Within the U.S. Army, over 70 percent of its new officers come from ROTC each year. Within the other branches of the armed forces, about 15 percent of the military's new officers come from the service academies, 25 percent from officer candidate/training schools, 45 percent from ROTC, and 15 percent from direct appointment.

## ***Enlisted Commissions***

Selected enlisted personnel from each service may qualify for appointment to one of the four service academies or may be eligible to attend an ROTC program. Other enlisted commissioning programs include:

- **The Army's Green to Gold program**
- **The Navy's BOOST (Broadened Opportunity for Officer Selection and Training) program**
- **The Army Medical Department's Enlisted Commissioning Program**
- **The Navy Enlisted Commissioning Program**
- **The Marine Corps Enlisted Commissioning Education Program**
- **The Airman Education and Commissioning Program**
- **The Coast Guard's Pre-commissioning Program for Enlisted Personnel**

In the last five programs of the previous list, qualified enlisted personnel may collect full pay and allowances while attending college full time. Those who graduate and finish an officer candidate program receive their commissions.

An enlisted person may also receive a direct appointment as an officer if that person demonstrates performance far above the standards called for in his or her occupational field and does not have a disciplinary record.

**Note**

Appointments of this nature are extremely rare.

Remember, to join the military as an officer, you must have a Bachelor's degree. Certain scientific and technical fields, such as medicine or law, require advanced degrees.

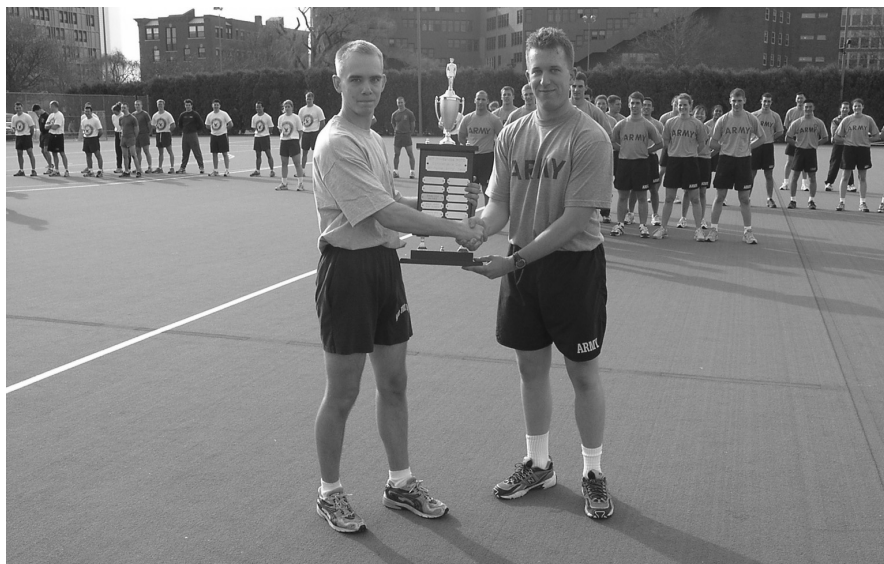
If you are interested in any of the options discussed in this lesson, your JROTC instructors, the school guidance or career counselors, and/or service **recruiters** will be able to give you the information you need.

**Key Note Term**

**recruiter** – a member of the armed services who enlists new members into the armed forces.

## Benefits of Military Service

The military can offer an exciting and rewarding career. It is important to research the career options that are available to you. When you enter the military, you must sign a contract that commits you to serving a specific amount of time. In return, the military offers you a variety of benefits. Table 9.3.1 summarizes most of those benefits.



*Figure 9.3.3: Participating in sports and other recreational activities is just one benefit.*

**Table 9.3.1: Summary of Employment Benefits for Enlisted Members**

Benefit	Description
Vacation	Leave time of thirty days per year
Medical, Dental, and Eye Care	Full health, medical, hospitalization, dental, and eye care services for enlistees and most health care costs for family members; in remote sites, this care is available from civilian sources (dental care, especially for family members, is with civilian care under a dental plan)
Continuing Education	Voluntary educational programs for undergraduate and graduate degrees, or for single courses, including tuition assistance for programs at colleges and universities
Recreational Programs	<p>Programs include athletics, entertainment, and hobbies, such as softball, basketball, football, swimming, tennis, golf, weight training, and other sports</p> <p>Parties, dances, and entertainment</p> <p>Club facilities, snack bars, game rooms, movie theaters, and lounges</p> <p>Active hobby and craft clubs, and book and music libraries</p>
Exchange & Commissary Privileges	Food, goods, and services at military stores are available, generally at lower costs and tax free, although the commissary does charge a small surcharge
Legal Assistance	Many free legal services for help with personal matters

**Key Note Term**

**exchange** – a store at a military installation that sells merchandise and services to military personnel and authorized civilians.

**commissary** – a supermarket for use by military personnel and their dependents located on a military installation.

**Selective Service**

It is the legal obligation of young men to register with Selective Service when they turn 18 years of age. Failure to register can result in jail time, a fine, and other serious consequences. Not knowing about Selective Service registration is not a justifiable excuse under the law.

**Who Must Register**

The *Military Selective Service Act* states that male U.S. citizens and male aliens residing in the U.S. who are between the ages of 18 and 26 must register in a manner prescribed by proclamation of the President. The proclamation under which registration is presently required was signed on July 2, 1980. It provides that young men must register with Selective Service within 30 days of their 18th birthday.

A man is exempt from registering while he is on full-time active duty in the U.S. Armed Forces. Cadets and midshipmen at service academies are included in the exemption. Members of the National Guard and **Reserves** not on full-time active duty must register unless they have reached age 26 or are already registered.

Lawfully admitted non-immigrant aliens (for example, those on visitor or student visas and members of diplomatic or trade missions and their families) are not required to register. Parolees and refugees who are aliens residing in this country must register.

Those who are unable to register on schedule due to circumstances beyond their control—for example, those that are hospitalized, institutionalized or incarcerated—do not have to register until they are released. After release, they have 30 days in which to register. Handicapped men who live at home must register if they are reasonably able to leave the home and go into a public place. A friend or relative may help a handicapped man to fill out the form if he is unable to do so by himself.

The fact that a man is required to register does not mean that he is certain to be drafted. If Congress should authorize a draft, a registrant within the group subject to induction would have his eligibility for service determined based on his individual situation at that time.

### Key Note Term

**Reserves** – a military force withheld from action for later decisive use; forces not in the field but available; the military forces of a country not part of the regular service.

### Frequently Asked Questions About Selective Service Registration

- Q. What is Selective Service?
- A. The Selective Service System is a government agency. Its job is to provide men for service in the Armed Forces if there is a national emergency.
- Q. What is Selective Service registration?
- A. When you register, you add your name to a list of all men in the nation, ages 18 to 25. The Selective Service would use this list to identify men for possible military service in a national emergency.
- Q. Do females have to register?
- A. No, by law they do not.
- Q. What happens if there's a draft?
- A. There has not been a draft since 1973, but if there was an emergency, and Congress ordered another draft, Selective Service would conduct a birth date lottery to decide the order in which to call men. The Selective Service would first call men who turn 20 in the calendar year in a sequence determined by the lottery. If the military needed more, the Selective Service might then call those men who are 21 to 25, youngest first.
- Q. Do I have to register?
- A. Yes, it is the law. If you do not register and the government prosecutes you, it could send you to jail for up to five years and/or fine you up to \$250,000. Not registering hurts you in other ways, too. You would not qualify for federal student grants or loans, job training benefits, or most federal employment.



- Q. Is registration hard?
- A. No, it is simple. Just go to any post office and ask for a Selective Service registration card. Fill in your name, address, telephone number, date of birth, and Social Security number. Then, give the card to the postal clerk. The clerk will ask to see some identification so bring your driver's license or some other piece of identification. It takes only about five minutes.
- Q. Do I have to register at a post office?
- A. Maybe not. You may receive a registration card in the mail, or you can obtain a card from your local recreation or social service center. If so, just fill it out and mail it to Selective Service. Check with your JROTC instructors; they may be able to register you over the Internet. Finally, check with your school's guidance office; you may be able to register there.
- Q. When should I register?
- A. Register within 30 days of your 18th birthday. If you are applying for federal student aid or job training, you can register up to 120 days before you turn 18 to avoid delays. If you cannot register on time because you are in a hospital or prison, you do not have to register until you are released. You then have 30 days in which to register.
- Q. What if it's more than 30 days after I've turned 18 and I haven't registered?
- A. Register at a post office immediately. Selective Service will accept a late registration, but the longer you wait, the longer you are breaking the law.
- Q. Do all men have to register?
- A. To make the system fair, the law requires all 18-year-old men to register. The only young men exempt from registration are foreigners who are in the U.S. temporarily as tourists, diplomats, or students; personnel on active duty in the Armed Forces; and students at U.S. service academies. Immigrant non-citizen males, 18 to 25 must register.
- Q. How do I prove I registered?
- A. After you register, Selective Service will mail you a card. Keep it as proof that you have registered. You may need it if you apply for federal employment, federal student aid, or job training. If you do not get your card within 90 days of registering, write to: Registration Information Office, P.O. Box 94638, and Palatine, IL 60094-4638. Or, call 1-847-688-6888.
- Q. What if I change my address?
- A. Notify Selective Service of your new address on a Change of Information form. You can get one at any post office. Or, you can use the Change of Address form that comes with your acknowledgment card.

## Conclusion

Serving in the armed forces allows you to contribute to your own advancement and to your country at the same time. The Army, Navy, Marine Corps, Air Force, and Coast Guard combined offer numerous opportunities each year for high school graduates in positions similar to those found in the civilian sector. Remember, the military is one more career option to consider in your career planning.

With “fast facts” and “frequently asked questions,” this lesson provided pertinent information for young male adults about the *Military Selective Service Act* and Selective Service registration. This lesson pointed out that it is not hard to register and that there are numerous ways that men can register. The main thing for males to remember—when you are within 30 days of your 18th birthday, register.

## Chapter 9

## Lesson Review

1. Compare and contrast the different career paths offered in the military.
2. Which noncommissioned career group interests you the most? Why?
3. What are the prerequisites for becoming a warrant officer?
4. Who must register for the draft? When must they register?

## Lesson Review

## Lesson 4

### College Preparation



#### Key Terms

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academic  
admissions  
aptitude test  
college  
distance education  
financial aid  
grants  
registration  
scholarships  
tuition  
university

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#### What You Will Learn to Do

- Create a College Preparation Action Plan

#### Linked Core Abilities

- Take responsibility for your actions and choices

#### Skills and Knowledge You Will Gain along the Way

- Discuss different types of colleges
- Describe the admissions process
- Explore ways to finance college
- Identify educational institutions and majors that fit personal needs
- Define key words

## Introduction

This lesson helps you prepare for college. It tells you what you need to know about the different types of colleges, the admission process and requirements, and ways to finance college.

## Deciding Whether College Is Right for You

Before you can begin preparing for **college**, you have to ask yourself a few questions. “What are my reasons for attending college?” “What are my reasons for not attending college?”

Attending college is not the only way to attain your career goals. It is possible that certain careers can be pursued without a traditional four-year college program. Take nursing for example. You must earn either a two-year associate degree or a four-year baccalaureate degree to qualify for a job as a registered nurse. However, in a two-year program at a community college, you would not take the courses in management and public health found in the four-year counterpart, but you would get more clinical experience.

If a traditional **college** or **university** does not cover your career choice, you might explore the opportunities that a business, trade, or technical school has to offer. The length of study at these schools varies from a few weeks to a few years. You can learn a particular skill or trade and earn a diploma, certificate of completion, or a license of some sort following the completion of the program. Some examples of occupations for which these schools can provide instruction are court reporting, hairstyling, computer repair, and cooking.

Another alternative to a four-year college program is e-learning, or **distance education**. Distance education has its advantages. The reduced need for buildings, housing, and personnel costs may make **tuition** more affordable.

Online classes through distance education institutions or universities are often more convenient and can be taken at different times and places. Other distance education programs may make use of other technologies, including the following: video, audio, audiographics, text-based correspondence, radio, broadcast TV, and so on. Additionally, many employers offer distance classes on the job.

If your career choice does not require going to college, you need to first identify the workplace skills and experiences necessary to pursue your career goals and then find the resources that help you reach them.

### Key Note Term

**college** – an independent institution of higher learning offering a course of general studies leading to a bachelor's degree; a part of a university offering a specialized group of courses; an institution offering instruction, usually in a professional, vocational, or technical field.

**university** - an institution of higher learning providing facilities for teaching and research, and authorized to grant academic degrees; specifically, one made up of an undergraduate division that confers bachelor's degrees, and a graduate division that comprises a graduate school and professional schools, each of which may confer master's degrees and doctorates.

### Key Note Term

**distance education** – learning that takes place via electronic media linking instructors and students who are not together in a classroom.

**tuition** – the price of or payment for instruction.

**Key Note Term**

**admissions** – the act or process of admitting.

## *The Admissions Process*

The process of applying to college should begin in the fall of your high school senior year. If you are applying to more than one college, the process can become overwhelming. It is important that you are organized and have your career development portfolio up to date.

The following steps outline the major tasks involved in the **admissions** process.

1. **Gather applications from the colleges you are considering.**
2. **Know the application deadlines for each college.**
3. **Complete and mail each admission application.**
4. **Apply for financial aid (keep in mind application deadlines).**
5. **Apply for scholarships (keep in mind application deadlines).**
6. **Apply for campus housing if you are not living at home while you attend college.**
7. **Make your college choice, enroll, and register for classes.**

## *General Admission or Entrance Requirements*

Admission or entrance requirements can differ from one college to another; however, there are basic criteria that are required for the majority of colleges.

One of the basic admission requirements is that you must have graduated from an accredited high school or have earned a GED (General Equivalency Diploma). Many colleges require specific coursework or curricula from high school. For example, a college could require that you have four years of English, three years of Math, two years of History and Science, as well as a required number of course electives. Some colleges look at your grade point average, your rank-in-class (this is usually found on your school transcripts), and/or standardized test scores such as ACT (American College Test), or SAT (Scholastic Aptitude Test.)

**Key Note Term**

**aptitude test** – a standardized test designed to predict an individual's ability to learn certain skills.

## *Ways to Finance College*

You have your list of colleges that you would like to attend. Everything is perfect, from the exact major you want, to the size of the campus, to a picture perfect location. Your next step is to look at the costs and figure out which ones you can afford. For most students, the tuition and other higher education expenses require seeking funding from someplace other than parents. There are two forms of **financial aid** funding for college: gift aid and self-help aid. Ask your instructor about the JROTC Financing College CD that provides an outlined plan to help you learn about all available college financial options.

**Key Note Term**

**financial aid** – a grant or subsidy to a school or individual for an educational or artistic project.

## Gift Aid

Gift aid does not have to be paid back. It can come from a variety of sources: businesses and foundations, community groups, and the colleges and universities to which you apply. There are two forms of gift aid:

- **Grants** that are awarded based on your financial need
- **Scholarships** that are awarded based on your **academic** merit

## Self-help Aid

You or your parents may need to borrow money for your college education. Loans are normally repaid with interest. Some loans do not need to be repaid until you have graduated or left college for some other reason.

Student employment is another form of self-help aid. There are three common forms of student employment:

- **Federal and state work-study programs**
- **Teaching assistantships and research assistantships**
- **Regular part-time employment during the academic year or the summer months**

Finding college funding can be a complicated and confusing process. Following a few ground rules will give you an advantage in navigating the process.

- **Make contact with your college's financial aid office early.**
- **Have all of the verification information you need by submittal deadlines.**
- **Organize your information and keep your portfolio files updated.**

## Choosing an Educational Institution that Fits Your Needs

Choosing a college is probably one of the first major decisions you will make in your life. This is where the work that you put into your career development strategy begins to pay off. You have a plan and it will help you make the best possible decision as to which college to attend.

The following tips will help you choose the right college.

- **You will most likely receive brochures from colleges through the mail. Read them and if you are interested, request more information.**
- **Request information from other colleges in which you are interested.**

### Key Note Term

**grants** – monetary awards based on financial need that do not need to be paid back to the grantor.

**scholarships** – grants-in-aid to a student, as by a college or university.

**academic** – belonging or pertaining to higher education.

- **Talk to your parents, friends, and other family members about college, the colleges they attended, and their personal experience with college.**
- **Write down what you are looking for in a college.**
- **Make a “wish list” of colleges you would like to attend.**
- **Complete the process by narrowing down the list to three to six schools.**
- **Apply to each of these colleges.**

### ***Degree Programs***

Clearly, a student should select a college that is going to serve his or her needs in the best way possible. One of the first options you should research is whether a college you are considering offers majors in your area of interest. Not all colleges offer all types of majors—that would be redundant and impossible. Often, state institutions offer programs that emphasize majors that are different from those of other institutions in the state. For example, one state college may emphasize medicine, another may emphasize engineering, while yet another college may emphasize education. If you are not yet sure what you want to major in, you should select a college that most closely emphasizes your interests. Remember that two- and four-year degree programs have general education requirements, and students take those classes in their first two years. During this time period, you will have the opportunity to more thoroughly explore majors, and if it is necessary, you can transfer to a different college that offers the degree you desire.

### ***Transfer Options***

Students sometimes choose to attend a two-year community college the first two years. This is a viable option to consider when selecting a college. If you do plan to attend a two-year college and then transfer to a four-year college, you need to be very careful in selecting classes. Two-year colleges generally have articulation agreements, which means that the four-year colleges will automatically accept credit for specific classes taken at two-year schools. It is your responsibility to get in writing a list of classes that can be easily transferred. After you have this list, don't stray from it; otherwise, you will find yourself repeating classes, incurring additional costs, and delaying your graduation.

### ***Faculty Reputation and Research***

Depending on your major area of study and the type of degree you are pursuing, faculty reputation and research may be a concern for you. If you are interested in knowing about the faculty, the best way to get some answers is to visit them! Make appointments to see them and talk to them about their work—this will let them know that you are a prospective student who is serious about your future!

If, however, you are not able to visit faculty in person, you should visit through the college home pages on the Web. Many instructors post not only office information but also course syllabi, schedules, and specific assignments. These sites will at least give you a general idea of what to expect if you should enroll in one of those classes.

## ***Accreditation***

All legitimate colleges go through an accreditation process. They are evaluated by independent accrediting agencies that periodically review the school's curriculum, standards, and results.

Additionally, programs within the college should be accredited in their specific discipline. Specific professional programs should be accredited by the appropriate accrediting agency in their field. For example, a nursing program should be accredited by the National League for Nursing, or an EMT/paramedic program should be accredited by the Joint Review Committee on Educational Programs for the EMT-paramedic. If you can't find information about the accreditation, you should ask. Making sure you are in a top-notch program is ultimately your responsibility.

If the college you are considering is not accredited by a regional accrediting association or the programs within the college are not accredited, you should probably consider a different college.

## ***Scholarship, Work-study, Internship, Co-op, and Job Placement Opportunities***

Because college is a costly venture, you should find out what types of financial aid and employment opportunities each college provides and how to apply.

Scholarships can help a great deal when you are faced with college expenses because they provide financial assistance that does not need to be repaid. Some scholarships are based on financial need; other scholarships may be based on special talents or academic performance. Generally, you must submit financial aid applications to apply for any type of financial aid. After you've received the required paperwork, apply for as many scholarships as possible. Even small scholarships can help pay for books and supplies that you will need.

Work-study jobs are another way to help with college expenses; in addition, you may get lucky enough to land a job that will look good on your resume when you graduate. These jobs are located on the college campus, and the supervisors often attempt to work around students' class schedules. Work-study jobs may range from five to twenty hours a week. When you visit a campus, check out the campus job board and see if you might qualify for any. These jobs go quickly, so the sooner you apply, the better chance you will have.

### ***Academic Considerations***

Does each college provide the following academic considerations?

- The academic degree that I want.
- Faculty who focus on students and who are current in their professional field.
- Appropriate accreditations.
- Scholarships, work-study opportunities, internships, co-ops, and job placement programs.



Intern and co-op positions give students an opportunity to work in the career field in which they are studying. Although internships and co-ops are all different, the point of these programs is to give students an opportunity to apply the knowledge they have gained in the classroom while gaining on-the-job experience. Intern and co-op programs place students in jobs in the community and in work with professionals in their field. Many positions pay very well, and students are sometimes offered full-time positions when they graduate. A college with a healthy intern or co-op program is worth serious consideration—it demonstrates that the college has a realistic view of employer expectations and employment opportunities.

Finally, in terms of academics, you should research the school's job placement rate. Find out how many graduates are employed after graduation. If there is a high job placement rate, it indicates that the school is well-respected from an employer's point of view.

## *Student Services and Activities*

The quality and quantity of student services and activities can tell a prospective student a great deal about the college. Student services that cater to special needs and populations should be obvious, and a variety of activities that build a sense of community should appear on a campus calendar.

### *Student Services*

Some student services are basic to every college campus—advising centers, financial aid offices, tutorial services, career development and placement services, counseling centers, and libraries. These are key offices to visit when making your college selection. Personnel in these services who are clearly student-friendly, professional, knowledgeable, and up-to-date reflect a campus with the same qualities.

A thorough investigation also includes researching auxiliary student services and organizations. Auxiliary services might include a student health center, eating facilities, technological laboratories, and cultural programs. Certainly if you are interested in pursuing a degree in computer science, you want to attend a college that is committed to technology and provides up-to-date computer labs and software. Likewise, if you want to major in Latin American studies, you should attend a campus that clearly reflects a commitment to cultural studies and programs.

### *Student Organizations*

Student organizations can be a key factor in your college experience. Becoming involved in student organizations is one way to connect with your campus and make you feel a part of that community. Because there is such a wide variety of student organizations, you should be able to find one that interests you. For example, you may want to join a fashion merchandising club, a technology club, a drama club, or an intramural sports team. Your involvement in student organizations demonstrates your commitment to an idea and allows you the opportunity to work with other

individuals with similar beliefs and values. Furthermore, student organizations provide key opportunities to strengthen your leadership skills, and future employers may be very interested to hear about your involvement.

### ***Student Athletics***

For some students, athletic programs have no weight in making a decision about which college to attend; for others, however, athletics are a major factor. If you are basing your decision on athletics, you should consider the following:

#### ***Graduation rates for athletes***

How many athletes in the college have graduated during the last five years? If there is a low graduation rate, that school probably isn't the best choice. After all, what good is going to college if you don't get a college degree? A few athletes have the ability to turn professional, but most don't; in the long run, you would be better off to be on a team that has a sound reputation and record for stressing academics and graduation.

#### ***Program completion time***

How long does it take most athletes to complete a program of study? Although it is common for athletes to take longer than regular full-time students to complete a program of study, that time shouldn't be excessive. If student athletes are taking longer than five or six years, it's a good bet that academics aren't stressed until after eligibility has expired.

#### ***Scholarships***

What kinds of scholarships are available for student athletes? If you truly have a talent to offer the university and are capable of successfully completing your academic commitment, you should expect that university to offer some scholarship or financial assistance. An athletic recruiter should be able to answer your questions about financial assistance clearly—get it in writing before you sign any letters of intent.

#### ***NCAA probationary status***

What is the National Collegiate Athletic Association probationary status of the team you are considering? If you find yourself being recruited by a team that is serving probation because of violations, find out the cause of the probation. If this team has broken rules under the current coaching staff, you should probably not spend a great deal of time considering this team. If, however, the violations occurred under a different staff, you may be okay. Perhaps they are in the process of rebuilding a program, and you could be instrumental to the team.

#### ***Athletic status***

What will your athletic status be as a first-year student? Will you be redshirted? Or will you be an active team member? These are questions that may affect financial aid and scholarships, so you should have a clear idea about your status before you commit to a team.

### ***Special student athletic services***

What types of special services are given to student athletes? Because of demanding practice and traveling schedules, student athletes can have difficulties keeping up with academic demands. It is important to find out if your team offers services such as tutorial programs designed especially for athletes.

### ***Practice and traveling schedules***

How long will you be expected to practice each day, and how extensive are the travel schedules? If you discover that your schedule will be difficult, you may need to make a tough decision about whether you want to participate in collegiate athletics. After all, your goal is to get a solid education and degree, so decide where you are willing to concentrate your efforts.

### ***Student Activities***

In addition to student organizations, a college should sponsor student activities that provide a sense of campus community. Perhaps there are homecoming celebrations, holiday events, special concerts, or movie nights. Although these activities might not be the deciding factor in your college decision, they do play an important role in campus living and provide not only entertainment but a sense of campus pride.

## ***Tuition***

Cost is a fundamental concern when selecting a college or university. One of the two major expenses is tuition, the price your courses will cost you per credit hour. A few things to keep in mind when looking at tuition costs include full or part-time tuition and in-state or out-of-state tuition.

Tuition expenses can range from very low to tens of thousands of dollars and are usually presented in two different ways: the total cost of tuition for full-time students and the cost of tuition per credit hour for other students.

### ***Full-time Status***

College classes are presented by credit hours, depending on the amount of time spent in class, and a full-time student takes at least twelve credit hours per semester—usually four classes. If a full-time student chooses to enroll in more than twelve credit hours, there is usually no extra charge for the extra credit hours unless a student takes eighteen or more credit hours—not something a first-year student should even consider. Additionally, health and activity fees are also included in the cost of full-time tuition. Depending on the college, these fees may cover the cost of such privileges as using the campus health center; attending sports, music, and theater events; and using special campus facilities such as computer labs. Meal plans may be available, but the price of the meal plan is not included in the tuition fee, nor is the price of textbooks.

### ***Part-time Status***

If you will not be able to attend classes on a full-time basis, you will pay your tuition fees by a credit-hour rate. For example, if you take two classes that are each three credit hours, you will pay for six hours of tuition. If the tuition costs \$150 per credit hour, you will pay \$900 to take those two classes. Health and activity fees are not included in the credit-hour rate but may be available at an additional fee.

### ***In-state Tuition***

In-state tuition simply means that you will be attending a college located in the state in which you reside. These fees are substantially lower than out-of-state tuition. For example, one college lists its in-state tuition as \$1,200, but out-of-state tuition at the same college is \$4,100.

### ***Out-of-state Tuition***

Out-of-state tuition is sometimes referred to as nonresident tuition. Residential requirements vary from state to state. For example, colleges located on state borders may have special agreements to accept students from neighboring cities in the adjoining state, so if you are considering attending a college in a different state, be sure to find out these requirements. Out-of-state tuition may be four or five times more expensive than in-state tuition, so it may be financially beneficial to attend an out-of-state college on a part-time basis until residency has been established. Additionally, some colleges offer special scholarships to be used specifically to cover this added expense.

### ***Does Tuition Reflect the Quality of Education I Will Receive?***

Although a \$30,000-a-year school is likely to be viewed as more prestigious than a \$10,000-a-year school, does a degree from a prestigious school really give a graduate a substantial competitive edge in the job market? Opinions differ, but you should remember that employers are looking for well-educated applicants, not applicants with expensive degrees. What you choose to do with your educational opportunities is more important than the price tag of your tuition. Many successful individuals have started their college careers at less expensive community colleges and then transferred to a four-year college.

### ***Housing Options and Expenses***

Tuition may seem as though it should be the largest expense you pay, but the biggest expense is often housing if you choose a campus in a different city or state than where you live. As an in-coming first-year college student, your housing options may be limited. Some campuses require that first-year students live on campus and in specific dorms; however, other campuses may not have these types of requirements. Before deciding where you want to live, you should consider the pros and cons of all options.

### ***Residential Halls***

Although some students groan at the thought of living in the residential halls, or dorms, the reality is that residential life offers many advantages for first-year students. Living in the residential halls allows you to meet and make new friends, participate in residential team-building activities, and live in a protected and safe environment that is close to all your collegiate activities.

Residential regulations vary from campus to campus, but generally there are several options from which students can choose. For example, you may be able to live in a room that you share with only one roommate, or you may choose to live in a suite with several other students. Additionally, residential halls are sometimes reserved solely for certain groups of students, such as athletes, women, or honor students.

If you are a person who needs a great deal of privacy and solitude, the residential halls may not be the best choice for you. But for many students, the residential halls give them the opportunity to make lasting friendships, to connect with student tutors and mentors, and to sharpen people skills.

### ***Fraternity and Sorority Houses***

Although images from the movie *Animal House* may come to mind when you think of living in a fraternity or sorority house, fraternities and sororities do offer a viable housing option that rarely reflects the movie. This option, however, may not be available until your sophomore year or even later, depending on the fraternity or sorority. And there are varying eligibility requirements for joining fraternities and sororities that should be taken into consideration before considering this an option.

The living arrangements in fraternity and sorority houses are often similar to residential halls in which you have two or more roommates. In some instances, the members reside in “sleeping porches,” very large rooms that house all members.

The cost of living in a fraternity or sorority is sometimes comparable to living in residential halls but can sometimes be much more expensive, depending on the organization. Be sure to thoroughly research this expense if you do decide to pledge.

### ***Apartments***

Most students are excited at the prospect of living in an apartment for the first time, and with careful shopping and planning, apartment living may be the least expensive housing option. Apartments can offer privacy and independence that residential halls and fraternity or sorority houses can't, but that privacy and independence can come with a higher price tag than is expected. For example, you may have to pay utilities, security deposits, and transportation costs to get to and from school, and you may have to pay extra for a furnished apartment.

Apartments can cost you in other ways, as well. For example, if you are a first-year student in a new city, you may not know any other students. Living alone in an apartment does not offer you the opportunity that you would have in a residential hall to easily meet other students. And, by living in an apartment, you may have to sacrifice some of the safety that comes with living on campus. If you share the

apartment with one or more roommates, however, these financial and social expenses may seem reasonable, and apartment living might be your best choice.

### ***Parents' or Relatives' Homes***

The very least expensive housing option is to continue to live at home with your parents or to live with a relative. Often, you can live free and have the added bonus of having meals with your family and access to conveniences such as laundry facilities. Even if you are required to pay rent, it is usually much less than you would have to pay elsewhere.

One disadvantage of living at home or with relatives may be the lack of the degree of independence that other students have. For example, if your friends are living in the residential halls and have freedom to stay out as long as they want, you may be tempted to do the same. Sometimes parents aren't willing to give college students that much independence.

If you choose to live at home or with a relative, it is imperative that you sit down and discuss expectations before problems arise. Parents may be more willing to compromise and bend their rules if you discuss this with them prior to following through with your plans.

Because housing is one of the greatest expenses you'll encounter as a college student, it is important to research the options carefully for each college you consider. Your choice needs to be livable—both financially and socially. For example, if you are a person who is extremely shy and it is difficult for you to meet others, living in an apartment could further isolate you and make your college experience unbearable. Weigh your options carefully and be fair to yourself.

Table 9.4.1 shows some important questions you should ask yourself before making a decision about housing.

***Table 9.4.1: University Housing Choices***

<b>Options</b>	<b>Questions to consider</b>
Residential Hall	Will I live with someone I know or someone I haven't met before? How will I manage distractions from other residents?
Fraternity or Sorority House	Will I be able to manage my schoolwork, time, money, and fraternity activities effectively? Will I be able to say no to fun activities when I have tests to study for and papers to write?
Apartment	Will I share the apartment with a roommate? How will I meet friends and get involved in campus life?
Home	Will I have the same freedoms that I would have if I were living elsewhere? Will I be expected to pay rent or have other household responsibilities?

## *Resources for Making an Informed Decision*

Collecting the information you need to make an informed decision may seem like an overwhelming task; however, most of the information can be found in a few key places.

Much of the initial information can be found in college catalogs, which list detailed information about degree programs, classes, tuition and housing expenses, and some student services. This type of information can also usually be found online by clicking on the colleges' home pages.

Many online services exist for the sole purpose of helping you compare institutions. These services are free and provide a wealth of information. If you use an online service, carefully check its sources of information, data collection methods, and sponsors. The following sites can help you make informed decisions:

Petersons—[www.petersons.com](http://www.petersons.com)

College Board—[www.cbweb1.collegeboard.org/cohome.htm](http://www.cbweb1.collegeboard.org/cohome.htm)

CollegeNET—[www.collegenet.com](http://www.collegenet.com)

U.S. News & World Report's College Ranking—[www.usnews.com/usnews/edu/college/corank.htm](http://www.usnews.com/usnews/edu/college/corank.htm)

The Princeton Review Online—[www.review.com/college/templates/temp2.cfm?topic=rank&body=rank/index.cfm&Link=rank.cfm&special=College.cfm](http://www.review.com/college/templates/temp2.cfm?topic=rank&body=rank/index.cfm&Link=rank.cfm&special=College.cfm)

Money Online: Value Rankings for Colleges—[www.pathfinder.com/money/colleges98/article/rankindx.html](http://www.pathfinder.com/money/colleges98/article/rankindx.html)

[www.fastweb.com](http://www.fastweb.com)

University of Illinois Library Collection—[www.library.uiuc.edu/edx/rankings.htm](http://www.library.uiuc.edu/edx/rankings.htm)

After you have narrowed your choices, it is imperative that you visit the college campuses and meet with individuals who can answer specific questions for you. Before arriving, you should make appointments to see representatives in the offices such as financial aid, student advising, housing, and your major area of study. These individuals can help answer your questions and provide you with key information that will help you make the most informed choice.

After you've selected the college of your choice, you will have to complete a series of steps before you can actually attend. This process may seem like a giant maze with one hurdle after another, but getting organized and understanding the steps will help you accomplish your goal.

In this section, you explore answers to the following questions:

- **What are the common admission requirements?**
- **How do I complete the admission process in an organized manner?**
- **What does early admission mean, and what are its advantages?**
- **What do I need to know about financial aid?**
- **How will I register for classes?**

## ***Common Admission Requirements***

One of the first steps you need to take is to apply for admission. Most colleges require similar information before admitting you, but it is important to find out exactly what your college requires so that your admission process is smooth and expedient.

### ***Admission Definitions***

Colleges offer one of two types of admission: open and competitive. Open admission means that the college will accept any incoming freshman who has earned a high school diploma or GED and who has placed within the required range of scores for tests such as the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). Students with low test scores or GPAs may be admitted on a provisional status until they successfully complete developmental courses that will increase their skill level, or they may be directed to attend a community college to take developmental courses there. Competitive admission means that the college demands specific requirements before admitting a student. Those requirements might mean a higher-than-average GPA, a high class ranking, or recommendations from professionals in the field.

Commonly, colleges have open admission but competitive admission within specific programs. For example, a college may have open admission for freshmen, but when a student completes the sophomore year, that student may have to apply to enter a particular program such as social work or education.

### ***Minimum Required Information for Admission***

Even colleges with open admission policies require a record of your past academic performance. You should begin a permanent file that contains the following documents:

- **High school transcripts and documentation of grade point average**
- **College transcripts if you've taken courses while still in high school**
- **Documentation of class ranking (usually found on transcript)**
- **Documentation of ACT or SAT scores**

Keep this file current and in a convenient place so that your documents are easily accessible if you want to apply to more than one college.

### ***Transcripts***

Transcripts are a permanent list of classes and the grades you've earned in those classes. High school transcripts may also contain information about overall grade point average, attendance, and class ranking. College transcripts will list all classes you enroll in and the grades you earn. It will list classes you withdraw from and audit, as well. Grade point averages, earned degrees, and graduation honors will also be listed on college transcripts.



### ***High School Grade Point Averages***

Even colleges with open admission policies demand that students have completed a precollege curriculum and have earned a GPA that meets their minimum standards. This baseline varies from college to college, so research your college's admission standards to see if you qualify.

A somewhat common GPA minimum standard is 2.5; however, if students don't have a 2.5 GPA or if they've earned a GED, a college may accept that if the student has earned a higher-than-minimum score on ACT or SAT composite scores.

### ***Precollege Curriculum***

Preparatory curriculum varies from state to state, but, in general, colleges with open admission policies insist that incoming college students have completed specific requirements in the core academic areas. Commonly, those requirements include completing four units of English, three units of math, three units of social science, three units of natural science, and two units of foreign language. If you are nearing graduation and haven't completed a precollege core of classes, you might want to consider summer school.

### ***Tests***

As part of their admission process, colleges generally require the scores of a standardized test. The two tests that are most common are the American College Testing Program and the Scholastic Assessment Test. The scores of these tests are used differently by colleges that have competitive admission than by colleges with open admission.

Colleges with competitive admission use these scores as one means of selecting students. Students with high ACT or SAT scores may be accepted to a number of colleges while students with average to low ACT or SAT scores may have difficulty getting accepted to schools with competitive admission.

Colleges with open admission use ACT and SAT scores to determine if students meet basic academic competency. If a student scores low in specific areas, that student may be admitted on a provisional basis until the deficiency can be corrected by taking basic developmental courses.

Occasionally community colleges will not require that you submit ACT or SAT scores; however, these colleges will require that you take a placement test at the college. These scores are used to place students in courses that are best suited for their academic abilities. If the college you are considering requires that you complete a placement test, make sure you know when and where you take the test because these tests are required before you can enroll in classes.

Students who have completed precollege curriculum, earned high GPAs, and scored in the above-average to high range on the ACT or SAT may want to consider taking the College Level Examination Program (CLEP) test. CLEP tests will determine whether a student has college-level knowledge about a particular subject. When a student "CLEPs" out of a class, this means the student will get credit and will pay for the class but will not have to actually take the course.

Although tests are an important part of the admission process, admissions counselors understand that test scores are only one indicator of how well a student may do. If you have lower-than-expected test scores, you should emphasize other strengths you have as a student.

### ***Completing the Admission Process in an Organized Manner***

Even though colleges require the same general information for admission applications, there is a great deal of information to keep organized. Starting a filing system early will help you through the process. We suggest you keep separate files for copies of all the general information we've discussed.

In each file, keep three or four copies of each document, and label the original so you don't accidentally mail it. Most colleges only require photocopies of documents until admission has been approved. At that time, colleges can request that you send official transcripts. Sending copies will save you a great deal of money if you are applying to several colleges.

Also keep a file that contains a copy of your admission application for each college you apply to. Attach to each application a list of all documents you have submitted. When you have received notice of your admission status, place that notice in your file until you have made your decision.

When you apply for admission to a college, do so in an organized manner, as shown in the "Applying for Admission sidebar," to make a good first impression:

- **Write a cover letter that discusses required information for competitive admission colleges.**
- **Complete every question on the application.**
- **Attach all required documents in order.**

Some colleges provide online admission applications on their Web pages. If you choose to apply electronically, don't forget to follow up with the appropriate documents.

#### ***Applying for Admission***

- Obtain admission application through your counselor, directly from the college, or from its online resource.
- Obtain copies of high school transcripts.
- Obtain copies of test scores, such as ACT or SAT.
- Complete and mail application and required documents.

### ***Advantages to Early Admission***

Early admission has two different meanings. In some cases, high school students can apply for early admission to a college and take classes while still in high school. There are often specific requirements for this type of early admission that may include a specific grade point average, an interview process, and referrals from high school officials. Clearly this type of early admission is advantageous because it allows students to get a feel for college to see if they would like to attend there after high school. It is also a way to complete general education requirements and take time to explore personal interests.

The other definition of early admission is simply completing the admission process early in the year prior to attending. For example, students planning to attend college in the fall may complete an early admission process in the spring or early summer. This type of early admission also has its advantages. Besides having a larger selection of classes from which to choose, a student who applies early may also be able to take advantage of special orientations or introductory sessions. These orientations may give students one-to-one mentoring, a stay in campus housing, special advising sessions, and social time to meet other new students.

### ***Financial Aid***

While you are in the process of applying for admission to the colleges that you are considering, you should also apply for financial aid. Seeking help from various sources of financial aid has become a way of life for much of the student population. Education is an important but often expensive investment. The cost for a year's full-time tuition only (not including room and board) in 1995–1996 ranged from \$900 to \$15,000, with the national average hovering around \$2,100 for public institutions and over \$11,000 for private ones.

Not many people can pay for tuition in full without aid. In fact, almost half of students enrolled receive some kind of aid.

Most sources of financial aid don't seek out recipients. Take the initiative to learn how you (or you and your parents, if they currently help to support you) can finance your education. Find the people on campus who can help you with your finances. Do some research to find out what's available, weigh the pros and cons of each option, and decide what would work best for you. Try to apply as early as you can. The types of financial aid available to you are loans, grants, and scholarships.

### ***Loans***

A loan is given to you by a person, bank, or other lending agency, usually to put toward a specific purchase. You, as the recipient of the loan, then must pay back the amount of the loan, plus interest, in regular payments that stretch over a particular period of time. Interest is the fee that you pay for the privilege of using money that belongs to someone else.

### ***Loan Applications***

What happens when you apply for a loan?

1. **The loaning agency must approve you.** You (and your parents) may be asked about what you (and any other family members) earn, how much savings you have, your credit history, anything you own that is of substantial value (such as a car), and your history of payment on any previous loans.
2. **An interest charge will be set.** Interest can range from 5 percent to over 20 percent, depending on the loan and the economy. Variable-interest loans shift charges as the economy strengthens or weakens. Fixed-rate loans have one interest rate that remains constant.
3. **The loaning agency will establish a payment plan.** Most loan payments are made monthly or quarterly (four times per year). The payment amount depends on the total amount of the loan, how much you can comfortably pay per month, and the length of the repayment period.

### ***Types of Student Loans***

The federal government administers or oversees most student loans. To receive aid from any federal program, you must be a citizen or eligible noncitizen and be enrolled in a program of study that the government has determined is eligible. Individual states may differ in their aid programs. Check with the financial aid office of the colleges you apply to to find out details about your state and those colleges in particular.

Following are the main student loan programs to which you can apply if you are eligible. Amounts vary according to individual circumstances. Contact your school or federal student aid office for further information. In most cases, the amount is limited to the cost of your education minus any other financial aid you are receiving.

#### ***Perkins loans***

Carrying a low, fixed rate of interest, these loans are available to those with exceptional financial need (need is determined by a government formula that indicates how large a contribution toward your education your family should be able to make). Schools issue these loans from their own allotment of federal education funds. After you graduate, you have a grace period (up to nine months, depending on whether you were a part-time or full-time student) before you have to begin repaying your loan in monthly installments.

#### ***Stafford loans***

Students enrolled in school at least half-time may apply for a Stafford loan. Exceptional need is not required. However, students who can prove exceptional need may qualify for a subsidized Stafford loan, for which the government pays your interest until you begin repayment. There are two types of Stafford loans. A direct Stafford loan comes from government funds, and an FFEL (Federal Family Education Loan) Stafford loan comes from a bank or credit union participating in the FFEL program. The type available to you depends on your school's financial aid program. You begin to repay a Stafford loan six months after you graduate, leave school, or drop below half-time enrollment.

***Plus loans***

Your parents can apply for a Plus loan if they currently claim you as a dependent and if you are enrolled at least half-time. They must also undergo a credit check to be eligible, although the loans are not based on income. If they do not pass the credit check, they may be able to sponsor the loan through a relative or friend who does pass. Interest is variable; the loans are available from either the government or banks and credit unions. Your parents will have to begin repayment sixty days after they receive the last loan payment; there is no grace period.

For a few students, a loan from a relative is possible. If you have a close relationship with a relative who has some money put away, you might be able to talk to that person about helping you with your education. Discuss the terms of the loan as you would with any financial institution, detailing how and when you will receive the loan as well as how and when you will repay it. It may help to put the loan in writing. You may want to show your gratitude by offering to pay interest.

***Grants and Scholarships***

Both grants and scholarships require no repayment and therefore give your finances a terrific boost. Grants, funded by the government, are awarded to students who show financial need. Scholarships are awarded to students who show talent or ability in the area specified by the scholarship. They may be financed by government or private organizations, schools, or individuals.

***Federal Grant Programs***

There are a number of federal grant programs available to part- and full-time students, depending on their needs. These grants include the Pell grant and Federal Supplemental Educational Opportunity Grant.

***Pell grants***

These grants are need-based. The Department of Education uses a standard formula to evaluate the financial information you report on your application and determines your eligibility from that score (called an EFC, or expected family contribution, number). You must also be an undergraduate student who has earned no other degrees to be eligible. The Pell grant serves as a foundation of aid to which you may add other aid sources, and the amount of the grant varies according to the cost of your education and your EFC. Pell grants require no repayment.

***Federal Supplemental Educational Opportunity Grants (FSEOG)***

Administered by the financial aid administrator at participating schools, FSEOG eligibility depends on need. Whereas the government guarantees that every student eligible for a Pell grant will receive one, each school receives a limited amount of federal funds for FSEOGs, and after it's gone, it's gone. Schools set their own application deadlines. Apply early. No repayment is required.

**Work-study**

Although you work in exchange for the aid, work-study is considered a grant because a limited number of positions are available. This program is need-based and encourages community service work or work related in some way to your course of study. You will earn at least the federal minimum wage and will be paid hourly. Jobs can be on campus (usually for your school) or off campus (often with a nonprofit organization or a local, state, or federal public agency). Find out who is in charge of the work-study program at the colleges where you apply.

**Make Financial Arrangements**

- Obtain financial aid forms from your high school counselor or directly from the college you are applying.
- Completely fill out forms, sign the forms, and mail to the appropriate address.
- Determine how to apply for scholarships, and follow through on the instructions.
- Apply for part-time on campus jobs, if necessary.
- Apply for bank loans if necessary.
- Apply for and put down appropriate deposit or down payment for residential halls or apartments.
- Check on fees for other expenses such as meal plans, parking, activities, and insurance.

There is much more to say about these financial aid opportunities than can be discussed here. Many other important details about federal grants and loans are available in the 2005–2005 Student Guide to Financial Aid. You can check out this guide at [http://studentaid.ed.gov/students/publications/student\\_guide/2004\\_2005/english/index.htm](http://studentaid.ed.gov/students/publications/student_guide/2004_2005/english/index.htm). You might also find this information at a college financial aid office, or you can request it by mail, phone, or online service:

Address: Federal Student Aid Information Center  
P.O. Box 84  
Washington, D.C. 20044

Phone: 1-800-4-FED-AID (1-800-433-3243)  
TDD for the hearing-impaired: 1-800-730-8913

Web site: [www.ed.gov/prog\\_info/SFA/StudentGuide](http://www.ed.gov/prog_info/SFA/StudentGuide)

### ***Scholarships***

Scholarships are given for different kinds of abilities and talents: some reward academic achievement, some reward exceptional abilities in sports or the arts, and some reward citizenship or leadership. Certain scholarships are sponsored by federal agencies. If you display exceptional ability and are disabled, are female, have an ethnic background classified as a minority (such as African-American or Native-American), or are a child of someone who draws benefits from a state agency (such as a POW or MIA), you might find scholarship opportunities geared toward you.

All kinds of organizations offer scholarships. You may receive scholarships from individual departments at your school or your school's independent scholarship funds, local organizations such as the Rotary Club, or privately operated aid foundations. Labor unions and companies may offer scholarship opportunities for children of their employees. Membership groups such as scouting organizations or the YMCA might offer scholarships, and religious organizations such as the Knights of Columbus or the Council of Jewish Federations might be another source.

### ***Sources for Grants and Scholarships***

It can take work to locate grants, scholarships, and work-study programs because many of them aren't widely advertised. Ask at your school's guidance office or a college's financial aid office. Visit your library or bookstore and look in the section on college or financial aid. Guides to funding sources, such as Richard Black's "The Complete Family Guide to College Financial Aid" and others, catalog thousands of organizations and help you find what fits you. Check out online scholarship search services. Use common sense and time management when applying for aid—fill out the application as neatly as possible, and send it in on time or even early. In addition, be wary of scholarship scam artists who ask you to pay a fee up front for them to find aid for you.

After you have completed the financial aid process and have decided which college to attend, you will register for classes.

## ***Registering for Classes***

After you have been accepted to the college you will attend, you will need to go through the **registration** process for classes. Even though many colleges allow students to register for classes online, you should set up an appointment with an advisor the first time so that you have a clear understanding of the classes you will need to complete in order to earn a degree. In fact, the safest move is to meet with your advisor every semester so that your progress will be monitored.

### ***Key Note Term***

**registration** – the act of registering.

When you meet with your advisor, you will receive a degree plan. This is a list of courses you will be required to successfully complete in order to graduate with a specific degree. Keep this list. A degree plan acts as a legal document between you and the college. Should the college decide to change the degree plan before you graduate, you probably will not be required to take additional classes if you are clearly progressing on an approved degree plan.

### ***Register for Classes***

- Meet with an advisor (this may be a faculty member or a staff member who works in student services) to determine which classes you will enroll in.
- Create a class schedule that will be based on your academic needs, as well as your personal needs. Take into consideration extracurricular activities or jobs you might be involved with.
- Take registration documents to the appropriate office.
- Pay registration fees or a down payment to hold your classes.

After you have registered for classes, you will be on your way. There may be other decisions you will need to make, including housing, meals, and transportation. These, too, are important decisions and will have an impact on your college experience, so work through these decisions carefully.

When you begin your college experience, continue to evaluate and refine your personal mission statement and your long- and short-term goals, as well as your personal skills and study skills. These are skills you can take with you on your journey of lifelong learning.

## ***Keep Track of Information***

In your search for the right school, you will be visiting several campuses and checking out many options. With all the information you have to gather, it would be easy to get confused or forget what one college offers as compared with another. Use Table 9.4.2 to help compare and contrast different schools, what they offer, what they cost, what they require for admission, and what activities interest you.



**Table 9.4.2: College Comparison Worksheet**

	College 1	College 2	College 3
Location <ul style="list-style-type: none"> <li>• distance from home</li> </ul>			
Size <ul style="list-style-type: none"> <li>• enrollment</li> <li>• physical size of campus</li> </ul>			
Environment <ul style="list-style-type: none"> <li>• type of school (2 yr., 4 yr.)</li> <li>• school setting (urban, rural)</li> <li>• location &amp; size of nearest city</li> <li>• co-ed, male, female</li> <li>• religious affiliation</li> </ul>			
Admission Requirements <ul style="list-style-type: none"> <li>• deadline</li> <li>• tests required</li> <li>• average test scores, GPA, rank</li> <li>• notification</li> </ul>			
Academics <ul style="list-style-type: none"> <li>• your major offered</li> <li>• special requirements</li> <li>• accreditation</li> <li>• student-faculty ratio</li> <li>• typical class size</li> </ul>			

(continued)

**Table 9.4.2: College Comparison Worksheet** *(continued)*

	College 1	College 2	College 3
College Expenses <ul style="list-style-type: none"> <li>• tuition, room &amp; board</li> <li>• estimated total budget</li> <li>• application fee, deposits</li> </ul>			
Financial Aid <ul style="list-style-type: none"> <li>• deadline</li> <li>• required forms</li> <li>• percent receiving aid</li> <li>• scholarships</li> </ul>			
Housing <ul style="list-style-type: none"> <li>• residence hall requirement</li> <li>• meal plan</li> </ul>			
Facilities <ul style="list-style-type: none"> <li>• academic</li> <li>• recreational</li> <li>• other</li> </ul>			
Activities <ul style="list-style-type: none"> <li>• clubs, organizations</li> <li>• fraternity/sorority</li> <li>• athletics, intramurals</li> <li>• other</li> </ul>			
Campus Visits <ul style="list-style-type: none"> <li>• when</li> <li>• social opportunities</li> </ul>			

## *Conclusion*

After you have gone through the process of picking a major, applying for financial aid, choosing and applying to a college, you now wait to get accepted. After you are accepted, you will need to contact your chosen school to find out its registration procedures. There are no guarantees in this process, but you can be assured that if you followed the suggestions in this and the other lessons in this chapter, are committed to the process, and motivated to succeed, you will reach your career goals.

## *Lesson Review*

1. How will you determine if college is right for you? What are your options?
2. What options are available to you to pay for your education?
3. What are the differences between a loan, a grant, and a scholarship?
4. Define the term “distance education.”

***Planning Skills and  
Social Responsibility***

***Chapter 10***

## Lesson 1

### *Making the Right Choices*



#### *Key Terms*

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criteria filter  
idleness  
intuition  
routinization

---

#### *What You Will Learn to Do*

- Apply effective decision-making processes to personal situations

#### *Linked Core Abilities*

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Relate how decision-making impacts life
- Distinguish between decision-making and problem solving
- Distinguish among effective and ineffective decision-making strategies
- Identify the features and benefits of the decision-making processes
- Define key words contained in this lesson

## *Introduction*

Making the right or wrong decisions can shape your life. Whether you make these decisions consciously or unconsciously, they represent how you respond to the opportunities, challenges, and uncertainties of life. You will have many decision to make as you go through your life—decisions such as:

- **Will I go to college?**
- **What college will I select?**
- **What will I study?**
- **Where will I live?**
- **When will I get married?**
- **Who will I marry?**
- **When will I change jobs?**
- **How will I invest my money?**
- **When should I retire?**

Asking and answering these questions establishes your future. You will fulfill many roles in your life, from student to career person, from homeowner to parent. The decisions you make in those roles define your successes and failures.

## *Use a Decision-Making Process*

Even more important than what you decide is *how* you decide. The way to increase your odds of making a good decision is to learn to use a good decision-making process—one that helps you get to a solution with a minimum loss of time, money, energy, or comfort.

An effective decision-making process will:

- **Help you focus on what is important**
- **Be logical and make sense for you**
- **Allow you to think of both the factual and the emotional consequences of your actions**
- **Not require an unreasonable amount of research**
- **Allow you to have an informed opinion**
- **Be easy to use and flexible**

An effective decision-making process will be valuable to you both for major decisions as well as the minor, more common decisions. The more you use a process to make decisions, the more it will become a natural part of your problem solving, and the more efficient you will become. As you grow more skilled in decision-making, it will become second nature to you. Others may even start asking you for help with their decisions.

### ***The F-I-N-D-S Decision Process***

Faced with a decision you have to make, you may do a lot of worrying. Worrying about making a decision generally does not accomplish anything.

You need to separate the issues, examine the facts, and work toward reaching a decision. The important thing is to follow a process. One such decision-making process is a simple five-step plan called the F-I-N-D-S plan.

The F-I-N-D-S Decision-Making Model consists of:

- **Figuring out the problem**
- **Identifying possible solutions**
- **Naming the pros and cons of each choice**
- **Deciding which is the best choice and then act on it**
- **Scrutinizing the decision**

#### ***Figure Out the Problem***

You cannot solve a problem until you have clearly defined the problem. Try to identify the problem in clear and precise terms.

For example, suppose you decide that you are unable to go to a concert. Simply stating the problem in vague terms, “I am not able to go to the concert Saturday night,” won’t get you there. Did you make another commitment for the same night? Are you unable to borrow the car for the evening? Are you grounded for the week of the concert? Or maybe you just don’t have the funds for the ticket.

If the money for the ticket is what is keeping you from the concert, state the problem as, “I need to come up with \$45.00 for the cost of the ticket.” This is a much clearer statement of the problem.

#### ***Identify Possible Solutions***

You can brainstorm by yourself, or involve others to create a list of possible solutions. The more people you can question about your problem, the more likely it is that you will hit upon the best solution.

Every idea that comes up should be considered. Sometimes the best answers are developed from an idea that does not seem feasible when you first hear it. Make an initial list of possible solutions. Look at your list. See if any other ideas come to you, evolving from something on the initial list.

When you are satisfied that you have a good number of possible solutions, you are ready to narrow down the possibilities.

### ***Name the Pros and Cons of Each Solution***

After you have come up with a list, take each possible solution and think about what it would take to accomplish that solution. Think of the consequences of each idea.

In the concert ticket example, you may be able to earn the money, borrow the money, steal the money, or use your savings. Obviously, stealing the money is eliminated when you think of the consequences and the morality issue. You may decide to borrow the money from your parents or a friend and then pay it back over the next month from the money you earn at your part-time job. Perhaps the concert is important enough for you to use money from your savings. Maybe your job will pay enough between now and the concert for you to purchase the ticket.

While you are considering your choices, ask yourself some questions:

- Will I feel good about this choice?
- How will my family feel about this choice?
- Will certain risks be involved?
- Am I willing to take such risks?
- Will this choice be satisfying to me?
- How will I feel about this choice when I look back at it in the future?

After you have considered the possibilities and the consequences, you are ready to make a decision.

### ***Decide Which Is the Best Choice and Then Act on It***

The list of possibilities and consequences should clearly indicate one or more “best choices.” Don’t worry if there are several good answers. There will be situations in which more than one decision will get you to your goal. About that concert ticket—taking out a loan or using your savings may both be equally good decisions. Don’t be afraid to make a decision and stick with it.

There are techniques you can use to simplify the choices. Depending on the type of choice you are making, one of the following techniques may help you narrow down your choices:

- **Criteria Filter**—There may be some fixed set of criteria that the alternatives must meet. For example, if you were choosing a car, there may be a maximum amount that you can spend.
- **Idleness**—You may decide to do nothing, let others decide for you, or just wait and see what happens. You will have identified the consequences of this choice, and will have to deal with those consequences. Sometimes, however, not making a decision is actually making a decision. For example, if you decide not to go on a trip to France, you are actually deciding to stay home.

#### ***Key Note Term***

**criteria filter** – a standard, rule, or test on which a judgment or decision can be based.

**idleness** – passing time without working or while avoiding work.



**Key Note Term**

**intuition** – instinctive knowledge or perception without conscious reasoning or reference to a rational process; keen insight.

**routinization** – a process or decision that you have routinely used in the past that helps you in current situations because you have established a decision-making pattern.

- **Intuition**—Sometimes you follow your heart and make a decision based on your feelings and emotions. You go with what your gut tells you. For example, when you are offered two part-time jobs with equal pay and benefits, you may decide to go with one because “it just feels right.”
- **Routinization**—There may be a decision that you have routinely made in the past, which may help you now. For example, if you always study for your Friday math quiz on Thursday afternoon, you will have an easy time figuring out when you will need to study each week.

After you have made a decision, it is important to monitor the results. Both right and wrong decisions can teach you something for the future decisions you make.

**Scrutinize the Decision**

This is where the learning takes place. If the result was successful, you will know that this was a good solution if the problem should come up again. If the decision did not lead to success, you will know that it would be best not to make that decision again.

**Conclusion**

The ability to make good decisions takes a lot of practice. Using a process (such as F-I-N-D-S) may seem like a large amount of work just to make a decision. Like many other things, after you start using the process—whether it is on major or minor decisions—you will find that solving problems and making decisions will become easier and easier. You will learn from the wrong decisions as well as the right decisions. With a good process, you increase the odds that your decisions will be well thought out and the results will be positive.

**Lesson Review**

1. What roles do you think you will play in your life? How can a decision you make about one role affect how you respond to another role?
2. What are the decision-making components of the F-I-N-D-S model?
3. Why is it important to include others in your decision-making process?
4. After you make a decision, what would be the consequences if you change your mind?

# Lesson 2

## Goals and Goal Setting



### Key Terms

goal  
goal setting  
long-term goal  
mid-term goal  
short-term goal

### What You Will Learn to Do

- Develop a personal goals action plan

### Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

### Skills and Knowledge You Will Gain along the Way

- Define goals
- Differentiate between short, medium, and long-term goals
- Analyze goals to determine what makes them meaningful
- Identify criteria for well-defined goals
- Define key words contained in this lesson

# Chapter 10

## Introduction

Have you ever gotten into the car and started driving with no destination in mind? How would you know which route to take if you didn't know where you wanted to go? How would you know when you had arrived?

Think of a **goal** as your destination. The most efficient way to get from one place to another is to identify the final destination and follow a map that will guide you in your journey. Goals give you direction and keep you focused on a purpose. If you go through life without goals, you will probably waste a lot of time and energy. Time wasted can never be recaptured.

Setting and achieving goals is one way to achieve a more fulfilling life. This lesson not only introduces you to types of goals and to the concept of **goal setting**, it also explains why goals are important and how to set them.

### Key Note Term

**goal** – an aim or purpose; an end to which effort is directed.

### Key Note Term

**goal setting** – planning done to reach a desired goal.

## What Is a Goal?

A goal is an end to which an effort is directed. In other words, you establish a target and then take careful aim and shoot for it. A goal should also be something that is important to you and consistent with your values. Some goals are more difficult and time-consuming than others, and sometimes you may initially fail to achieve your goal. When this happens, you can modify the goal somewhat, and try to hit it again. You cannot succeed if you do not keep trying.

## Writing Goals

It is important to write your goals down. A written goal can be read over and over again until it becomes imprinted on your brain. If a goal exists only in your head, it is just a dream and may be forgotten; but a written goal statement is a declaration of the outcome one plans to achieve. For a goal to be effective, however, it must be **Specific, Positive, Achievable, and Measurable**. You can use the acronym S-P-A-M to evaluate the goals you set against the following criteria.

- **Specific.** It must be explicit, clearly defined and have a specific plan of action. For example, “I will be a better student” is too vague to be a useful goal; however, “I will get an A on my next history exam” is more specific and, therefore, a much better goal.
- **Positive.** You are telling yourself that you will do something, not that you *might*, or you *think* you can. For example, “I want to do 60 sit-ups in a minute” is only a desire; however, “I will do 60 sit-ups in a minute” is a positive goal. A positive goal statement is very powerful.

- **Achievable.** The goal has to be within your power to make it happen through your own actions. It must be something you have a reasonable chance of achieving.
- **Measurable.** The goal must be defined in terms of results that are measurable, or actions that can be observed. If your goal is not measurable, you will not know if you have attained it.

## Why Goals Are Important

If you allow only outside forces to rule your life and set goals for you, you might feel bored, overwhelmed, or unsure of the decisions you face. By setting and achieving your own goals; however, you have the means to establish a framework that will build confidence, reduce stress, and ease decision-making.

Some goals may seem overwhelming; however, by setting interim goals you can break down a goal into tasks that are more manageable, reducing your level of stress and anxiety. This process also enables you to explore and plan out all the steps necessary to reach the goal. When you have a map, the journey does not seem as daunting.

As you accomplish the goals you set for yourself, it gives you a good feeling, and builds self-confidence. You can feel proud of a job well done. This is another benefit of setting goals. By setting goals, you can avoid wasting your time, energy, and effort. Goal setting makes the difference between mediocrity and excellence.

## Types of Goals

Goals are divided into three categories: **short-term**, **mid-term**, and **long-term**. You can accomplish short-term goals in an hour, a day, or a week. They may often be the beginning steps to mid-term or long-term goals. Short-term goals do not require much planning, as you can usually accomplish them in very little time. An example of a short-term goal would be, “I will complete my homework assignment for algebra class and turn it in on time.”

Mid-term goals are of intermediate length that often require more time and planning than short-term goals, especially if they lead to another goal. A mid-term goal may also be a step that leads to achieving a long-term goal. An example of a mid-term goal would be, “I will get an A in algebra this semester.”

Long-term goals require a lot of time and planning to accomplish. They are usually your life goals. Setting a goal to become a doctor is a long-term goal. The planning for these goals may begin early in your life, even if you do not realize it. These goals may even begin as things you wish for instead of things to do. An example of a long-term goal would be, “I will get accepted to a top-rated engineering school.” As you can see, this goal would take years of planning and work to fulfill.

### Key Note Term

**short-term goal** – a goal that can be accomplished in a short period of time; often without much planning or effort.

**mid-term goal** – an intermediate goal; sometimes a step to a long-term goal.

**long-term goal** – a life goal; a goal that requires lots of time and planning to accomplish.

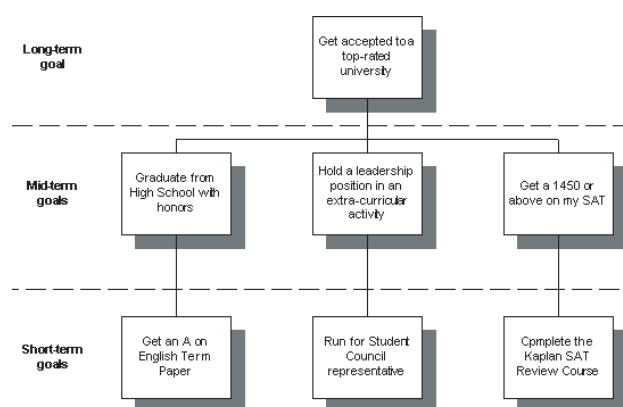
## Learning to Set Goals

Think about what your life would be like if you had everything you wanted. If that was ever the case, you would not have any goals to accomplish . . . and without goals, life would not have any direction or commitment. By setting goals, you are able to direct your life and commit to that direction. The kind of life that you have in the future is closely related to the goals you set today. Therefore, you must constantly strive to set meaningful and realistic goals for yourself, and to do your best to achieve them.

Developing a goal plan begins with deciding which goals are important to you. After you have clearly defined a goal (consistent with S-P-A-M criteria), you need to begin planning how to achieve it. If a goal is too big, plan various smaller, interim steps that will enable you to reach the long-term goal. Never put yourself in a position where your goals are overwhelming; you may fail simply because the steps involve too much effort at one time. Keep your goals challenging, but realistic. The feeling of accomplishment that comes with completing each small step can inspire you to reach your larger, long-term (or life) goals. Figure 10.2.1 shows one way to write out a plan for achieving your goals.

Goal setting is an ongoing process. Because goals get you through every day of your life, you must continually re-evaluate your goals. Some mid- or long-term goals require sacrifices now so that you can achieve them later. You must discipline yourself to reach those long-term goals, resulting in greater happiness and self-fulfillment.

Figure 10.2.1: Writing out and mapping your goals can help you succeed.



## *Conclusion*

Goals are very important to your life's development—without them, you would have no direction or commitment. Goals fill the need for disciplined work, play, study, and growth. They provide a framework that will help you organize and prioritize the events in your life. When you set and achieve a goal, you feel a sense of personal satisfaction and pride.

## *Lesson Review*

1. Why is it important to write down and list your goals?
2. Compare and contrast short, mid, and long-term goals.
3. List three personal goals—one short, one mid, and one long-term goal.
4. Why are the three goals you just listed important to you?

## Lesson 3

### Time Management



#### Key Terms

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agenda  
procrastination  
time management  
time wasters

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#### What You Will Learn to Do

- Develop a personal time management plan

#### Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

#### Skills and Knowledge You Will Gain along the Way

- Distinguish between time efficiencies and time wasters
- Relate time management to your personal goals
- Develop daily, weekly, and quarterly time management plans
- Define key words contained in this lesson

## Introduction

Think back to this morning. How was it for you? Did you get up on time? Did you have breakfast? Did you have time to do what you expected to do—or what your parents expected you to do? Now, think back to last evening. Did you finish your homework? Did you take care of your share of the household chores? Did you watch your favorite television program?

Frustration creeps in when you do not manage time well. On a scale of one to ten (one being poor use of time and ten being great use of time), how well did you manage your time yesterday? If you can honestly answer nine or ten, give yourself an “A.” If you answered seven or below, you need to organize your day better in order to gain control of your time and your life.

Every day you are given a precious gift—the gift of time. You get twenty-four hours, but how you choose to use this time makes all the difference. When you take responsibility for your time—by planning your day and building a schedule to achieve your goals—you are practicing **time management**.

This lesson teaches you how to plan your day, and how to execute your plan. Planning your day will help you target academic and personal goals, manage the increasing demands on your time, reduce stress, increase successes, and achieve greater satisfaction and enjoyment of life.

### Key Note Term

**time management** – the process of effectively using time to gain control of events, conditions, and actions.

## The Perfect Day

You can divide the day into five blocks of time: before school, during school, after school, before bed, and bedtime.

### Before School

Consider the morning as that part of the day from the time you wake up until the time you leave for school. What is a perfect morning?

- What time would you get up?
- How long would you need to take care of your personal hygiene, grooming, and dressing?
- How much time would you need to take care of your other responsibilities, like helping to get your younger sister or brother ready, feeding the pets, or taking out the trash?
- What other activities must you complete before school and how long do they take?



### *Before Bed*

Back up for a moment. To have a perfect morning, you must definitely get some things accomplished in the evening, after dinner, and before you go to bed on the preceding day.

- **How much time should you spend doing homework and chores?**
- **How much time is left for talking on the phone or watching television?**
- **What is your nighttime ritual before going to bed? Do you choose your clothes for the next day, pack your book bag, or prepare your lunch? How long does all that take?**
- **What time do you need to go to bed to get your “forty winks” of sleep? For most of us, eight hours of sleep is almost essential.**
- **What else do you need to do after dinner and before bed? Planning a perfect evening sets the stage for a perfect tomorrow.**

### *After School*

Take a moment and back up some more. Consider what goes on after school. Do you participate in a club, in a sport, or in the band? Do you work after school?

Is there time before, during, or after practice or work to accomplish something meaningful? If you do not practice or work everyday, what would be the best use of your time after school and before dinner? This period can amount to between two to four hours, and it should include meaningful activities as well as leisure time and time to rest.

The time in your life that is within your control is the time before school, after school, and before bed if you take the school day and your sleeping time out of the equation.

### *Creating a Daily Activity Matrix*

Before you can begin to manage your time effectively, you need to know how you currently spend your time. Completing a daily activity matrix, shown in Figure 10.3.1, can help you in this endeavor.

Examine the matrix. If you take the total time spent on these activities and subtract that from 1,440 (the number of minutes in a day), you end up with the number of minutes you spend in unscheduled activities. Is some of this time wasted? Remember that time wasted can never be regained. There are many ways that people waste time each day. Some of the most common **time wasters** are:

#### **Key Note Term**

**time wasters** – activities that do not promote the effective use of time.

Activity	Minutes a Day	Days a Week
School		
School related extracurricular activities		
Playing sports (not school related)		
Homework and studying		
Watching TV		
Playing videogames		
Reading for pleasure		
Shopping		
Work		
Chores and family responsibilities		
Spending time with friends		
Spending time with family		
Church and all related activities		
Eating		
Sleeping		
Other:		

Figure 10.3.1: Daily Activity Matrix.

- **Procrastination.** This is putting something off that needs to be done. For example, you procrastinate writing the essays for your college application because it is burdensome.
- **Poor Organization.** If you spend every morning looking for your backpack before you catch the bus to school, you are poorly organized, and you are wasting time.
- **Crisis Management.** Do you spend a lot of time solving large and immediate problems? For example, you forgot you had a math quiz today, so now you have to drop everything else and cram for your quiz. This is a time waster because if you had planned better, you would not have had a crisis in the first place.

### Key Note Term

**procrastination** – the act of putting off something that needs to be done.

Could your time be better spent elsewhere?

Now that you have thought about it, you are ready to organize your day on paper. You should always write down your plans, keeping in mind that if you fail to plan, you plan to fail.

## Daily Planning and Goals

Think about what you want to accomplish in school this year, and what part of it is achievable within the next six weeks. Do you want to:

- **Make the honor roll?**
- **Work toward earning an academic, military, or athletic scholarship?**
- **Write an article for the school newspaper?**

A daily plan should be aligned with your short-term and mid-term goals, which will, in turn, enable you to achieve your long-term goals. When you know that your daily activities are helping you achieve your goals, you will see that there is an increased meaning in the tasks you do every day and you will feel a sense of accomplishment at the end of the day, knowing that you are working toward the achievement of your goals. When you take responsibility for planning your daily activities, you are in control of your own destiny.

The first step toward creating a daily plan, as seen in Figure 10.3.2, is to prioritize your daily tasks, assigning a higher priority to those that are most important to you, and keeping in mind those short-term goals that will enable you to achieve your long-term goals. Prioritizing your daily tasks is very important because you can concentrate on scheduling those activities that are of the highest priority first. Items of a lesser priority can be scheduled around the high priority tasks as they fit into the day. You may find that you do not have time to schedule all of your tasks, but you can be assured that you are going to accomplish the highest priority ones.

After you have prioritized all of your daily tasks, you are ready to create a schedule or **agenda** for the day. Remember to record the task with the highest priority first, and so on. Use this type of written schedule to serve as a reminder of specific events, due dates, responsibilities, and deadlines.

### Key Note Term

**agenda** – a list or program of activities that need to be done or considered.

Figure 10.3.2: Use a daily planner to organize the time in your day.

The figure shows two overlapping daily planner templates. The top template is titled "Daily Planner for Today's Date" and has three columns: "PRIORITY", "THINGS TO DO TODAY", and "DUE DATE". The bottom template is also titled "Daily Planner for Today's Date" and has two columns: "TIME" (with slots for 6 AM, 7 AM, 8 AM, 9 AM, 10 AM, 11 AM, 12 PM, 1 PM, 2 PM, and 3 PM) and "TODAY'S SCHEDULE". Both templates have checkboxes next to their titles.

## *The Big Picture*

Planning one day at a time is like admiring a beautiful forest, one tree at a time. If the forest is your life, you may need to get an overview to see where the paths through the forest are leading. In the same way, you should plan in larger time frames to ensure your days are leading you toward your goals. The daily plan takes you through 24 hours of life and keeps you active in the here and now. The weekly plan shows you how to balance your life. You will discover that 168 hours is enough time to work, practice, study, attend meetings, spend time with your family, and have fun with your friends, too.

The quarter or semester plans show you the big picture far in advance. You can plan your days and weeks better if you have developed a quarter or semester schedule. They display week by week when all of your tests, projects, mentoring activities, papers, science or math fairs, key social events, athletic or JROTC events, field trips, national test dates, family vacations, and so on are due or will occur. You will be able to determine which weeks are heavily scheduled. You can use the light weeks to start studying and preparing for the heavier weeks.

## *Plan Your Work, Work Your Plan*

The following tips will help you to more effectively know how to plan your work for a day, week, or longer (quarter or semester) and enable you to do better at working your planning process.

- **Make time every evening to review your day and plan your tomorrow.**
- **Re-evaluate your goals every week, and write short-term goals on your planning sheets. Stay committed to your goals.**
- **Prioritize your “To Do” list.**
- **Make a list of things you can accomplish in 15- and 30-minute blocks of time.** For example, dusting or emptying the trash, reviewing class notes, learning new Spanish vocabulary (already written on index cards), reviewing mentoring activities, or learning how to work one new math problem. Be ready to fill the in-between times with something useful.
- **Use a timer to move you along during tight periods, such as mornings before school.**
- **Schedule something fun every day. Do your work first and reward yourself with something fun.**
- **Record your favorite television programs and watch them during planned leisure times.**
- **Be flexible; shift things around when necessary. Do not get discouraged if you are thrown off schedule by unavoidable circumstances.**

- As you finish a task, cross it off your “things to do” list. Plus, add anything you did that was not on the list, then cross it off. Adding and crossing tasks off your list is not only a way of keeping track of what you have accomplished but also a way of acknowledging your accomplishment.
- Enjoy the sense of satisfaction that comes from accomplishing something, no matter how small, and taking definite steps toward your goals.

## Conclusion

Few people ever plan to fail, but many people fail to plan. Time is the great equalizer; everyone gets the same amount every day. Whether it is used or abused often determines who rises to greatness and who falls to failure. Daily, weekly, and long-term (quarter or semester) planning puts you in charge of your life. Setting specific goals will give you a track to run on and a course to follow. You will know what it is you want, and you will go for it!

The cadet who routinely plans, reviews the plan, and adjusts it to the ups and downs of life will find this planning process very rewarding. Planning can help you to manage life's increasing demands while targeting academic and personal goals. Daily triumphs, no matter how small, will translate into goal achievements, generating greater satisfaction and enjoyment of life.

## Lesson Review

1. What is your favorite time of the day? Why?
2. How can planning your day give you more free time?
3. List three items you'd put in your daily planner.
4. Define the term “procrastination.”

# Lesson 4

## Cadet Etiquette Guide



### Key Terms

comradeship  
curtly  
dining-in  
dining-out  
etiquette  
martial  
monopolize  
palate  
place cards  
protocol  
receiving line  
repast  
sorbet  
stag  
stilted  
tines

### What You Will Learn to Do

- Learn proper etiquette for various events

### Linked Core Abilities

- Treat self and others with respect
- Apply critical thinking techniques

### Skills and Knowledge You Will Gain along the Way

- Prepare invitations and thank you notes
- Exhibit appropriate etiquette when making introductions

# Chapter 10

- Demonstrate proper dining etiquette
- Define key words contained in this lesson

## Introduction

During your high school years, JROTC experience, and life after graduation, there will be occasions when you will be encouraged to interact with people on a social level. By knowing the rules of proper etiquette, you will not only make a good impression, but you will also be more relaxed and confident in these situations.

This chapter is designed to provide information on proper social conduct and behavior, an important element in your character development. Although the lesson concentrates on the etiquette and manners required at your Cadet Ball, this information carries over into other aspects of your life.

### Etiquette vs. Manners

Etiquette is a code of behavior or courtesy based on rules of a polite society. Manners are socially correct ways of acting as shown in prevalent customs. Manners are based on kindness, respect, thoughtfulness, and consideration. Good manners are timeless, whereas, the rules of etiquette may vary with the changing times.

As you read this lesson on the rules of proper etiquette and the practice of good manners, remember that social etiquette and good manners are nothing more than common courtesy, sincerity, and consideration for others. It is important to treat others in the same way that we want others to treat us. This is the very foundation on which a polite society is built.

## Making Introductions

Introductions should be simple, direct, and dignified, and the act of making them should be an occasion of formality. They should be made whenever people gather socially, even for a short period of time. Introductions should be made automatically and immediately when discovering that two people do not know each other. You may make these introductions or have someone else do it—as in a **receiving line**, but you cannot neglect an introduction without running the risk of being rude or negligent. There is nothing mysterious about making introductions, unless you do not know what to do.

### The Receiving Line

Introductions at a formal reception, such as the annual Cadet Ball, may often include a **receiving line**. It is customary, and often mandatory, that all cadets and their guests go through the receiving line upon arrival. The people who would be in the receiving line are listed below:

#### Key Note Term

**etiquette** – a code of behavior based on rules of a polite society.

#### Key Note Term

**receiving line** – a group of people, including the host and honored guests, who stand in line and individually welcome guests attending a function, as at a formal reception.

- The host (Senior Army Instructor or commander of the unit holding the reception)
- The spouse or guest of the Senior Army Instructor or unit commander
- The ranking honored guest, with his or her spouse/guest
- Other dignitaries with their guests

At a reception, such as the Cadet Ball, the lady precedes the gentleman through the receiving line. The gentleman, whether or not he is the Junior ROTC cadet, introduces the lady first then himself to the Cadet Adjutant, who often announces the names of all attendees to the host. A lady or gentleman attending **stag** should introduce him or herself to the adjutant. Even though the adjutant may be a friend of yours, do not shake his or her hand. The adjutant will announce your name to the host as you step in front of him or her. A simple, pleasant greeting and a cordial handshake are all that is necessary when moving through a receiving line. Save lengthy conversation for later. Should your name get lost in the line, repeat it for the benefit of the person doing the greeting.

In the absence of an adjutant, the lady still precedes the man through the receiving line. He introduces her first and then introduces himself directly to the host. After you have finished this line, you may proceed to the serving of refreshments or conversation with other guests and await the signal for the next event. If the receiving and dining rooms are separate, do not enter the dining room until that signal is given.

For the remainder of the event, you will be responsible for making introductions as you move around the room and during dinner. The following guidelines explain what you need to do.

### **Key Note Term**

**stag** – unaccompanied by someone of the opposite sex; traditionally, a man who attends a social affair without escort of a woman.

## *Formality of Introductions*

When making an introduction, avoid the use of elaborate phrases. Recall that introductions should be simple and direct. The most generally accepted introductions are: “. . . , may I introduce . . .” or “. . . , I would like you to meet. . . .” You should not say “. . . , meet . . .

It is a general rule that you introduce juniors to seniors (this applies to age and military rank), gentlemen to ladies, and so on. However, the degree of formality used when making the introduction depends on the position of the persons involved and/or the solemnity of the occasion.

## *Examples of Formal Introductions*

When introducing someone to a dignitary, mention the dignitary first to show respect for the office he or she holds. Ensure that you use the correct formal title or appellation for the dignitary when making the introduction. A few more common titles include:



- **Introduce a doctor, judge, or bishop by their titles.**
- **Introduce members of Congress by Senator or The Honorable.**
- **Introduce a Catholic priest by Father, and an archbishop by Your Grace. Some Protestant clergy use titles such as Reverend, Pastor, or Doctor, whereas others prefer to be addressed as Mr., Mrs., Miss, or Ms. It is best to ask the individual how he or she prefers to be introduced before the introduction is made.**
- **Introduce military personnel by their rank; for example, when introducing your guest to one of your JROTC instructors, you might say “First Sergeant Allen, I would like you to meet Miss Jones.”**

If the situation arose where you had to introduce a teacher to a parent, you would use the teacher’s name first. For example, “Major Cooper, I would like you to meet my mother, Mrs. Eastern.” If both of your parents were there, you would introduce the woman first and then the man, such as, “Major Cooper, I would like you to meet my parents, Mrs. Eastern and Mr. Eastern.”

### ***Examples of Less Formal Introductions***

When introducing two people who you know very well and who have heard you talk of the other, you may be more casual. For example, to introduce a squad buddy to your sister, you might simply say, “Susie, this is Pete.” In this example, it is perfectly acceptable to make the introduction using the first names of both people; however, do not make an introduction to an adult, senior, etc., using that person’s first name.

In some cadet battalions or military academies, cadets have only one formal title as far as introductions are concerned—that of a Cadet. In those situations, the rank structure is not used when addressing cadets socially. For instance, you would say, “Doctor Jones, this is Cadet Draper,” not “Doctor Jones, this is Cadet Lieutenant Draper.” Furthermore, at some schools cadets may be addressed as “Mr. Draper” or “Ms. Draper” during conversations. For example, “Mr. Draper, I am pleased to meet you.”

### ***Methods of Making Introductions***

When making an introduction, speak each name slowly and clearly so there can be no possibility of misunderstanding on the part of either person. When you are on the receiving end of an introduction, make a special point of listening to the other person’s name. If you forget the name, or did not hear it, ask—with an apology—for the name to be restated; then, use the name several times in conversation. This will help you remember it.

When being introduced, it is proper to return a courtesy such as, “Nice to meet you,” “Hello,” “I am really glad to meet you,” or “How do you do?” If you were the one making the introduction, it is not appropriate to walk off and leave the two people staring at each other. As the person who made the introduction, you should either say something about each person to get a conversation started or excuse yourself so that you and your guest can continue to move about the room or participate in some other event.

When starting a conversation, mention something of common interest to both parties. For example: “Captain Davis, I would like you to meet Michael Knight. Captain Davis is my Senior Army Instructor, Michael. Sir, Michael hopes to enroll in JROTC next year.”

Before taking leave of the person whom you just introduced, your guest should respond with “Good-bye, I am very glad to have met you,” or something to that effect.

**Note**

In taking leave of a group, it makes no difference if you were introduced or merely included in their conversation; you politely and quietly respond good-bye to anyone who happens to be looking at you, without attracting the attention of those who are unaware that you are leaving.

***When and How to Shake Hands***

When gentlemen are introduced to each other, they typically shake hands. Additionally, ladies who are JROTC cadets shake hands during introductions. However, as a more general rule, whenever a lady or gentleman extends their hand as a form of greeting, the receiving party should reciprocate the gesture. Nothing could be more ill-bred than to treat **curtly** any gesture made in spontaneous friendliness. At the end of the introduction and/or conversation, those who were drawn into it do not usually shake hands when parting.

A proper handshake is made briefly; but there should be a feeling of strength and warmth in the clasp. At the same time, maintain eye contact with the person whose hand one takes. Do not shake a hand violently, grasp the hand like a vise, keep the handshake going for a long period of time, or offer only your fingertips.

***Other Forms of Introductions***

If seated, one rises to acknowledge an introduction and remains standing while other members of the party are being introduced to one another. When being introduced to ladies or gentlemen who are seated, you need not rise if rising may inconvenience others at the table.

When being introduced to a lady out-of-doors, a gentleman in civilian clothes may remove his hat. In addition, a gentleman will ordinarily remove his glove to shake hands unless he is a member of a color or honor guard. If he is confronted with a sudden introduction when he has gloves on and it is awkward to remove a glove while the other person has their hand outstretched, it is better to shake hands with the glove on with no apology.

**Note**

You would also use these rules as part of general public behavior, even in casual situations.

***Key Note Term***

**curtly** – rudely brief or abrupt, as in speech or manner.

If you desire to introduce two people who are not near each other, you would typically take the junior to the senior, the young lady to the older person, the gentleman to the lady and so on.

When in doubt whether two people have met, it is perfectly permissible to ask. Be sure to address the senior first, using a courtesy such as “Colonel Smith, have you met Miss Jones?” If they have not met, make the introduction. Usually, most people will consider your question as tantamount to an introduction, and will proceed with the how-do-you-dos. The important thing is not to assume that people know each other. There is no harm in introducing people who have already met; it is, however, quite inconsiderate to have strangers together without an introduction.

It may sometimes be an erroneous assumption that every cadet knows every other cadet. Do not hesitate to introduce cadets if you are not sure they know each other.

Some people have a difficult time remembering names. Not remembering a name is a common failing and can be easily forgiven. However, forgetting a name is not an excuse for not making an introduction. If necessary, ask for the person’s name—with appropriate apologies—before starting the introduction. For example, “I beg your pardon, sir (or ma’am), but I have forgotten your name. Thank you, sir (ma’am). Colonel Smith, I would like you to meet Miss Jones.”

In certain situations, you may find it necessary to introduce yourself to another person. If you are next to someone you do not know and no one is around to make an introduction, it is perfectly acceptable to make your own introduction. Use a greeting such as “Hello, I am Tom Frazier,” while shaking that person’s hand. Do not say, “What’s your name?” A good reply to you would be “Ted Wentworth, nice to meet you.” It is then up to both people to start their own conversation.

## *Dining Tips*

Table manners are an important part of social conduct. Proper manners around the table are not just reserved for special occasions; you should use them whenever you dine. Relaxed politeness is the key to any dining situation. When you know what to do, you can relax and enjoy yourself. This section will help you learn the rules of the table.

### *Manners and Courtesies Before Eating*

A gentleman does not sit down until all the ladies at his table are seated. He can help with the seating by holding the chair, first for his guest, then for other ladies near him if the ladies outnumber the men. He does this by pulling out the lady’s chair from the table far enough for her to move easily in front of it. Then, as the lady sits down, he gently pushes the chair under her until she is seated. When all ladies at the table are seated, he may then take his seat by going around the left side of his chair. Posture at the table should be straight, but not stiff.

If a lady leaves the table at any time, the gentleman who seated her rises. When the lady returns to the table, her escort or the gentleman who seated her rises and the courtesies mentioned in the preceding paragraph are repeated.

The polite dinner guest will not touch anything on the table, not even the napkin, until after the blessing (or invocation) has been said or until it is obvious that there will be no blessing. Then, you may pick up your napkin and partially unfold it on your lap. Do this inconspicuously—do not unfold a dinner napkin completely or above the table.

At a large dinner, there may be a vast array of silverware at the place setting, consisting of one or two knives, two or three forks, and two or three spoons. This is shown in Figure 10.4.1. If there is any doubt about the correct piece of silverware to use for a particular course, one generally starts with the outside piece of silverware and works inward. If you end up without a spoon or a fork, it is appropriate to ask for a replacement.

Specialized pieces of silverware, for which their function is self-explanatory, include: the butter knife, soup spoon, dessert fork and spoon, iced tea spoon, oyster fork, and fish knife and fork. The number of pieces of silverware indicates the number of courses to expect. A six-course meal, for example, might include soup, fish, **sorbet** (a **palate** cleanser), salad, an entrée, and dessert. The placement of the silverware indicates the order of these courses.

Also included will be a water goblet that is located on the right side of the place setting, a dinner plate, and a bread plate that is located on the left side of the place setting.

Wait until the head table (if there is one) is served and for everyone at your table to be served before starting to eat. Courses are served from the left and removed from the right.

### Key Note Term

**sorbet** – a fruit-flavored ice served for dessert or in between courses as a palate refresher.

**palate** – the sense of taste.

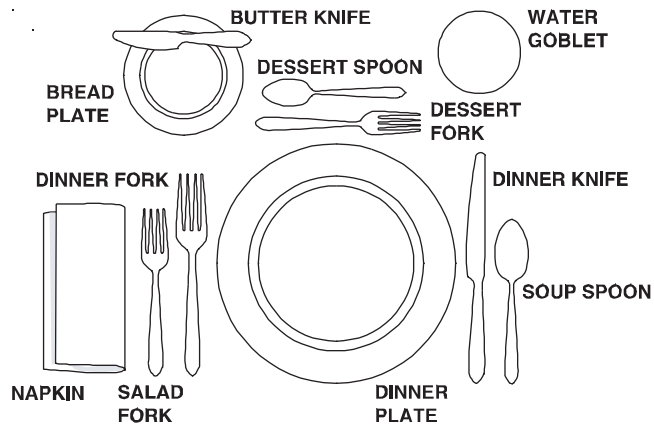


Figure 10.4.1: A place setting can be confusing if you're not familiar with it.

## Methods, Manners, and Courtesies of Eating

Different methods, manners, and courtesies of eating exist, depending on various situations. You should be familiar with the proper use of silverware, how to eat with your fingers as well as with a soup spoon, the differences between American and European styles of dining, and more.

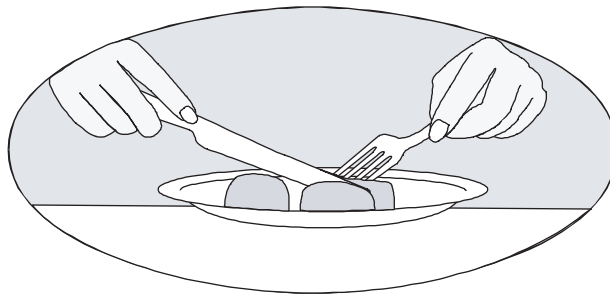
### American vs. European Styles of Eating

In the American style of eating, cutting food should be done as shown in Figure 10.4.2, by holding the fork in your left hand, **tines** down with your index finger on the back of the fork, secure the food being cut with the knife, which is held in your right hand. Cut in front of the fork, not behind it. After cutting not more than two or three bites of food, place the knife on the plate and transfer the fork to your right hand. This is called the “zigzag” method.

#### Key Note Term

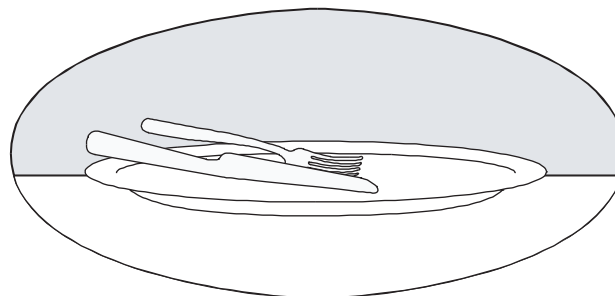
**tines** – slender pointed parts of a fork; prongs.

Figure 10.4.2: American style of eating.



When not using your knife and fork, place them together across the top of your plate as shown in Figure 10.4.3. This is the resting position. When you have finished the main course, place the knife and fork beside each other on the dinner plate diagonally from the upper left to lower right, or from the 10:00 to the 4:00 position. This is the finished position and indicates that your plate may be removed.

Figure 10.4.3: Resting position, American style.



In the Continental or European style, hold the fork in your left hand and the knife in your right hand. Cut and eat with your fork, tines down, while still holding it in your left hand. The knife can remain in your right hand throughout the meal to cut food or to help push bits of food onto the fork. Only one bite of food is cut and eaten at a time.

When not using your fork, rest it diagonally on the left side of the plate with the tines down and close to the center of the plate. Rest the knife diagonally on the right side of the plate with its point toward the center of the plate. When finished, place them as described in the American style with the fork tines down.

### ***Proper Use of Silverware***

Various rules govern how to properly use silverware. These rules include:

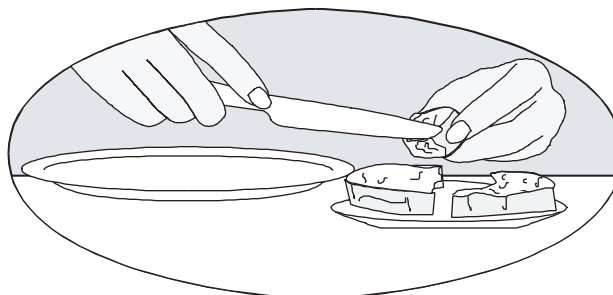
- **After you have used a piece of silverware, do not place it back on the table.**
- **Do not leave a used spoon in a cup; place it on the saucer.**
- **Do not leave a soup spoon in a soup bowl, although you may leave it on a soup plate if one is provided; otherwise, place it on the dinner plate when not in use.**
- **Do not lay a knife with the handle on the table and the tip of the blade on the edge of the plate. This also applies to the fork.**
- **Leave unused silverware on the table in its proper position.**

### ***Proper Way to Eat Soup and Finger Foods***

When eating soup, the motion of the spoon should be away from you while filling it. Sip from the side of the spoon; do not slurp. If it is necessary to tip your soup bowl, tip it away from you. If your soup is too hot to eat, let it sit until it cools; do not blow on it.

Bread, rolls, biscuits, nuts, fresh fruit, olives, celery, radishes, raw carrots, cookies, and small cakes may be eaten with your fingers. Place finger foods such as these on the bread plate, or in the absence of that plate, on the salad or dinner plates.

As seen in Figure 10.4.4, break your individual servings of bread, rolls, and large biscuits into small pieces before buttering and eating them, one piece at a time. Do not cut these items. Buttering and eating a whole roll or whole slice of bread is also not appropriate.



*Figure 10.4.4: Break bread, rolls, and biscuits with your fingers before you butter them.*

### ***Proper Use of a Napkin***

You should not tuck the napkin under your belt or wear it like a bib. Napkins are for dabbing lips, catching spills, and covering sneezes. Do not use a napkin to blow your nose. Never lick your fingers; always use your napkin.

Before taking a drink of water or any other beverage, wipe your lips with your napkin to avoid leaving smears on the glassware. One quick, light pass with the napkin should suffice.

If you must leave the table during dinner, say, “Excuse me, please,” with no explanation, and place your napkin on your chair. When leaving the table after dinner, place the napkin on the table in loose folds to the right of your plate. Do not refold, crumple, or twist it. Also, push your chair to the table on every occasion.

### ***Basic Table Manners***

The following are hints regarding table manners. Follow each one in any situation where you might be dining.

#### ***Key Note Term***

**place cards** – a name card for a formal dinner.

- If **place cards** are used, do not move or remove them. In addition to indicating the specific seating arrangement, place cards are used to make guests feel welcome and to help people get to know one another in large social settings.
- Take small bites. Large mouthfuls of food are unsightly. Do not chew with your mouth open or make loud noises when you eat. It is not polite to talk with food in your mouth.
- If you burp, say “Excuse me,” to no one in particular and continue eating. Do not make a big deal out of it.
- Hats, gloves, cameras, purses, sunglasses, and so on do not belong on the table. If it is not a part of the meal, do not put it on the table. Hats and gloves belong in the cloakroom. You may place cameras and purses under your chair.
- Your hands should go no farther over the table than is necessary to eat and to pass things. Between courses, place your hands in your lap or at your side. Do not place your elbows on the table.
- If you cannot easily reach something on the table, ask for it to be passed to you with a please and a thank you. If you are the one passing something, place the items on the table for the person to pick them up. When passing salt and pepper, pass them together.
- If food spills off your plate, you may pick it up with a piece of your silverware and place it on the edge of your plate.
- If you drop something, leave it on the floor until the meal is over; then pick it up. If a piece of your silverware falls onto the floor, pick it up if you can reach it and let the server know you need a clean one. If you cannot reach it, tell the server you dropped a piece of your silverware and ask for a clean one.
- Do not season your food before you have tasted it.
- Hold a long-stemmed glass with the thumb and first two fingers of your right hand at the base of the bowl or on the stem.
- It is not appropriate to ask for a “doggy bag” during a formal occasion.

- Do not reprimand a server. Make any complaints to the person (cadet) in charge of the ballroom arrangements.
- If food gets caught between your teeth and you cannot remove it with your tongue without being too noticeable, leave the table and go to the restroom where you can remove the food in private.
- At the end of dinner, and after the host and honored guests have departed; make sure that you say good-bye to everyone at your table before departing.

### **Table Talk**

Conversation is an important part of social interaction around the table. It is perfect for the enjoyment of good companionship and a pleasant meal. A few important tips include:

- Try not to talk too quickly or too slowly.
- Keep the conversation light. Small talk includes casual, unofficial, interesting things in everyday life; such as the weather, music, upcoming events, movies, or sports. Keep topics of conversation safe and non-controversial. Avoid discussions about religion, race or politics, or any controversial issue. Avoid health issues, off-color jokes, and gossip.
- Answer respectfully when addressed.
- Be mindful of engaging in conversation with a person who has just taken a bite of food. Remember; do not talk with food in your mouth.
- Loud voices/laughter can be disturbing to others. Do not yell; use a pleasant tone of voice that can be heard only at your table. Do not use profane, abusive or vulgar language.
- Be a good listener. Give others a chance to talk. Do not **monopolize** a conversation. Pay attention to the person speaking by giving eye contact; do not look at other people when someone is talking to you.
- Do not interrupt. Allow the other person to finish what he or she is saying before speaking. If you and another person start talking at the same time, give way quickly in a friendly manner with a simple, "Go ahead, please."
- Do not ridicule or laugh at an unfortunate remark or someone's mistake. Although a good conversationalist does not contradict someone in a social setting, it is okay to disagree. In those instances, start by saying, "I disagree with you because . . ."

### **Key Note Term**

**monopolize** – to take exclusive ownership or control.

## **The Cadet as a Guest**

When you are invited to attend a social event, which could be a short afternoon visit, a dinner party, or the annual Cadet Ball, you have certain obligations that you must observe as a guest.



## *Invitations*

You must understand the invitation: what you are invited for, where it will be held, when you should be there, and what you should wear. A written invitation will usually spell out most of these things quite clearly. Certain things are implicit in an invitation, as you shall see.

### *The R.S.V.P.*

R.S.V.P. comes from the French expression “Repondez s’il vous plait,” which means “please reply.” On many invitations, you will see the R.S.V.P. followed by a telephone number. In this case, the courtesy of a prompt reply by telephone is required to permit the host, hostess, or planning committee to properly plan the event. Call within two or three days to accept or decline the invitation, and make your call between 9 a.m. and 6 p.m.

#### *Note*

R.S.V.P. means that you must reply to the host to let them know if you can or cannot attend the function to which you’ve been invited.

#### *Note*

More on telephone courtesies is covered in the section on “Other Courtesies.”

If your plans for that day are unsettled or indefinite, do not pass this problem on to the prospective host or hostess. It would be much better to outright decline the invitation than to give a complicated account of your indefinite social activities. Even if the other arrangement or engagement is tentative; it is best to decline the invitation. After you have declined, however, do not call back if your plans change.

When declining, it is sufficient to say to the host or hostess that a conflicting duty or social engagement prevents you from accepting. You are at liberty to turn down an invitation because you do not wish to go; however, you should exercise good judgment on the invitations you refuse.

If, after you accepted an invitation, an illness or an absolute emergency prevents you from attending, call the host or hostess immediately with regrets and apologies.

You are not at liberty to invite someone else along unless the invitation clearly indicates the number and names of those invited.

There are several variations of the R.S.V.P. that are coming into widespread use, especially on informal invitations. These variations include:

- **“R.S.V.P. Regrets Only.”** This invitation means that the prospective host or hostess is expecting you unless you notify otherwise that you cannot come. If you can accept, you need not reply, just be there on time.

- **Invitations by phone.** When accepting an invitation by phone, it is a good idea to repeat back all of the essential information so that there is no misunderstanding. If you must first check your calendar before answering, get all the details and explain that you will call back as soon as you have done so. Thank the caller for the invitation, make sure you have the phone number, and promise to call right back; then, make sure you do.

### ***Where***

Most written invitations will indicate exactly where the function is being held. Some invitations may include a small map for your convenience.

### ***When***

Invitations to dinners, receptions, and weddings will usually give a time. For dinners and receptions, this is the time at which you should arrive, no earlier and no later. You will need to plan your timing so that you can be punctual. The time on a wedding invitation is the time the ceremony begins; therefore, you should allow sufficient time to be punctual.

If you are invited to an open house from 3 to 6 p.m., you may arrive any time after three and depart before six. You are not expected to stay the entire three hours. After a dinner party, you should stay at least an hour; otherwise, it hints of “eat-and-run” rudeness.

### ***What to Wear***

The invitation may specify what you should wear. For example, cadets would most likely wear their Class A uniform to the annual Cadet Ball. In this situation, male guests should wear a suit while female guests should wear either short or long evening attire.

Some invitations may simply indicate that the dress is formal, informal, or casual. Ensure that you understand what these terms mean. If you are in doubt, ask the host or hostess what to wear when you call to R.S.V.P. As a general rule, use the following guidelines:

- **Formal:** For gentlemen, a suit may be acceptable, although a tuxedo or uniform equivalent is preferred; for ladies, a short or long evening gown may be appropriate.
- **Informal:** For gentlemen, a sport coat and tie is appropriate; for ladies, a dress appropriate for day-time wear or a nice pants suit is acceptable.
- **Casual:** For gentleman, nice slacks and a sport shirt is appropriate; for ladies, a sundress or nice pants and blouse is appropriate. In some situations, jeans or shorts and a nice shirt or blouse may be acceptable.

### ***Courtesies When a Guest at Smaller Functions***

When attending an open house or a small dinner party, seek out your host and/or hostess immediately upon arrival and greet them. A crowded room should not keep

you from properly greeting your host and hostess. You should also delay getting any refreshments until after you have properly greeted them.

Because the host and hostess are in charge, let them run things. As a polite, unassuming guest, you should help by making conversation and joining wholeheartedly in whatever activities they have planned.

You should not sit when other guests are standing in your presence.

Prior to leaving, you must thank your host and hostess for a wonderful time. Even if there are still dozens of people present, you must seek them out to say thank you and good-bye.

### **Thank You Notes**

Thank you notes should be written within two or three days, but no more than a week, after you have been a guest at someone's home. A thank you note should be handwritten in ink on quality writing paper. Stationary sets that provide matching paper and envelopes are recommended. Be conservative in the choice of color and design. Plain white is always acceptable. Some of the requirements for a thank you note are:

- **Spell out the month—the notation 3/9/04 is not used socially. Place the date in the upper right corner just below the fold line on the informal notepaper.**
- **Ensure there are adequate margins on both sides of the paper—leave about one and one-fourth inch on the left side and about three-fourths inch on the right, depending on the size of the paper.**
- **Place the salutation, such as “Dear Mrs. Elliott,” at the left margin.**
- **Indent the first line of each paragraph; bring each subsequent line out to the left margin.**
- **Place the complimentary close approximately as far to the right as the date at the top of the page. “Sincerely,” or “Sincerely yours,” with your first and last names are acceptable complimentary closes. Do not use “Yours truly,” and reserve the use of “Love,” for a family member or close friend followed by your first name only.**
- **Do not use “Cadet” or your cadet rank in your signature.**
- **Your return address belongs on the envelope, not under your signature.**

There should be a minimum of three paragraphs in the thank you note. The first expresses your thanks specifically and in detail for the occasion. The last briefly summarizes your thanks. There must be one or more paragraphs in the middle on any topic you choose about the occasion you attended. Do not invite yourself back in your thank you note.

When expressing yourself—be yourself! If you do not normally speak a **stilted** or flowery language, do not sound that way in your note. Sincerity is far more important than eloquence. “I was overwhelmed by the sumptuousness of the **repast** in your exquisite domicile,” is pretty silly from most people. “I enjoyed the dinner in your attractive home,” sounds much more natural. If you particularly enjoyed the soup, or if the chocolate cream pie was out of this world, by all means say so in your note.

#### **Key Note Term**

**stilted** – stiffly or artificially dignified or formal; pompous; lofty.

**repast** – a supply of food and drink served as a meal.

Sincerity is the first rule in social correspondence. Simplicity is the second rule. You can hardly go wrong with a few simple and direct statements of the things that pleased or amused you. Write just as you would say it to someone you know very well. Also, use correct grammar and spelling and keep it neat.

The thank you note is an individual responsibility. If more than one of you enjoyed a dinner party at someone's home, it is not proper to send one thank you note. Each of you should write your own note.

Follow the example shown below to address an envelope. Ensure that you use a block style; include the proper title with the name (such as Mr., Mrs., Miss, Dr., Colonel, SGM and so on); place the city, two-letter state abbreviation, and zip code on the same line.

Place your return address on the front top left-hand corner of the envelope. You may use an address label for this purpose. You may also include "Cadet" in your title, but not your cadet rank: Cadet John C. Scott is acceptable, but Cadet Captain John C. Scott is not correct.

If you are on the planning committee for the Cadet Ball, you should also send thank you notes to the special guests, the organizations that sponsored the event, and the organizations that provided services and entertainment.

## *Other Courtesies*

Life is full of ways to show courteous behavior towards others. This section shows just a few ways you can act in a thoughtful and civilized manner.

### *Telephone Courtesies*

The telephone is a valuable time-saver and an effective means of communication. Here are some tips for proper telephone usage.

When calling a private residence to respond to an R.S.V.P., it is most proper to call between nine in the morning and six at night. Avoid calling during meal hours. If you are in doubt, ask the person you are calling if this is a convenient time—offer to call back later if necessary. Let the phone ring at least six times to allow the person to reach the phone.

Identify yourself when placing a call. Unlike talking to someone face-to-face, the person on the other end of the phone may not recognize your voice until you identify yourself. While talking on the phone:

- **Be polite. This applies to any conversation.**
- **Speak slowly and clearly. Do not eat, drink, or chew gum.**
- **Do not sneeze or cough into the receiver. Turn your head or excuse yourself.**
- **Do not carry on a conversation with someone in the room while talking on the phone.**

- **Call back immediately if you get disconnected and you placed the call.**
- **When answering a call for someone else, say, “May I ask who is calling?” This sounds better than “Who is this?”**

There is also proper etiquette to follow if you dial a wrong number. No matter how careful you are you may still dial a wrong number. When that happens, apologize to the person who answers. That person is not interested in hearing a story about how you misdialed, just tell him or her “I’m very sorry to have disturbed you,” hang up, ensure you have the correct number, and then try again. It is inexcusably rude to hang up without an apology.

When leaving a message on an answering machine, clearly state your name, the date and time of your call, and a brief message. Leave a phone number only if you need to be called back.

### ***Cellular Phone Courtesies***

Because cell phones can be used virtually anywhere, their users need to remember common-sense courtesy. Results from a nationwide survey indicate that wireless users need to improve their phone etiquette and put people ahead of phone calls. A few tips to follow include:

- **Use of wireless phones is prohibited in most schools and at school functions.**
- **Use of wireless phones during social gatherings or appointments is not appropriate.**
- **Do not place a cell phone on the table during a meal.**
- **Do not drive and use a cell phone. If you need to have a conversation while driving, be sure to pull off the road while talking.**
- **Do not use a wireless phone when it will inconvenience or disturb others.**
- **Use should be limited in public places or gatherings to safety or emergency reasons.**

### ***Helping Others***

If an older woman or an invalid gentleman wants some support, it is appropriate for you to offer your arm. The cadet does not offer his or her hand. Hand holding in public is not appropriate and is considered a public display of affection, which is improper when in uniform. A cadet may offer his or her hand only when it is not practical to offer the arm, for example, to help an elderly lady or gentleman out of a car. Offer your hand palm up, and do not force it upon the person to whom you are offering it; then, withdraw your hand as soon as it is no longer needed.

When walking with a lady, a gentleman may walk on the curbside, or on her left if there is no curb.

If a gentleman arrives at a door first, he should open it and allow others to pass through. If a lady arrives at the door first and opens it, the gentleman may hold the door for her to continue.

If you are driving or riding to the social in a privately owned vehicle, open the car door for your passenger first on the right side of the car, then go around it and take your seat, either behind the wheel or in the back seat beside your guest. When you reach your destination, walk around the car and open the door for your guest if he or she has not already exited the vehicle.

### ***Being Responsible for Your Guest***

Depending upon the nature of the social occasion, cadets should inform their guests about the traditions and courtesies of it before arriving. Using the Cadet Ball as an example, cadets should inform their guests about appropriate dress, conduct, the receiving line, traditions of the mess, and so on. Remember, if you invite a guest, you are responsible for your guest's behavior. If you have duties to perform after you arrive at the social, arrange for someone else to act as an escort for your guest until you are free. Introduce your friends and ensure that your guest's time is fulfilled.

### ***Respect to Seniors***

By this time in JROTC, you should not have any difficulty in showing respect to military seniors; in fact, it should be automatic.

You should also show respect for elders, as well as parents, teachers, and others in a position of authority. In short, you should treat all persons with whom you have contact with the utmost respect.

Because it is unacceptable to use slang or poor grammar such as “yeah,” “nope,” or “un-huh” to a JROTC instructor, it is also socially rude to say these things to others.

You may also encounter situations when seniors address you by your first name. Although this may be flattering, under no circumstances should you address a senior by his or her first name unless that person specifically asks you to do so.

### ***Grooming***

Nothing less than scrupulous attention to all aspects of personal hygiene will make you socially acceptable. Be certain that you are well groomed every time you make an appearance socially. One dirty or untrimmed fingernail may seem like a small thing to you, but it may be the basis for a negative impression. You will not have a second chance to make a first impression. The following are just a few of the basics you should already be doing to ensure your appearance is up to standards.

- **Ensure your hair is clean, neatly trimmed or styled, and combed at all times.**
- **Shower daily and use a deodorant as part of your daily routine.**
- **Brush your teeth and floss daily. Try to brush after meals.**
- **For young men who already have to shave, if it is necessary for you to do so once or twice a day to be presentable, then do so.**

Good grooming is an individual responsibility. It should not be necessary for an instructor or a senior cadet to tell you to maintain proper personal hygiene. Additionally, for cadets, ensure that your uniform is clean, pressed, and presentable.

### *Other Everyday Courtesies*

Use “please,” “thank you,” “you’re welcome,” “excuse me,” and “I’m sorry” naturally and sincerely in conversations. Say, “excuse me” if you accidentally brush against someone. You should say, “excuse me” or “I beg your pardon,” but do not use the phrase “pardon me.”

You may chew gum in public as long as you do it in a non-offensive way—quietly and inconspicuously. Do not chew gum in formal situations, at work, if you are a host or hostess, or if you are around food.

In public places, do not make a lot of noise with friends that might upset other people.

Do not push ahead of anyone. Wait your turn in line to go through a door, into an elevator, or onto an escalator.

### *Planning a Cadet Ball*

A major prerequisite for ensuring that the Cadet Ball (and for that matter, any social occasion) is successful is careful planning. The first important act is the appointment of a Cadet Ball chairperson by the Senior Army Instructor. This chairperson should have authority to make many of the required planning decisions, although some of these decisions may be subject to the approval of the Senior Army Instructor.

One of the first duties of the cadet chairperson should be to review the reports on file for previous Cadet Balls. These reports will acquaint the chairperson with his or her responsibilities, which include (this list is not all inclusive):

- **Establishing committees, appointing committee leaders, and providing them with the necessary people and other resources. He or she is also responsible for supervising these committees. At a minimum, the chairperson should establish committees for:**
  - Advertising
  - Decorating
  - Entertainment
  - Food
  - Fund-raising
  - Invitations, including the special guests
  - Program and seating arrangements
- Establishing short and long-term goals, identifying the tasks necessary for the achievement of these goals, and delegating the tasks to committees for execution.
- Identifying problem areas and lessons learned from previous Cadet Balls, and preventing them from reoccurring.

The chairperson and all committee leaders should think through all of the details thoroughly, and develop a plan to get everything done. You should be sure to establish alternative (or back-up) plans where necessary. This way you can be sure of avoiding last minute embarrassment.

Send out invitations as early as possible. If some guests do not accept, you still have time to invite others without offending them with a last minute invitation. Ensure that the invitation clearly states the location, time, and dress requirements. Let your guests know exactly what is being planned and what is expected of them.

Helpful planning tips include:

- **Ensure that all arrangements are carefully made for the special guests.**
- **Select a band that plays an arrangement of music as well as music that does not offend anyone.**
- **Arrange to have a photographer.**
- **Arrange to have several nice door prizes if you can find sponsors to donate them.**
- **Give credit in the program to all sponsors as well as to individuals and organizations that assisted in putting the Cadet Ball together.**
- **Rehearse the Color Guard, the sequence of events, and any special activities at the designated location at least one day prior to the actual event.**
- **Coordinate with the designated location to ensure they prepare the correct number of meals, have the correct number of chairs and tables, and that seating is in accordance with the seating chart.**

## *History of Military Dining-Ins*

You should be familiar with the terms **dining-in** and **dining-out**. These terms refer to formal dinners, which are intended for military members only (dining-in) or to which guests are invited (dining-out). The **protocol** for these affairs often reflects long-standing traditions within a regiment or corps of the armed forces.

Dining-in has its roots in Europe and may extend all the way back to the Roman practice of holding great banquets to celebrate victory and parade the spoils of war. The customs and traditions of our contemporary dining-in come from those of the British Army Regimental Mess. The British mess provided a time for satire, solemn formality, horseplay, an excuse for living beyond one's means, and was an occasion to observe long-standing customs and traditions of the regiment. The first recorded American dining-in occurred in September 1716 when Governor Spotswood of Virginia, along with a company of Rangers, celebrated after crossing the mountains and descending into the Shenandoah Valley.

Even today, there is still ample reason to observe the dining-in tradition. The intent of the dining-in is to promote cordiality, **comradeship**, and esprit de corps. In addition, it is hoped that participation in this worthy tradition will stimulate enthusiasm to prevent it from dying out.

### **Key Note Term**

**dining-in** – a formal military dinner for military members only.

**dining-out** – a formal military dinner to which non-military guests are invited.

**protocol** – a code of precedence in rank and status and of correct procedure in ceremonies; a form of etiquette observed in ceremonies; a combination of good manners and common sense that allows for effective communication.

**comradeship** – companionship.



**Key Note Term**

**martial** – of or relating to an army or military life.

The primary elements are a formal setting, posting of the Colors, invocation, traditional toasts (may be at the conclusion of dinner), a fine dinner, comradeship of cadets, benediction, retirement of the Colors, and **martial** music.

**Toasting**

The custom of toasting is universal. It is a simple courtesy to the person being honored. It is not proper to drain the glass at the completion of each toast; therefore, know how many toasts are being given so that you will know how much to drink with each toast. It is also not proper to raise an empty glass to make a toast. Toasts are made standing up. One person will present the toast by saying, “Ladies and Gentlemen, the President of the United States” or “Ladies and Gentlemen, I propose a toast to the President of the United States.” All will then raise their glasses and say “The President” or “To the President,” respectively.

On the presentation and retirement of the Colors, face toward the Colors at attention until the ceremony is completed; then, remain standing for the toasts and the invocation at the beginning of the program. You are expected to rise again for the benediction at the end of the program.

**Conclusion**

Learning proper social conduct is an important part of your growth and character development. Although there are many forms of etiquette that pertain to almost every social occasion that you will encounter in life, the intent of this lesson was to familiarize you with proper manners and etiquette for the single most important social event in JROTC—the Cadet Ball.

**Lesson Review**

1. What is the difference between etiquette and manners?
2. Explain why it is important to present a good appearance at all times.
3. Compare American-style dining with European style.
4. Give three examples of proper dinner conversation topics; give three examples of improper dinner table topics.

# ***NEFE High School Financial Planning Program***

## ***Chapter 11***

## Lesson 2

### *Financial Planning: Your Road Map*



#### *Key Terms*

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delayed gratification  
goal  
needs  
SMART goals  
values  
wants

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#### *What You Will Learn to Do*

- Determine personal financial goals

#### *Linked Core Abilities*

- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Differentiate between needs and wants
- Describe how values can influence decisions
- Compare SMART goals
- Discuss how goals impact actions
- Define key words contained in this lesson

## *Introduction*

Do you ever find that you don't have enough money to buy something or participate in an activity? You may have already found that you need to make choices because your cash supply is limited. In this learning plan you compare your wants and needs. You also set personal financial goals as the first step in creating your own financial plan.

### **Note**

You will find this lesson in your NEFE High School Financial Planning Program Student Guide.

For more information go to [www.nefe.org](http://www.nefe.org) or write to:

NEFE The High School Financial Planning Program

5299 DTC Blvd., Suite 1300

Greenwood Village, CO 80111

## Lesson 3

### *Budgeting: Don't Go Broke*



#### *Key Terms*

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budget  
cash management  
expenses  
Federal income tax  
fixed expenses  
gross income  
income  
Medicare tax  
net income  
payroll deductions  
P.Y.F.  
Social Security tax  
State income tax  
taxes  
variable expense

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#### *What You Will Learn to Do*

- Outline a personal budget

#### *Linked Core Abilities*

- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Identify the purpose of a budget
- Determine resources available for financial objectives
- Explain how to construct a simple budget
- Define key words contained in this lesson

## *Introduction*

What do you spend your money on? Do you take in more money than you spend, or do you find yourself needing to borrow money to make purchases? A budget is a useful way to help you identify where your money goes and figure out how to make the most of it. When you are in control of your spending, you are able to make your money work for you. In this learning plan you create a personal budget that will match your financial goals.

### **Note**

You will find this lesson in your NEFE High School Financial Planning Program Student Guide.

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## Lesson 4

### *Savings and Investments: Your Money at Work*



#### *Key Terms*

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bond  
capital gain  
compounding  
diversification  
earned interest  
inflation  
interest  
invest  
mutual fund  
rate of return  
Rule of 72  
savings  
stocks  
time value of money

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#### *What You Will Learn to Do*

- Forecast personal savings and investments

#### *Linked Core Abilities*

- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Describe reasons for saving and investing
- Describe how time, money, and rate of interest relate to meeting specific financial goals
- Describe basic investment principles

- Describe various savings and investment alternatives
- Define key words contained in this lesson

## *Introduction*

You can earn money by working or receive money as gifts. Another way to earn money is to make your money work for you. You can earn interest on savings or receive earnings from smart investments. In this learning plan you examine different ways to put your money to work by saving and investing. You also consider saving and investing habits that will help you meet your financial goals.

### **Note**

You will find this lesson in your NEFE High School Financial Planning Program Student Guide.

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