

John Hart is a pretty average guy. He graduated from high school in May. All summer his friends were talking about where they're going to college or jobs they're starting, but when they ask about his plans, he just says, "I don't know yet. I don't know what I want to do."

In this eleven-part activity unit, your students will follow John's career adventure from a junior college in northern Illinois to the wind farms of the Texas panhandle. They'll take part in his successes and failures and learn some valuable lessons that will help them make their career adventure a success.

John Hart's Career Adventure contains activities that let your students do so much more than just read and answer questions. They'll use their math skills, thinking skills and writing skills while they learn valuable career skills.

Each part includes one to four reproducible student pages and a teacher's key with answers, suggestions and step-by-step math solutions where appropriate.

Listed below and on the following page are brief descriptions of each part.

Activity Descriptions

Part 1: Career Options and a Part-Time Job

Students will explain the positive and negative aspects of seven career options that John must choose from after high school. They will explain the career skills that John will gain from five different part-time jobs he is considering and rank the jobs. They will write answers to four interview questions John is asked when he applies for a part-time job at Zephyr Industries. They will explain how John should handle three difficult on-the-job situations that John encounters at Zephyr Industries.

Part 2: Career Counseling at the Junior College and Job Shadowing

Like John, your students will take a 25 question survey about themselves and the environment they would like to work in. They will then describe their dream job. They will make a list of questions they believe John should ask while job shadowing two employees who work at Zephyr Industries.

Part 3: John's Internship, Financial Decisions and Beginning His Job Search

John's internship has started badly and your students will explain what they believe John should do to correct the situation. They will explain what is good and/or bad about five possible solutions to his financial problems. Using a map of current wind power capacities, they'll decide where they think John should begin looking for jobs in the wind technology industry. They'll make a list of factors other than location that John needs to take into consideration when he begins his job search.

Part 4: Job Resources, a Resume and a Cover Letter

Students will explain how John's relationship with his internship supervisor can affect his job search. They will explain how each of six sources of available job openings can help John in his job search. They will explain why John should choose a chronological or functional resume style. They will write descriptive statements that convey John's skills, responsibilities and achievements from three different part-time jobs he has held through high school and college. They will write a cover letter to accompany the resume he is sending to Vestra, Inc.

Part 5: Preparing for a Job Interview, Interview Questions and a Follow-Up Letter

Students will answer questions about how to prepare for a job interview. They will write out answers to nine interview questions. They will answer questions about how to conduct oneself during a job interview. They will write a follow-up letter to the interviewer from Vestra, Inc.

Part 6: Two Job Offers

Students will use the information about two job offers John has received and information on the cities in which he will be working to explain the advantages and disadvantages of each job offer. They will decide which job they think he should accept and explain why.

Part 7: First Day on the Job

Students will make a list of things John should do to make sure his meeting with the Vestra human resources director goes smoothly and he gets off on the right foot. They will explain what John should do when he is late for his meeting the first day. They will decide which of 15 reasons for being late to work are acceptable and which are unacceptable. They will explain what John should do to create a positive relationship after being late on the first day.

Part 8: How John Proves His Worth

Students will read fourteen statements about how John can prove his worth as an employee. They will decide which techniques are good and bad and explain why.

Part 9: First Paychecks

Students will calculate the following information from John's first two paychecks:

- Biweekly Gross Pay
- Overtime Wage Rates
- Withholding Taxes
- Total Withholding
- Biweekly Net Pay

They will also answer accompanying questions related to his paychecks.

Part 10: Dealing with Co-worker Conflicts

Students will be confronted with three on-the-job conflicts between John and his co-worker Duran Perez. They will decide who John should talk with regarding each of the situations and what John should do to resolve them. They will give their opinion on whether John should stay on the job or look for a new position.

Part 11: A Serious Decision

Students must help John decide whether to stay at Vestra or accept job offers from Zephyr Industries and Pacific Coast Construction. They will calculate John's biweekly net pay for his current job after receiving a raise and his net pay for the two new job offers. Using information provided about the job offers and the towns in which he would be living, they will explain what is good and bad about John's current job and the new job offers. They will explain whether they think John should keep his current job or accept one of the others.

John Hart is a pretty average guy. He graduated from high school in May with a B average, he'd played some basketball and enjoyed just hanging out with his friends. He was even talked into being in a school play his senior year, but was a pretty lousy actor (no future career there).

For the past two years, he's worked summers and some weekends for Superior Construction which is owned by one of his dad's friends. Although the hours can be long and the work backbreaking, John liked the work—especially the idea of actually building something. Unfortunately, the recession hit the construction industry hard and by the first of August John was out of a job.



All summer his friends were talking about where they're going to college or jobs they're starting, but when they ask about his plans, he just says, "I don't know yet. I don't know what I want to do."

1. Listed below are some options for John. Read each one and explain what you think are the positive and negative aspects of each.

1. Go to work full-time until he decides what he wants to do: _____

2. Enter an apprenticeship program to train for a career: _____

3. Go to the local community college and live at home: _____

4. Go to a technical school for two years: _____

5. Go to the state university: _____

6. Go to a private college: _____

7. Join one of the military services for four years: _____

Sample Only

Name: _____

Period: _____

The placement service at the community college invited three companies for a day of interviews with students in the school's wind technology program. John set up interviews with all three including Zephyr Industries where he had been working part-time and where he was doing his internship and Vestra, Inc. that he had contacted earlier with a resume and cover letter.

John felt he had done well in his interviews and that seems to have been the case. Both Zephyr and Vestra called him for a second interview and then offered him a job.

Zephyr Industries: Headquarters: Sterling, Illinois
Employees: 37
Job Offer: \$17.00 an hour plus company fringe benefits



John was not surprised when Zephyr offered him a job, but he was shocked to find out that it was Tony Deseno, his internship manager, who had recommended him. Tony and John had gotten off to a really bad start and from John's point of view things were now civil, but certainly not friendly.

Tony is being sent to Des Moines, Iowa to open a new maintenance center to service three wind farms the company has built in western Iowa. The center will have a staff of five including John if he accepts the job.

1. Using the information on page 2, explain the advantages and disadvantages of the job offer from Zephyr Industries.

Sample Only

Vestra, Inc: Headquarters: Dallas, Texas
Employees: 6,349 in 14 countries
Job Offer: \$18.75 an hour plus company fringe benefits

John flew to Dallas and met with the human resources director who offered him a job in Denver City, Texas where the company was building a 2,000 turbine wind farm. He would be stationed in Denver City for three years. If all went well, he would be offered advancement within the company including paid educational opportunities.

2. Using the information on page 2, explain the advantages and disadvantages of the job offer from Vestra, Inc.

Name:

Period:

1. *Two weeks after starting work, John got his first biweekly paycheck. Use the directions below to complete John's paycheck stub on the right. Round all answers to the nearest cent.*



A) Biweekly Gross Pay:

John worked 40 hours a week and is paid \$18.75 an hour. Multiply his total hours for the two weeks by his hourly pay rate.

B) Withholding:

Multiply his biweekly gross pay by each of the withholding percentages and round to the nearest cent. Note that Texas has no personal state income tax.

Add the total including the \$100 deduction for health insurance.

C) Biweekly Net Pay:

Subtract his total withholding from his biweekly gross pay.

2. *What percentage of his biweekly gross pay is withheld for taxes and health insurance? Round your answer to the nearest 1/10%.*

_____ %

3. *Assuming John worked 40 hours a week without any overtime and received 26 biweekly paychecks for the year, what would be his gross income for the year?*

\$ _____

During John's second biweekly pay period, he worked two back-to-back shifts that totaled 18 hours of overtime for which he is paid time and a half.

4. *What is John's overtime hourly rate? Round your answer to the nearest cent.*

\$ _____

5. *Complete John's second biweekly paycheck.*

6. *What was John's total net pay (take-home pay) for the two pay periods?*

\$ _____

Assuming that this work cycle continued, what would John's gross income be for a year (13 pay periods).

\$ _____

Biweekly Gross Pay	\$ _____
Regular Hours:	_____
Pay Rate: \$18.75	
Overtime Hours:	0.0
Withholding:	
Fed Income Tax (10.8%)	\$ _____
State Income Tax (0.0%)	\$ 0.00
Social Security (6.20%)	\$ _____
Medicare (1.45%)	\$ _____
Health Insurance	\$ 100.00
Total	\$ _____
Biweekly Gross Pay	\$ _____
Minus Total Withholding -	\$ _____
Biweekly Net Pay	\$ _____

Biweekly Gross Pay	\$ _____
Regular Hours:	_____
Pay Rate: \$18.75	
Overtime Hours:	_____
Withholding:	
Fed Income Tax (14.2%)	\$ _____
State Income Tax (0.0%)	\$ 0.00
Social Security (6.20%)	\$ _____
Medicare (1.45%)	\$ _____
Health Insurance	\$ 100.00
Total	\$ _____
Biweekly Gross Pay	\$ _____
Minus Total Withholding -	\$ _____
Biweekly Net Pay	\$ _____

Name: _____

Period: _____