# Review Activities

# Chapter 1: Your Employment Relationship

For each chapter in Job Savvy, students have received **Workbook Activities** and margin activities with **Activities Supplements**. Students have direct access to these activities in the print and ebook workbook. As instructors, you may choose to assign the following **Review Activities** to help students review the content they have learned and practiced, and to evaluate student comprehension.

Starting a new job is a real adventure. Each worker has expectations of what the job will provide to him or her. For example, my two sons took over a newspaper route that had been without a regular carrier for several months. The agreement with the newspaper was that they could keep any overdue bills they could collect. Envisioning large amounts of money accumulating in their bank accounts, the boys were very persistent in their pursuit of the overdue charges. Money was their great expectation. They gave no thought to the fact that their employer had lost money on the actual newspapers that had been delivered.

Most workers are like my sons: they expect a job to provide for their satisfaction, and they don't consider the employer’s expectations. Although most workers know their employers have responsibilities, they are unaware of what those responsibilities are. Furthermore, workers often have an unrealistic understanding of their employers’ expectations.

## Review Activity: Money, Money

This activity will help students understand the difference in salary levels at the various education levels. Use Table 1.3 Education Pays on page 5 of *Job Savvy*.

Divide the class into small groups. Each group should research the following monthly expense in their community: rent for a one-bedroom apartment, a typical monthly car payment, utility costs for one month, and food costs for one month. Using these figures and Table 1.3, each group will calculate the minimal average annual earnings needed to make these monthly payments, and then identify the education level that will provide those earnings.

## Review Activity: Guest Speaker

Invite a person from a temporary employment agency, a contract firm, or a representative from a Gig Economy business to speak to the group. Ask this individual to share how their particular work structure functions. Have the guest summarize how workplace changes have affected their employees. Direct the students to make a list of the changes the supervisor observes.

## Review Activity: Real People, Take 2

Give students this assignment before class: Interview an employer or supervisor. A supervisor is any person who gives direction to another person in a job situation. The interview may be done on the telephone or face to face. Ask this question:

“What are the five most important skills you expect from a successful employee?”

Have students record their answers and bring them to the next class. Then in class, divide the students into groups of four to five people. Each group should select a person to record results. Ask each group member to list the skills expected by the employers and supervisors interviewed. The recorder writes down the skills, keeping a tally of any duplications. (The group decides which are duplications.) Allow 10 to 15 minutes for this activity.

Have the groups come together. Each recorder should read the group’s list and tally. Create a consolidated list. Again, keep a tally of duplications, allowing the class to make these determinations.

Looking over the list, ask the class to point out any expectations that might be unreasonable. Allow free expression of opinions as to the fairness or unfairness of each expectation addressed. No consensus need be drawn.

As a group, have students find the five most frequently listed skills employers expect and then have them compare this list with the SCANS study. Ask students: How do local employers’ expectations compare to the survey? If there is a difference, can it be explained in any way?