

# YOU MEAN I HAVE TO TAKE A TEST!



**COMPETENCY  
CATEGORY:** Job Attainment

**COMPETENCY  
NUMBER:** B.12

**COMPETENCY:** Complete employment tests.

**OBJECTIVE:** Upon completion of this module, students will be able to complete employment tests.



Copyright © 1999

by

**JOBS FOR AMERICA'S GRADUATES, INC.**

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG NATIONAL NETWORK.

**JAG**



Published by JOBS FOR AMERICA'S GRADUATES, INC.

1729 King St., Suite 100

Alexandria, VA 22314

Tel. 703.684.9479 • Fax. 703.684.9489

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES  
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.

972.691.4486 • 972.874.0063 Fax • [www.jag.org](http://www.jag.org)

## INDEX

| RESOURCE   | SPECIALIST | STUDENT<br>(# PER) | PAGE     |
|--|------------|--------------------|----------|
| Introduction B.12-1<br><ul style="list-style-type: none"> <li>• Copies of a sample aptitude or personality test</li> </ul>   |            |                    | 5        |
| Learning Activity B.12-1<br><ul style="list-style-type: none"> <li>• Computers with access to the Internet and printer, one/every two students.</li> <li>• School counselor or licensed psychometrist.</li> </ul>  |            |                    | 19       |
| Learning Activity B.12-2<br><ul style="list-style-type: none"> <li>• Computers with access to the Internet and printer, one/every two students.</li> <li>• School counselor or licensed psychometrist.</li> </ul>  |            |                    | 20       |
| Learning Activity B.12-3<br><ul style="list-style-type: none"> <li>• Computers with access to the Internet and printer, one/every two students.</li> <li>• Resource specialist related to the testing “areas” of sample job specific tests.</li> </ul>   |            |                    | 21       |
| Learning Activity B.12-4<br><ul style="list-style-type: none"> <li>• Computers with access to the Internet and printer, one/every two students.</li> <li>• School counselor, school nurse, two personnel managers from local businesses, social worker, someone who works for a local drug and alcohol “testing” service and employees who have worked for companies who test employees.</li> <li>• Flip chart, flip chart paper, and markers.</li> <li>• Local newspapers.</li> </ul> |            |                    | 22       |
| Learning Activity B.12-5<br><ul style="list-style-type: none"> <li>• Work Sheet—“Journal Writing”</li> </ul>   |            |                    | 23<br>24 |

|   |  |  |    |
|---|--|--|----|
| Learning Activity B.12-6                  |  |  | 25 |
| • Types of Support Linkages               |  |  | 26 |
| • Community Resources                     |  |  | 27 |
| • Service Activity Action Plan            |  |  | 28 |
| Reading Activity B.12                     |  |  | 30 |
| • “No Thanks”                             |  |  | 31 |
| Math Activity B.12                        |  |  | 36 |
| • Work Sheet—“Reading a Table”            |  |  | 37 |
| Pre-Assessment/Post-Assessment            |  |  | 39 |
| Answer Key—Pre-Assessment/Post-Assessment |  |  | 41 |
| Answer Key—Reading Activity               |  |  | 42 |
| Answer Key—Math Activity                  |  |  | 44 |

## INTRODUCTION

**Note to Specialist:** Due to the nature of this topic “Employment Tests” you will need to secure a copy of a sample aptitude or personality test to use for this introduction. If you can not locate in your school or community, use the Internet search engine “Alta Vista” and begin your search. A couple of good ones can be found at: <http://is.dal.ca/~eine/quiz.html> or <http://www.sunderland.ac.uk/the-scripts/big5/b5script1.pl>.

- Ask the following questions:
  1. What kind of information can a test like this provide?
  2. Why would an employer use a test like this?
- We will answer these questions and many others as we complete this module entitled – “You Mean I Have To Take A Test!”

## Administer Pre-Assessment

## OUTLINE

- A. Why employment tests are given.
1. The primary purpose of employment tests is to obtain additional information about the candidate.
  2. Employment tests are sometimes called screening tests.  
  
For example:
    - a. What a candidate’s job-related behavior will be.
    - b. What a candidate’s work ethic is.
    - c. What a candidate’s interpersonal style is.

3. Employment tests include:
  - a. Aptitude tests (reasoning ability, mechanical ability, etc.)
  - b. Personality tests (work ethic, job compatibility, honesty, etc.)
  - c. Job specific tests (word processing skills, spreadsheets, etc.)
  - d. Others (alcohol, drug, etc.)
  
4. Other purposes of employment tests include:
  - a. To match a candidate to the right job.
  - b. Reduce turn over due to unsatisfactory job performance.
  - c. Reduce direct costs related to hiring, training, replacing and recruiting employees.
  - d. Improve the business's image by being "pro-active" in hiring and promoting employees.

For example:

**Fact:** Southwest Airlines, one of Fortune's "10 Best Companies to Work For" credits its people for the company's overall success!

Southwest invests in an integrated selection program that supports its low cost strategy. Hiring the right people the first time around has produced low turnover rates, minimal replacement and training costs, enhanced customer service, improved revenues, and a positive corporate image.

*(Source: CMI Perspectives)*

5. The interview has traditionally been the technique most relied on in making hiring decisions.

**Note to Specialist: See Module B.13 – Complete a Job Interview.**

6. Experience shows that past behavior is the best predictor of future behavior.
7. However, an “honest” history can be difficult to obtain. If an employee was well liked or considered a personal friend by a previous employer, even though his/her previous employer was never highly satisfied with the quality of work produced and effort on the job, you could receive a glowing recommendation.
8. Therefore, employment testing has become common place in many organizations.

**B. Aptitude tests.**

1. Aptitude tests are designed to measure a candidate’s **knowledge**.
2. These tests are used to determine what it is you have learned through your educational experiences, work experiences, life experiences.
3. Aptitude tests can include everything from spelling tests, vocabulary tests, grammar tests, and math tests.
4. Aptitude testing, especially during the employee selection process, can immediately highlight the people who have the knowledge they claim.

**Note to Specialist: Point out to your students that most entry-level candidates are not subjected to aptitude tests.**

**COMPLETE LEARNING ACTIVITY B.12-1**  
**“APTITUDE TESTS”**

C. Personality tests.

1. Education, background and experience are obviously key elements in hiring or promoting a successful employee.
2. However, if their personality (**temperament**) is not well suited for the job environment, the employee may be less productive and the employer disappointed in their efforts.
3. This often leads to the employee seeking other employment or the employer terminating the employee after a relatively short period of time.
4. The personality test is as important as having a resume or checking references.
5. No one element can predict the most likely outcome of a hiring decision, but it can provide management with the tools necessary to **ASK THE RIGHT QUESTIONS** before making the hiring or promotion decision.
6. Knowing where the candidate may have the best chance for success and knowing how to manage and motivate them.

**Note: Point out to your students that they may or may not be subject to taking a personality test. It very much depends on the employer.**

**COMPLETE LEARNING ACTIVITY B.12-2**  
**“PERSONALITY TESTS”**

D. Job specific tests.

1. Job specific tests are much like aptitude tests. They are designed to measure **knowledge**.
2. But job specific tests can also measure **skills**.



3. If you were the employer, you want to know – “Does the candidate have the job specific skills?”

Example 1: You are interviewing a candidate for a position as a basic word processor. You might ask the candidate to prepare a business letter using **Microsoft Word**.

Example 2: You are a candidate for a position as an entry-level automotive technician. A job specific test might require you to trouble-shoot an engine starting problem.

4. Look at it from the employer’s standpoint – Your candidate has a professionally tailored resume with impressive achievements, and references that say he or she is just the person you’ve been looking for.
5. They’ve rehearsed what to say and just how to say it and have had plenty of opportunities to practice at other interviews. In fact, they may be **BETTER PREPARED** for the interview than you! The interview goes well.
6. They **SAY** they are knowledgeable and have the right experience for the job you are seeking to fill. **So you hire them** – only to find out **LATER** that the resume may have been **overstated**. You find yourself with an expensive training problem on your hands, or possibly even an unsalvageable “bad hire.”

**Note: Point out to your students that they may be expected to take a job specific test. Be certain to have your students find out the answer to this question as they are researching their job interests.**

**COMPLETE LEARNING ACTIVITY B.12-3**  
**“JOB SPECIFIC TESTS”**

- E. Other types of employment tests.
  1. Drug and alcohol testing are conditions for hiring at more and more work establishments.

2. Drug and alcohol testing is very often linked to disability and health insurance rates companies must pay for each employee.
3. Drug and alcohol use/abuse affect worker performance, attendance, safety and other work-related behaviors.
4. Refusal to submit to drug and/or alcohol testing **almost always** is a condition for not hiring the candidate.
5. Testing positive to either drugs/alcohol is grounds for dismissal.

**COMPLETE LEARNING ACTIVITY B.12-4**  
**“PANEL DISCUSSION”**

- F. Test formats used for aptitude, personality, and job specific tests.
1. There are many kinds of formats used in employment testing. The most common are multiple choice questions, matching questions, true/false and “scaled-response” (1, 2, 3, 4) questions.
  2. Multiple choice questions are those that offer four, five, or six possible answers and the candidate is to select the **best** answer.
  3. The other choices may be partly correct or not correct at all.
  4. Some simple guidelines to follow when taking a multiple choice test: (1) immediately discard any answers that are clearly wrong, (2) automatically cause suspect that the answer is incorrect—such words as absolute, completely, only, never, totally, and (3) read each answer closely to see what the test is after; reread if necessary.
  5. Always make certain you understand the questions before you even look to the multiple choice answers.
  6. Looking at the answers before you understand the question may only confuse you more.

7. Examples of multiple choice questions:

**DIRECTIONS:** Put the letter of the statement which you think is true on the line to the left of the number.

\_\_\_\_\_ 1. What is a resume?

- A. The story of your life
- B. A summary of things in your background which relates to a job you want
- C. A job application form
- D. None of the above

\_\_\_\_\_ 2. Why do people use resumes?

- A. Because employers are snoops who like to get into other peoples' business
- B. So they can make themselves look important
- C. Because many people may want the same job and a well-prepared resume might help you get a job interview
- D. Because they are nice to have

\_\_\_\_\_ 3. When you answer a want ad you should:

- A. Call the employer and ask for an interview.
- B. Mail the employer a 15 page letter which tells everything about you.
- C. Mail the employer a postcard with your name, address, and telephone on it.
- D. Mail the employer a copy of your resume with a cover letter attached.

8. Some aptitude and most personality tests use "scaled-response" questions. (We will cover these types of questions a little bit later.)

9. Matching questions requires you to actually face multiple questions with multiple answers.

10. It's a difficult form in which you are asked to pair up one set of facts with another.
11. It can be used with any type of material...vocabulary, numbers, facts, etc. Basically, this type of question consists of two columns: the elements of one of the columns must be matched with some or all of the elements of the second column.
12. Sometimes the difficulty of the instructions makes the test one of the most confusing types to take. However, it should be noted that this is why this type of test is used.
13. Ability to follow directions is easily judged with this test.
14. The following rules will assist in completing matching question tests:
  - a. Work with one column at a time.
  - b. Mark through the answers already used.
  - c. Don't mark an answer unless you are certain--if you have to change one, it may alter 2 or 3.
  - d. After you have marked all your certain answers, go back and utilize good guessing where you attempt to recall any related thoughts that might give you a clue to the answer.
15. Examples of matching questions.

**DIRECTIONS:** Column 1 contains a list of 5 words/phrases frequently found on job application forms. Column 2 contains a list of definitions of the terms found in Column 1. Match the word in Column 1 with the correct definition from Column 2 by placing the appropriate number in the space provided in Column 2.

**Column 1**  
**Application Terms**

**Column 2**  
**Definitions of Terms**

- |                 |       |   |
|-----------------|-------|---|
| 1. Compensation | _____ | department that hires people            |
| 2. Personnel    | _____ | benefits for people who qualify who are |
| 3. Spouse       | _____ | no longer working or who are retired    |
| 4. Temporary    | _____ | because of disability                   |
| 5. Dependents   | _____ | short-term employment                   |
|                 | _____ | husband or wife                         |
|                 | _____ | people supported by your income         |

16. True/false questions are easier to answer and therefore used less frequently.

17. However, because it is easier to prepare a true/false, here are some hints to help you in scoring higher than normal should you encounter this type of test in the employment world:

- a. Broad statements which use the cue words that were stated in the multiple choice discussion earlier indicate a false statement.
- b. If there is a word or phrase that negates an otherwise true statement, the question is only trying to trick you.

Example: Very few flowering bushes grow in the desert where it is hot and humid. Humidity is not associated with the desert, therefore the statement becomes false.

- c. When a question contains the words usually, generally, most and other similar words, the statement is usually true.
- d. Go with your first feeling; it is usually the best. Unless you have a very good reason to do so, don't change.

18. Examples of true/false questions.

**DIRECTIONS:** Write "T" in the space provided if the statement is true; write "F" if the statement is false.

- \_\_\_\_\_ 1. A resume should not be longer than two pages.
- \_\_\_\_\_ 2. You must always state your job objective.
- \_\_\_\_\_ 3. You should give your age, hair color, and eye color in your resume.
- \_\_\_\_\_ 4. You should list your references on your resume.

*(Source: Jobs for Montana Graduates)*

- 19. Scaled-response questions are used when there is no right or wrong answer.
- 20. A personality test is a good example of a "scaled-response" question.

21. For example:

**DIRECTIONS:** Read each statement and circle the number which best represents your feelings. Note that the scale is 1 = Strongly Agree, 2 = Agree, N = Neutral, 4 = Disagree, 5 = Strongly Disagree.

|   | SA | A | N | D | SD |
|---|----|---|---|---|----|
| 1. I prefer to work as part of a group. | 1  | 2 | 3 | 4 | 5  |
| 2. I like to make long range plans.     | 1  | 2 | 3 | 4 | 5  |
| 3. I welcome a challenge.               | 1  | 2 | 3 | 4 | 5  |
| 4. I am sometimes critical of others.   | 1  | 2 | 3 | 4 | 5  |
| 5. I make lists of things I must do.    | 1  | 2 | 3 | 4 | 5  |

22. As you can see there is no right or wrong answer but “preferences” are expressed.

23. These types of test items are often “scored” and interpreted by professionals such as counselors.

G. Some actual sample questions.

1. Aptitude test questions.

*Example:*

Of the 3,600 employees of Company X, one-third are clerical. If the clerical staff were to be reduced by one-third, what percent of the total number of the remaining employees would then be clerical?

A. 25%    B. 22.2%    C. 20%    D. 12.5%    E. 11.1%

*Example:*

Banning cigarette advertisements in the mass media will not reduce the number of young people who smoke. They know that cigarettes exist and they know how to get them. They do not need the advertisements to supply that information.

The above argument would be most weakened if which of the following were true?

- A. Those who oppose cigarette use have advertised against it in the mass media ever since cigarettes were found to be harmful.
- B. Banning cigarette advertisements in the mass media will cause an increase in advertisements in places where cigarettes are sold.
- C. Advertisements in the mass media have been an exceedingly large part of the expenditures of the tobacco companies.
- D. Seeing or hearing an advertisement for a product tends to increase people's desire for that product.
- E. Older people tend to be less influenced by mass media advertisements than younger people tend to be.

*(Source: Career Center, The Hong Kong University of Science and Technology)*

2. Personality test questions.

*Example:*

Do you have a *Type A* personality?

**DIRECTIONS.** Read every statement carefully and indicate whether you agree or disagree. In order for the test to be valid, all questions must be answered.

- A. I never seem to have enough time to accomplish my goals.



\_\_\_\_\_ Disagree \_\_\_\_\_ Cannot say \_\_\_\_\_ Agree

B. I don't understand people who become so impatient in traffic that they start honking.

\_\_\_\_\_ Disagree \_\_\_\_\_ Cannot say \_\_\_\_\_ Agree

C. I frankly don't care whether I do or do not make it into the top 10%.

\_\_\_\_\_ Disagree \_\_\_\_\_ Cannot say \_\_\_\_\_ Agree

D. I find it difficult and useless to confide in someone.

\_\_\_\_\_ Disagree \_\_\_\_\_ Cannot say \_\_\_\_\_ Agree

E. A driver's license should be more difficult to get in order to avoid having all those idiots on the road.

\_\_\_\_\_ Disagree \_\_\_\_\_ Cannot say \_\_\_\_\_ Agree

*(Source: Cyberia Shrink)*

### 3. Job specific tests.

Example:

#### **Test your job applicants' and employees' computer skills**

PreValuate® Software Skills Evaluation Modules is a computer-based software skills evaluation system that quickly and accurately measures a candidate's or current employee's proficiency with popular Windows software programs. PreValuate® is designed to identify proficient Windows software operators in a fair, job-related manner. PreValuate® was developed by Presenting Solutions, Inc. based in Oakland, CA.

You can download demo versions of the software by connecting to [Presenting Solutions Web site](#).

***Following are skills you can test:***

**Operating Systems**

Windows 95 General Skills  
Windows 3.1 General Skills

**Word Processing**

Lotus Word Pro 96  
Lotus Ami Pro 3.0  
Microsoft Word 97  
Microsoft Word 7.0  
Microsoft Word 6.0 (Available in Spanish)  
Microsoft Word 2.0  
WordPerfect 7.0  
WordPerfect 6.1 (Available in Spanish)  
WordPerfect 6.0  
WordPerfect 5.2

*(Source: International Personnel Management Association)*

**COMPLETE LEARNING ACTIVITY B.12-5  
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY B.12-6  
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY B.12  
“NO THANKS”**

**COMPLETE MATH ACTIVITY B.12  
“READING A TABLE”**

**Administer Post-Assessment**

**LEARNING ACTIVITY B.12-1**  
**“APTITUDE TESTS”**

**OBJECTIVE:** To complete a sample aptitude test

**RESOURCES:**

- Computers with access to the Internet and printer, one/every two students
- School counselor or licensed psychometrist

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. If necessary, assign students in groups of 2.
2. Have each student print a copy of their sample test from the Internet source.
3. Have each student complete the test.
4. Invite a school counselor or licensed psychometrist to “score” and interpret the results.
5. Discuss the uses of this information with the class.

**LEARNING ACTIVITY B.12-2**  
**“PERSONALITY TESTS”**

**OBJECTIVE:** To complete a sample personality test

**RESOURCES:**

- Computers with access to the Internet and printer, one/every two students
- School counselor or licensed psychometrist

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. If necessary, assign students in groups of 2.
2. Have each student print a copy of their sample test from the Internet source.
3. Have each student complete the test.
4. Invite a school counselor or licensed psychometrist to “score” and interpret the results.
5. Discuss the uses of this information with the class.

**LEARNING ACTIVITY B.12-3**  
**“JOB SPECIFIC TESTS”**

**OBJECTIVE:** To complete a sample job specific test

**RESOURCES:**

- Computers with access to the Internet and printer, one/every two students
- Resource specialist related to the testing “areas” of sample job specific tests

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. If necessary assign students in groups of 2.
2. Have each student print a copy of their sample test.
3. Have each student complete the test.
4. Invite a school counselor or specialist related to the testing area to “score” and interpret the results.
5. Discuss the uses of this information with the class.

**LEARNING ACTIVITY B.12-4**  
**“PANEL DISCUSSION”**

**OBJECTIVE:** To examine the issues related to drug and alcohol screening tests

**RESOURCES:**

- Computers with access to the Internet and printer, one/every two students
- Local newspapers
- School counselor, school nurse, two personnel managers from local businesses, social worker, someone who works for a local drug and alcohol “testing” service, and employees who have worked for companies who test employees
- Flip chart, flip chart paper, and markers

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Have student locate articles related to drug and alcohol testing of employees.
2. Have students brainstorm questions they would like to ask the panel.
3. List the questions on the flip chart and post them about the room.
4. Set up panel discussion.
5. Have panel answer each student pre-planned questions as well as questions from the class.

**LEARNING ACTIVITY B.12-5**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY B.12-5**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**



**LEARNING ACTIVITY B.12-6**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity B.12-6

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

| <b>TYPES OF SUPPORT LINKAGES</b>               |  |  |
|--|--|--|
| <b>Direct Services to Students</b>             | <b>Consultative and Technical Assistance</b>                     | <b>Information and Referral</b>                      |
| Community agencies                             | Professional organizations                                       | Career counseling centers                            |
| Parents and personal advocates                 | Service organizations  | Work experience and job placement services           |
| Local education agency support/auxiliary staff | Parent organizations   | School and private psychologists                     |
| Volunteer and service organizations            | Advisory groups  | Tutors   |
| Placement services                             | State education agency personnel                                 | Recreational programs                                |
| Postsecondary programs and personnel           | Business/industry personnel and programs                         | Employers  |
| Transitional services                          | Other vocational support service teams                           | Employment services                                  |
| Other school-based personnel                   | Local colleges and universities                                  | Community agencies for counseling or health services |
|  | Vocational education research and development resource center(s) | New schools (transfer students)                      |
|  |  | Division of vocational rehabilitation                |
|  |  | Job training partnership program                     |

(Source: Handbook for Vocational Support Service Teams in Maryland)

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

**SERVICE ACTIVITY ACTION PLAN**

| <b>IMPLEMENTATION ACTIVITY/IDEA</b> |                         |
|-------------------------------------|-------------------------|
| <b>IMPLEMENTATION STEPS</b>         | <b>RESOURCES NEEDED</b> |
|                                     |                         |

|  |   |
|--|---|
| <b>PERSONNEL/AGENCIES/<br/>COMMUNITY</b> | <b>REPRESENTATIVE INVOLVED<br/>RESPONSIBILITIES</b> |
|  |   |
| <b>POSSIBLE BARRIERS</b>                 | <b>CREATIVE SOLUTIONS</b>                           |
|  |   |
| <b>TIMEFRAME</b>                         |   |

**READING ACTIVITY B.12**  
**“NO THANKS”**

**OBJECTIVE:** To read with comprehension and recall

**RESOURCES:** Reading Activity B.12

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity B.12 and distribute to each student.
2. Have students read “No Thanks.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

## “No THANKS”

It wasn't the best party they'd ever been to. Then again, it wasn't the worst either. The chips were a little stale, but everyone seemed really up. Jack and Leon didn't say anything, but an occasional facial expression gave away the fact that they were just a little bit impressed with all of the people at the party. There were some of the most popular students in school--football players, cheerleaders, and a senior class officer. The best part, however, was the fact that Leon had arranged to meet Cindy and Jack had arranged to meet Denise at the party--kind of a date--and things seemed to be working out just great.

Both Jack and Leon knew there were drugs at the party. Slowly, small groups started going outside. They returned after a few minutes, giggling and acting a little high. None of this bothered Jack or Leon until Cindy left with a group. Leon knew that if Cindy was high and he wasn't, it was going to put a kind of damper on their relationship, which so far was off to a promising start. When Cindy returned, things started going downhill. Leon noticed that Cindy seemed to have less to do with him, while she talked and joked around more with the guys that were high.

Then it happened. Everyone at the party gathered around in a circle in the living room. Two guys on the couch started passing around some coke. This kind of thing didn't happen often, and although not everyone took it, most did, some more than others. Jack could hear some of the users urging others to try the drug. "Come on, they would encourage, "it's really good stuff." Jack looked up and was shocked to see Leon raise a small amount of the white powder to his nose and snort it up his right nostril. Then it was passed to him. Jack felt a lot of pressure. It would be easier to do the drug than to turn it down. He didn't like the pressure or the circumstance he was in.

"No man," he said courteously but firmly. "I'll pass."

Jack knew that he and Leon had their final interview on Monday for their management training jobs at Wellborn Technologies, Inc.

Jack felt an immediate sense of relief knowing he had made the right decision and that all of the eyes were off him as soon as he passed the coke to Denise. Denise also declined.

Jack managed to catch Leon's eye and signaled for the two of them to meet out on the patio.

"Are you crazy?" Jack said. "Monday is our big day at Wellborn. You know that we are both finalists for the fast-track manager's jobs," continued Jack. "And you remember, we have to take our substance abuse tests that same day. If you refuse, you are no longer considered!"

"Jack, Jack, Jack, you worry too much. That's three days from now and I have it from a good source that you can drink lots of good old H<sub>2</sub>O to beat that drug test," boasted Leon.

After their talk, Jack found Denise again and both felt real good about the decision that they had made.

Cindy had already taken off with some other guy, as Leon was disappointed.

Monday at Wellborn Technologies

Jack and Leon waited patiently in the Personnel office.

"Jack," called Mr. Alexander, the Personnel manager, "Can you step into my office?"

Jack returned in about 15 minutes with a smile from ear to ear.

"Leon, I got it! \$40,000 plus a car to start!" shouted Jack. "Good luck buddy! I'll wait right here then we both can celebrate. Let's go pick out our cars!"

"Leon, you're next," called Mr. Alexander.

After just a couple of minutes Leon returned from Mr. Alexander's office. Leon looked like he had been hit by a ton of bricks.



“Leon, what happened? Did you get the job?” inquired Jack.

Leon didn’t say a word. He walked the short distance to the exit door with Jack.

As they got outside, Leon turned to Jack and said, “I didn’t pass the drug test. I tested positive for cocaine.”

As Leon’s eyes began to water, he wished Jack the best of luck.

“See ya around,” said Leon dejectedly. “By the way I learned a hard lesson today, I am heading to the rehab center right now.” I am not going to blow my life away for some white powder high!”

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

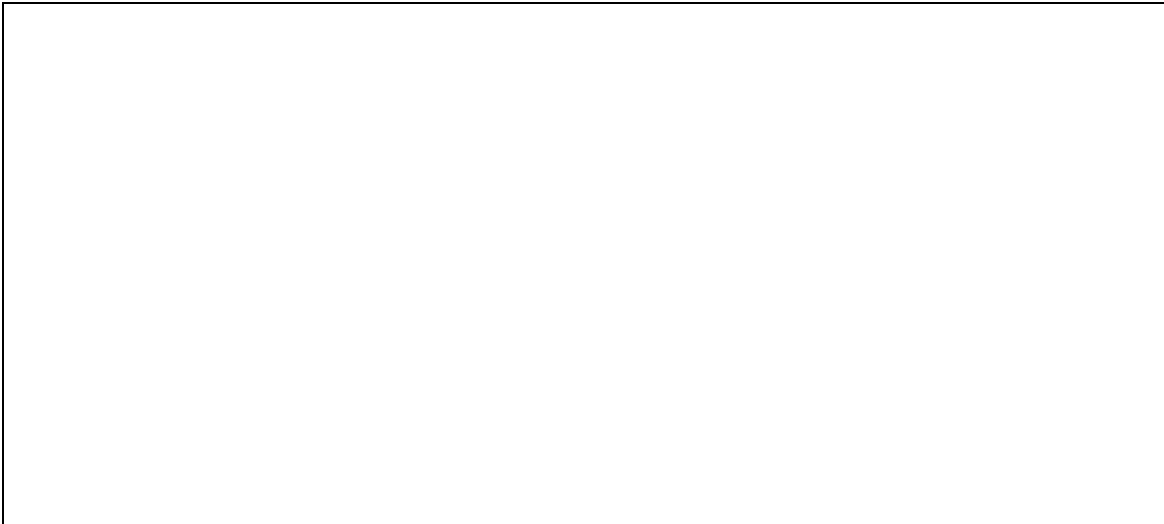
1. Both Jack and Leon knew
  - a. \_\_\_\_\_ that there were drugs at the party.
  - b. \_\_\_\_\_ all about the drug sales.
  - c. \_\_\_\_\_ that the party would be boring.
  
2. Small groups of kids started going outside to
  - a. \_\_\_\_\_ get some air.
  - b. \_\_\_\_\_ look for more chairs.
  - c. \_\_\_\_\_ get high.
  
3. Jack and Denise did not
  - a. \_\_\_\_\_ do drugs at the party.
  - b. \_\_\_\_\_ meet up with Leon.
  - c. \_\_\_\_\_ get high.
  
4. Jack felt some pressure at the party because he
  - a. \_\_\_\_\_ was under a lot of stress from work.
  - b. \_\_\_\_\_ didn't accept the coke.
  - c. \_\_\_\_\_ was running late.
  
5. Jack and Leon had their final interviews on
  - a. \_\_\_\_\_ Monday.
  - b. \_\_\_\_\_ Tuesday.
  - c. \_\_\_\_\_ Friday.

6. How was Leon going to “beat” the drug test?

- a. \_\_\_\_\_ have Jack take it for him.
- b. \_\_\_\_\_ drink lots of H<sub>2</sub>O.
- c. \_\_\_\_\_ refuse to take it.

## PART II

What could Leon have done to resist the influence from those people at the party who offered him some coke?



**MATH ACTIVITY B.12**  
**“READING A TABLE”**

**OBJECTIVE:** To demonstrate the ability to read a table and perform basic addition, subtraction and multiplication

**RESOURCES:** Work Sheet—Math Activity B.12

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity B.12 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students, specifically highlighting the differences in yearly salary as job “skills” and “education” levels increase.

**MATH ACTIVITY B.12**  
**“READING A TABLE”**  
**WORK SHEET**

**DIRECTIONS:** Wellborn Technologies uses aptitude, personality, job specific, and drug and alcohol test information for all job candidates. Use the table below to answer the questions.

Table 1: Test Costs

| Type of Test           | 1 Candidate | 2 or More Candidates on the Same Day |
|------------------------|-------------|--------------------------------------|
| Aptitude               | \$27.50     | \$22.50                              |
| Personality            | \$31.75     | \$25.75                              |
| Job Specific           |             |                                      |
| Electronic Technicians | \$132.65    | \$130.65                             |
| Computer Technicians   | \$135.65    | \$131.65                             |
| Drug and Alcohol       | \$29.80     | \$25.80                              |

1. Jack and Leon had to submit to taking an aptitude and personality test on the same day. What would be the difference in cost for these tests if they were taken on separate days?

2. Although Leon and Jack were not going to be Computer Technicians they were asked to take the job specific test in this area. Leon took his test on a Tuesday and Jack took his test on Thursday. What was the total cost for these two tests?

3. If both Jack and Leon took these tests on the same day, what would be the cost?

4. If 6 Electronics Technicians take their exam on a Tuesday and 7 take their exam on Friday, what would be the total cost for these exams?

5. As you read in the story, both Jack and Leon took a drug and alcohol test on the same day.

- a. What was the cost to Wellborn Technologies for these tests?

- b. What was the cost for all tests taken by Jack and Leon?

**PRE-ASSESSMENT**  **POST-ASSESSMENT**

**DIRECTIONS:** Answer the following questions to the best of your ability. A listing of points as opposed to sentences is suggested.

1. Why are employment tests given?

2. What do aptitude tests measure?

3. What do personality tests measure?

4. What do job specific tests measure?

5. Refusal to submit to a drug or alcohol test usually results in what?

6. What are the 4 most common types of question formats found on aptitude, personality and job specific tests?



## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. Why are employment tests given?
  - Obtains additional information about a job candidate
  - Match candidate to the right job
  - Reduce turnover
  - Reduce costs for hiring, training, etc.
  - Improve businesses' image
2. What do aptitude tests measure?
  - A candidate's knowledge
3. What do personality tests measure?
  - A candidate's temperament
4. What do job specific tests measure?
  - Job knowledge and skill
5. Refusal to submit to a drug or alcohol test usually results in what?
  - Not hiring the candidate
6. What are the 4 most common types of question formats found on aptitude, personality and job specific tests?
  - Multiple choice
  - Matching
  - True/False
  - "Scaled" response

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Both Jack and Leon knew
  - a.  that there were drugs at the party.
  - b.  all about the drug sales.
  - c.  that the party would be boring.
  
2. Small groups of kids started going outside to
  - a.  get some air.
  - b.  look for more chairs.
  - c.  get high.
  
3. Jack and Denise did not
  - a.  do drugs at the party.
  - b.  meet up with Leon.
  - c.  get high.
  
4. Jack felt some pressure at the party because he
  - a.  was under a lot of stress from work.
  - b.  didn't accept the coke.
  - c.  was running late.
  
5. Jack and Leon had their final interviews on
  - a.  Monday.
  - b.  Tuesday.
  - c.  Friday.

6. How was Leon going to “beat” the drug test?

- a. \_\_\_\_\_ have Jack take it for him.
- b.   x   drink lots of H<sub>2</sub>O.
- c. \_\_\_\_\_ refuse to take it.

**ANSWER KEY  
MATH ACTIVITY**

**PART II**

1. \$96.50
2. \$22.00
3. \$271.30
4. \$263.30
5. \$1698.45
6. a. \$51.60  
b. \$419.40