

THE WORKING
CULTURE:
BOOK 2

Career Development
for New Americans

THE WORKING CULTURE: BOOK 2

Career Development for New Americans

David Hemphill, *Project Director*

Barbara Pfaffenberger, *Editor and Contributing Author*

Barbara Hockman, *Lead Author*

Denise Douglas, *Contributing Author*

Joanne Low, *Contributing Author*

Patricia Eisenberg, *Illustrator*



PRENTICE HALL REGENTS
Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging-in-Publication Data

Career development for new Americans / project director, David Hemphill; editor, Barbara Pfaffenberger; lead author, Barbara Hockman; contributing authors, Denise Douglas, Joanne Low; illustrated by Patricia Eisenberg.

p. cm.—(The Working culture; bk. 2)

ISBN 0-13-965377-5

1. English language—Textbooks for foreign speakers. 2. Readers—Vocational guidance. 3. Readers—Intercultural education.

4. Vocational guidance. 5. Intercultural education.

I. Hemphill, David (date). II. Pfaffenberger, Barbara (date).

III. Hockman, Barbara IV. Series.

PE1128.W7594 bk. 2

428.6'4 s—dc19

[428.6'4]

88-15615

CIP

**Editorial/production supervision
and interior design: F. Hubert
Cover design: Lundgren Graphics, Ltd.
Manufacturing buyer: Laura Crossland**



© 1989 by Prentice-Hall, Inc.
A Division of Simon & Schuster
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-965377-5

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty., Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

To the Instructor

■ NOTE

The accompanying Teacher's Guide should be studied before the presentation of each lesson. This comprehensive guide provides complete lesson objectives and extensive culture notes with important background information and insights. The instructions for each activity give step-by-step guidance and specific factual information.

The activities in the student book are at a linguistic level accessible to the "low intermediate" student and are as self-explanatory as possible at that level. However, apparently simple activities are associated with more complex information and ideas, which are detailed in the Teacher's Guide.

Philosophy and Approach

The Working Culture: Career Development for New Americans is one of a two-book set of activities for guiding newcomers in their job and career plans and for enhancing the cross-cultural understanding that is needed for these plans. Although English communication is certainly *developed*, the book is *not* designed as a *language-teaching text*.

The lessons are constructed around cultural and vocational concepts

and apply these thoughts, ideas, and attitudes to varying situations. The aim is to spark awareness and open up discussion of important vocational and interpersonal issues as they are found in the United States in comparison with other countries. Individual students are expected to create their own responses, just as they will find and develop varying accommodations to their life situations. The lessons succeed when critical thinking has begun, not when issues have been neatly resolved. Right answers and neatly pat solutions are not expected for many of these open-ended activities.

Key Features

Cross-cultural comparison is emphasized. Training literature in cross-cultural communication consistently argues that the capacity for handling cultural transition is enhanced when one consciously reflects both on the home culture and the new culture.

Practical, immediately useful information about worklife, values, and social customs in the United States is the basis of the lessons.

The book is a “bank” of activities and not a developmentally sequenced course. The lessons can be sequenced to best meet the needs of the local program or classroom context.

Project Sponsor with major funding from the Ford Foundation

The Consortium on Employment Communication began in 1983 with major funding from the Ford Foundation. The Consortium's goal is to link linguistic minorities with the workplace. The Consortium's activities include developing instructional resources, impacting public policy, training staff, and conducting research.

Rita Cepeda
State Chancellor's Office
California Community Colleges
Sacramento, CA

Vy Trac Do
Fullerton College
Fullerton, CA

Carlos Gonzales
Adult, Alternative, and
Continuing Education
State Department of Education
Sacramento, CA

David Hemphill
San Francisco State University
San Francisco, CA

Autumn Keltner
Educational Consultant
San Diego, CA

Than Pok
United Cambodian Community
Long Beach, CA

Dale Rezabek
State Chancellor's Office
California Community Colleges
Sacramento, CA

K. Lynn Savage
Centers Division
San Francisco Community
College District
San Francisco, CA

Karen Thaxton
San Diego Regional
Employment Consortium
San Diego, CA
Chui Lim Tsang
Career Resources Development
Center
San Francisco, CA

Ford Foundation Representative: Patricia Biggers

Nick Kremer, Director
Consortium on Employment Communication
California State University, Long Beach

Contents

TO THE INSTRUCTOR vii

PART I MAKING DECISIONS ABOUT WORK

CHAPTER 1

What's Important to You in a Job? 1

1. WHAT'S REALLY IMPORTANT? 2
2. WHAT ARE ACCEPTABLE WORKING CONDITONS? 7
3. WHAT DOES THIS JOB PAY? 10
4. SYLYIA'S CHOICE AND YOUR CHOICE 12
5. POSSIBLE EMPLOYERS AND WORKPLACES 15

CHAPTER 2

Identifying Your Skills and Trying to Use Them in the United States 21

1. WHAT CAN YOU DO? 22
2. WHAT DO I KNOW? WHAT SHOULD I LEARN? 25
3. ADDING IT UP 27
4. HAVE YOU EVER WORKED BEFORE? 29

iv Contents

CHAPTER 3

Training and Licensing Requirements of Certain Jobs 31

1. IMPORTANT PIECES OF PAPER 32
2. TRAINING PROCEDURES 35

CHAPTER 4

English Communication Skills You Will Need 39

1. KINDS OF COMMUNICATION—GETTING STARTED 40
2. KINDS OF COMMUNICATION, KINDS OF JOBS 43
3. PLANS FOR ENGLISH 45

CHAPTER 5

Factors in Choosing a Job 47

1. CHOOSE AND DON'T LOSE 48
2. LITTLE PROBLEMS AND BIG PROBLEMS 51
3. CHANCE OR CHOICE? 54
4. STEPS IN GOAL PLANNING 56
5. S.O.S.—HELP IS JUST AROUND THE CORNER 60

PART II FINDING A JOB AND MOVING UP

CHAPTER 6

Industrial and Occupational Trends 63

1. WHERE ARE THE JOBS? 64
2. THE JOB MARKET 67

CHAPTER 7

Job Search Strategy: How People Find Jobs 69

1. WHERE SHOULD I START? 70
2. ODDS AND CHANCES 75
3. WHO'S RESPONSIBLE? 81
4. NOW THAT YOU'VE FOUND A JOB OPENING 83
5. WHAT SHOULD I DO NOW? 87

CHAPTER 8

Why Some People Get Hired and Others Don't 89

1. UNEMPLOYMENT HURTS! 90
2. WHY DIDN'T THEY HIRE ME? 91
3. WHAT ARE THEY LOOKING FOR? 93
4. KEEPING YOUR HEAD ABOVE WATER 94

CHAPTER 9

Job Change and Mobility 97

1. HOW MANY JOBS HAVE YOU HAD? 98
2. WHY DO PEOPLE CHANGE JOBS? 100
3. PLANNING FOR CHANGES 103

CHAPTER 10

Sample Career Ladders 105

1. THE LADDER OF SUCCESS 106
2. LOOKING UP THE LADDER 111
3. MORE THAN ONE WAY TO CLIMB A LADDER 113

PART III ECONOMIC AND LEGAL AWARENESS

CHAPTER 11

Work Hours, Pay, Deductions, and Benefits 115

1. SHIFTS, WORK ARRANGEMENTS, KINDS OF PAY 116
2. UNDERSTANDING PAYCHECK DEDUCTIONS 120
3. BENEFITS, JOB SECURITY, AND INCOME PROTECTION 123

CHAPTER 12

Laws That Protect Workers 133

1. FOR YOUR HEALTH AND SAFETY 134
2. FAIR TREATMENT 136
3. LAWS ABOUT PAY AND WORK HOURS 144
4. UNIONS 149
5. WHERE TO GO FOR HELP 151

APPENDIX

Entry-Level Jobs Available in the United States 153

CHAPTER 1

What's Important to You in a Job?

In this chapter you will

- learn some things to think about when you decide what job to apply for or what job to accept.
- learn what things are important to other people in choosing a job.
- learn about some differences between small and large companies.
- make a list of things that are important to you in choosing a job.



Herbert H. Randle

LESSON 1: WHAT'S REALLY IMPORTANT?

Directions: Look at each pair of job titles. Pretend you are qualified for each job. Pretend someone offers you both jobs. Which job would you accept? Why?

SET 1: CASHIER JANITOR

I want the _____ job because _____

I don't want the _____ job because _____

SET 2: BANK TELLER BUS DRIVER

I want the _____ job because _____

I don't want the _____ job because _____

SET 3: SEWING MACHINE OPERATOR HOTEL HOUSEKEEPER

I want the _____ job because _____

I don't want the _____ job because _____

SET 4: BUS DRIVER JANITOR

I want the _____ job because _____

I don't want the _____ job because _____

Directions: Now look at each pair of job descriptions. Pretend you have all the qualifications for each job. Then pretend someone offers you both jobs. Which one would you accept?

Set 1

Cashier

Workplace: drugstore

Salary: \$4.50/hr.

Benefits: paid vacation, sick leave

Job Duties: operate cash register, make change, keep work area clean.

Janitor

Workplace: office building

Salary: \$6.50/hr.

Benefits: paid vacation, sick leave, health insurance

Job Duties: clean offices, vacuum, empty trash, mop and wax floors, clean windows.

I want the _____ job because _____

I don't want the _____ job because _____

Set 2

Bank Teller

Workplace: bank (indoors, heated, air-conditioned)

Salary: \$5.50/hr.

Benefits: paid vacation, health insurance

Job Duties: handle cash deposits and withdrawals, cash checks, use 10-key calculator.

Bus Driver

Workplace: city bus

Salary: \$12.00/hr.

Benefits: paid vacation, health insurance

Job Duties: drive bus, collect fares.

I want the _____ job because _____

I don't want the _____ job because _____

4 What's Important to You in a Job?

Set 3

Sewing Machine Operator

Workplace: clothing factory

Salary: \$4.25/hr. + bonuses

Benefits: health insurance

Job Duties: operate sewing machine, iron clothes.

Hotel Housekeeper

Workplace: large hotel

Salary: \$6.50/hr.

Benefits: paid vacation, sick leave, health insurance

Job Duties: clean rooms (make beds, vacuum floors, clean bathrooms).

I want the _____ job because _____

I don't want the _____ job because _____

Look at the choices you made about the jobs in the exercises above. How important were the following things?

	<i>Very Important</i>	<i>Important</i>	<i>Somewhat Important</i>	<i>Not Very Important</i>
job title	_____	_____	_____	_____
salary	_____	_____	_____	_____
workplace	_____	_____	_____	_____
job duties	_____	_____	_____	_____
benefits	_____	_____	_____	_____

Status

Job status is the respect other people have for your job. A job has **high status** if people think it is a good job and would like to be like people who have that job. A job has **low status** if people think it is not a very good job.

In some countries, teachers have high status. This means that people respect them and want to be like them.

In your country do teachers have high status?

_____yes _____no

Do you think teachers in the United States have high status?

_____yes _____no

How important is *status* to you when you choose a job?

- _____ very important
- _____ important
- _____ somewhat important
- _____ not very important

Status and Salary

What do you think is a high salary? \$ _____/_____

What do you think is a medium salary? \$ _____/_____

What do you think is a low salary? \$ _____/_____

Look at this list of jobs:

- | | | |
|---------------|-------------------|---------------------------|
| sales clerk | accountant | secretary |
| bus driver | doctor | assembler |
| taxi driver | dishwasher | sewing machine operator |
| farm worker | baker | elementary school teacher |
| janitor | bank teller | waiter |
| auto mechanic | hotel housekeeper | |

Which ones do you think have high salaries? medium salaries? low salaries?

6 What's Important to You in a Job?

	<i>In your country</i>	<i>In the U.S.</i>
HIGH		
MEDIUM		
LOW		

Your teacher will tell you which of these jobs pay high, medium, and low salaries in your area of the United States.

LESSON 2: WHAT ARE ACCEPTABLE WORKING CONDITIONS?

PART A

Working conditions mean the place you work in and the benefits you get. Circle the things you think are working conditions.

heat/air conditioning	noise	windows
amount of work	transportation	rules
people you work with	size of work place	health benefits

PART B

Now think about the working conditions at your school. Fill out the information in the chart. You may not know all the answers. You may ask your classmates, teacher, or other people in the school about these things.

Working Conditions Rating Form

Name of school: _____

Size of school: _____ small _____ large No. of students: _____

Type of school: _____ public _____ private

Circle the number that describes your idea of each working condition in your school.

	needs improvement			excellent	
air conditioning	1	2	3	4	5
heat	1	2	3	4	5
noise level	1	2	3	4	4
employee's lounge	1	2	3	4	5
restrooms	1	2	3	4	5
windows	1	2	3	4	5
lights	1	2	3	4	5
equipment	1	2	3	4	5
safety	1	2	3	4	5
other: _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

8 What's Important to You in a Job?

Fill out this chart for your place of work. If you are not working, interview someone about their working conditions.

Working Conditions Rating Form

Name of employer: _____

Size of company: _____ small _____ large

No. of employees: _____

Type of company: _____ public _____ private

Circle the number that describes your idea of each working condition in your workplace.

	needs improvement			excellent	
air conditioning	1	2	3	4	5
heat	1	2	3	4	5
noise level	1	2	3	4	4
employee's lounge	1	2	3	4	5
restrooms	1	2	3	4	5
windows	1	2	3	4	5
lights	1	2	3	4	5
equipment	1	2	3	4	5
safety	1	2	3	4	5
other:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5