

**Secondary Scenarios
For
Wyoming Career - Technical Assessment (WyCTA)**

March 2003

**Prepared by
Vocational-Technical Education Consortium of States (VTECS)
With
Education Leadership Consultants**

Scenarios

Introduction

The scenarios complete a feedback process to provide a basis for assessing student progress toward Content Standards and Benchmarks in more consistent, valid, and reliable mode than providing individual program areas the option to assess in a less structured manner. The Prompts are based on the Content Standards and Benchmarks and the Career/Vocational and Technical Components and Sub-skills. The feedback loop is completed when the scenario is administered using the Skill Definition and Criteria to determine ratings. The Crosswalk to the Content Standards identifies the Skill Definition and Criteria to use.

It is not expected that all of the Performance Assessment Criteria will be used to assess all Standards. The scenarios are structured to measure progress against the Content and Performance Standards, using the specific Performance Assessment Components and Sub-skills that can be linked with the standards. The Content and Performance Standards (9-12th grade) were used as basis for assessment component development.

In addition, to ensure greater reliability in the process, the teachers as raters need to be involved in training not only once, but also on a regular basis. This can provide the ability to continue the consistency and reliability in the rating process.

Scenarios are one of several methods that may be tied to this process. In addition to rubrics and prompts, portfolios, projects, and written assessments may be included to use in a triangulation of ratings.

Structure of the Scenarios

Measurement of student achievement is related to the Content and Performance Standards Benchmarks using the Student Performance Assessment Components and Sub-skills.

The Scenarios are based on the two components:

- The Content and Performance Standard Benchmark being assessed.
For example:
Content Standard: Resources
Students effectively manage time, money, materials, facilitates and human resources
Benchmark CV11.1.3
Students priorities and manage time, materials, facilities, and resources to set and achieve goals
- The Student Performance Assessment Components and Sub-skills that were aligned with the Benchmarks
An example of Assessment Components and Sub-Skills for the Above Content Standard Benchmark is identified below:
Performance Assessment Components and Sub-skills:
Affective and Thinking
-Problem Solving

Content of Scenarios

Each prompt is developed to contain the following elements:

- A situation or problem is described
 - The situation needs to be fully described with details that related to the Career and Technical Assessment Components and Sub-skills and Content Standards and Benchmarks. This is a critical component, as the assessment cannot measure what is not included in the situation, without all elements present.
 - The Problem needs to be stated to include all of the elements of the Benchmark as well as the Assessment Sub-skills being used as criteria. Several elements are sometimes included in a Content Standard and Benchmark, making it more difficult to measure. When too many elements are included, a problem may be broken into parts to consider. The assessment may be a composite of mini ratings for sections of the Content Standard and Benchmark, when it is complex.
- If a problem or situation has areas upon which to focus, identify each of these elements.
- If there are specific directions for the assignment, then these need to be included.

Rating

The teacher or other individual rating the student's progress toward the Content Standard and Benchmark can use the Minimum Assessment Components and Sub-skills. The rating for the student can be completed, providing ample feedback, if the student has not reached proficiency level. Feedback can include suggestions and identify potential resources to assist the student to work toward achieving proficiency.

Teachers who have conducted the ratings should maintain documentation of feedback, ratings, and dates.

The scenarios included in this packet have been developed to provide various types of activities to provide students with a variety of opportunities to fulfill the requirements related to Content Standards. A large project may be broken into parts for the Benchmarks for a Standard. The project may be administered over a period of time over the entire project or prompt identified. Time frames are guidelines. If students pursue a problem as a team, it may take less time. If students pursue this only out of class, then it may require more time. These are not time sensitive.

These are not secure assessments and, therefore, will require additional scenarios will the future to address the Content Standard and Benchmark, using the Career and Technical Components and Sub-skills as criteria.

Crosswalk and Structure

The Crosswalk provides the ability to assess for the Performance Assessment Components and the Content Standards with a common assessment tool. The Crosswalk is a process that linked the Content Standards Document with the Career/Vocational Education Performance Assessment. This process provided the avenue to bring more direct linkage between the two systems. The Components (Rubrics) are built for areas of the Content Standards that were not available. Rubrics subcomponents that are not being used were removed. This leaves only the most viable Components (Rubrics) directly linked to the Content Standards.

To further enhance this system, the scenarios are being built to directly link to a Content Standard and its Benchmarks and the related Performance Assessment Components.

The system is a fluid system, continuing to bring feedback and to improve as it matures. The system continues to move toward more exacting scenarios that directly link to the Content Standards and the Performance Assessment Components.

Scenario Structures

Scenarios are structured to provide a variety of longer and shorter assessment activities. The scenarios can be used to measure several elements in one assessment, however, the more elements involved, the less reliable they become. Therefore, most of the Components and Sub-skills are included in more than one scenario for measurement.

When Components and Sub-skills appear not to be fully measured, an * asterisk has been placed in front of it. The explanation that it needs to be further reviewed is at the end of the scenario.

The scenarios are structured to ensure that *all Wyoming Career/Technical Content Standards and WyCTA Components are covered, if the scenarios are all utilized*. If changes are made in the context of the scenario, all WyCTA Components and Sub-skills identified with the Content Standard and Benchmark must be included to have this coverage.

The list of scenarios by Wyoming Career/Technical Education Content Standard and Benchmark with the respective page numbers follows:

**Scenarios by Wyoming Career/Technical Education Content
Standard and Benchmark and WyCTA Components and Sub-skills**

Resources	Pages
<i>Students effectively manage time, money, materials, facilities, and human resources.</i>	
CV11.1.1 Students prepare and analyze personal financial information. Scenario: “Financial Planning—Willy’s Way”	 9
CV11.1.2 Students assess individual skills and evaluate performance and adjust accordingly. Scenario: “Cats and Dogs Everywhere—Solve the Problem?”	 12
CV11.1.3 Students prioritize and manage time, materials, facilities, and resources to set and achieve goals. Scenario: “Camp for Kids”	 16
 Interpersonal Skills	
<i>Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.</i>	
CV11.2.1 Students work with individuals/groups of diverse abilities and background in a workplace setting Scenario: “Cats and Dogs Everywhere—Working Together!”	 19
CV11.2.2 Students communicate using a variety of methods in a workplace setting.	

	Scenario: “Where the Antelope Must Roam—and How They Communicate!”	23
CV11.2.3	Students assist in a leadership role in a group setting to accomplish group goals. Scenario: “Where the Antelope Must Roam—Leading the Way!”	26
CV11.2.4	Students demonstrate and/or teach a learned skill. Scenario: “Summer Job”	29

Information

Students acquire and use workplace information.

CV11.3.1	Students acquire and evaluate workplace information. Scenario: “Camp Lariat—A Company Project—Evaluating the Requirements”	33
CV11.3.2	Students organize and update workplace information. Scenario: “Camp Lariat—Organizing the Information”	38
CV11.3.3	Students interpret and communicate workplace information. Scenario: “Camp Lariat—Communicating is a Jumbo Task!”	43
CV11.3.4	Students use technology to process workplace information. Scenario: “Camp Lariat—Turning to Technology”	48

Systems

Students demonstrate an understanding of how social, organizational, and technology systems work.

CV11.4.1	Students evaluate quality and performance of a variety of systems.	
-----------------	--	--

	Scenario: System Fiasco—“The Plucked Chicken!”	52
CV11.4.2	Students suggest modifications to existing systems and develop new or alternative systems to improve performance.	

	Scenario: System Fiasco—The Plucked Chicken, Restored!”	58
--	--	-----------

Technology

Students demonstrate the ability to use a variety of workplace technologies.
(One scenario addresses together all of the benchmarks and components identified for CV11.5.1-CV11.5.4)

	Scenario: Moving Into 21st Century Office Technology	61
--	--	-----------

CV11.5.1	Students choose and utilize procedures, tools, or equipment including computers and related technologies.	
-----------------	---	--

CV11.5.2	Students demonstrate proper procedure for set-up, operation, and routine maintenance of workplace equipment.	
-----------------	--	--

CV11.5.3	Students use workplace equipment to solve problems.	
-----------------	---	--

CV11.5.4	Students apply safe and ethical practices when using workplace technologies.	
-----------------	--	--

Careers

Students develop skills in career planning and workplace readiness.

CV11.6.1	Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.	
-----------------	--	--

	Scenario: “98,000??— Find Your Career—Self Assessment?”	65
--	--	-----------

CV11.6.2	Students locate and interpret career information and labor market trends from a variety of sources.	
	Scenario: “98,000??—Find Your Career—Career Information and Labor Market Trends”	67
CV11.6.3	Students create, evaluate and revise career plans.	
	Scenario: “98,000??—Find Your Career—Creating a Career Plan”	68
CV11.6.4	Students demonstrate skill to seek, obtain maintain, and change jobs.	
	Scenario: “98,000??—Find Your Career—Finding a Job”	70

“Financial Planning—Willy’s Way”

Content Strand:	Resources
Content Standard:	Students effectively manage time, money, materials, facilities, and human resources.
Benchmark CV11.1.1:	Students prepare and analyze personal financial information.

WyCTA Components and Sub-skills:

Communication
Reading
Applied Mathematics
Basic Operations
Data Representation and Interpretation
Affective and Thinking
Problem Solving
Technology
Hardware and Software Applications
Internet Searches
Employability
Task Completion-rate and Productivity
Communication
Speaking

Scenario Directions:

Your team, or you as an individual, will need to assess the described situation and make suggestions. You will need to do research on prioritizing and setting goals, and problem solving.

Assignment:

The following items should be incorporated into the completed assignment:

- Documentation needs to be provided to the answers to the questions. The rater for the Scenario needs to see both how the process was conducted, as well as the final outcome.
- Using the Internet or other sources, research what might be Willie's living costs if he were to move into an apartment and pay for all of his living expenses by himself. Find statistics about the income he can expect to earn with his skills and a high school education, in comparison to the income he might expect if he chooses to engage in postsecondary education or job training.
- Demonstrate for the class or the rater the use of two search engines to locate known Internet addresses, following policies for access to technological systems.
- Identify computer hardware and software which would be useful to Willie in managing his financial situation, as well as to small businesses in two different industries, in managing their finances.
- Develop a graph indicating the projected monthly growth in the use of the golf club website over the course of the next year. Interpret the meaning of these numbers in terms of the expected increase in Willie's income.
- Using computer software, develop a table or spreadsheet reflecting the current categorized website usage for which Willie can bill the golf club.
- Develop a written or oral presentation for the rater or the class in which you make recommendations for Willie's future. The report should include findings and conclusions related to the research you conducted; and an interpretation of the graph, table, and chart you developed. Identify obstacles to solving problems and alternative solutions for Willie.

Timeline:

One to two weeks

Rating:

The rating on your performance in relation to this situation will be based on the Content Standard Benchmark and the WyCTA Component Sub-skills and Skill Definition. Please review these in the front of this Scenario.

As a team, or as an individual, you may wish to critique your work against the criteria before presenting your findings for the final rating.

Problem:

Willie will graduate high school in six months. He does not have plans for his future, but is looking forward to moving into his own apartment from his parents' home as soon as he graduates.

Willie has excellent computer skills and has created for a local golf club a website for the purpose of scheduling golf tee times. The golf club pays him 50 cents each time a member schedules a tee time online, 35 cents for each cancellation, and 10 cents for each inquiry. He submits a statement to bill the golf club on the 1st and 15th of each month. The statement must be categorized by the number of schedules, cancellations, and inquiries. The website averages 300 hits each billing cycle. Scheduled tee times account for 35 percent of the hits, 12 percent are cancellations, and the remainder are inquiries. The golf club is promoting the website and Willie anticipates an approximate five percent increase in hits each month.

In addition to having income from the website, Willie also works 20 hours a week for a grocery store which pays him \$8.00 an hour.

Willie is not sure he earns enough money to pay for an apartment, utilities, health and auto insurance, food, clothing, entertainment, and auto maintenance. Also, his parents have indicated it would be a good idea to start a savings account.

Willie feels he is responsible and is ready to be out of his parents' house. He knows many of his friends will be going to college in the fall, but Willie thinks he can make it on his own without all that work. His plan is to get more people to use his website and work an additional five hours a week at the grocery store. Can you help Willie decide whether he is financially able to move into an apartment by himself and handle his other financial responsibilities?

“Cats and Dogs Everywhere!—Solve the Problem?”

Content Strand:	Resources
Content Standard:	Students effectively manage time, money, materials, facilities, and human resources.
Benchmark CV11.1.2:	Students assess individual skills and evaluate performance, and adjust accordingly.

WyCTA Components and Sub-skills:

Communications

Speaking

Writing

Affective and Thinking

Problem Solving

Thinking

Employability

*Skill Performance

Scenario Directions:

Three students serve as a team of consultants to assist Peter at the McDuffy Doggie Burger Café and Kennel. Your team needs to make decisions about the situation addressed below. Your team will need to consider how to use problem solving, what are critical thinking skills in routine and novel situations, what constitutes work ethics, how cooperative and interpersonal skills contribute to group work and solutions, and how communication assists in solving problems. Research business enterprises, the goals of the enterprises, and the potential activities in which the enterprises can engage and make a profit.

Assignment:

The following items should be incorporated into the completed assignment:

- Documentation needs to be provided to the answers to the questions. The rater for the Scenario needs to see both how the process was conducted as well as the final outcome.

Be able to answer questions as to how problems were to be solved for Peter.

- Schedule at least two planning sessions to develop a plan of action for Peter, while being observed by the rater. Each member of the team must make significant contributions, and communicate clearly and respectfully with team members, clarifying when necessary.
- Demonstrate using a computer operating system to access and use word processing software.
- Deliver a presentation for the class or small group and ask them for feedback as to your answers for Peter. Demonstrate listening skills and utilize information gained through class presentation by incorporating it into a final written presentation for rating. Identify obstacles to solving problems and alternative solutions to some problems. Document information gained. If none is used, document why.

Help Peter with the following items. Find information or sources that Peter, the team leader could use to help him with the following:

- Help the employees work better as a team to accomplish tasks.
- Find information on the Internet about breeds of dogs and cats, as well as species of birds, in order to be more helpful to the customers.
- Develop charts that would display what products and services are selling and what are not, to determine what needs to be pushed or not ordered again.
- Develop a system of checks and balances for each activity to ensure that tasks are not left undone and that the receipts and deposits match.

Provide Peter with suggestions for developing a leadership style that will help motivate and manage the team.

- What leadership responsibilities does Peter have?
 - What are a few key elements to consider?
 - Give him suggestions on where to find information about leadership.
- What suggestions can you give Peter for working with a diverse group to assist them in improving their ability to complete the tasks satisfactorily?

Timeline:

One week

Rating:

The rating on your performance in relation to this Problem will be based on the Content Standard Benchmark and the WyCTA Component Sub-skill and Skill Definition. Please review these at the beginning of this Scenario.

As a team, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

Peter Wang is the evening team leader for McDuffy Doggie Burger Cafe and Kennel. Julia Hunt, Juan Garcia, Harry Birdsong, and Joe Smooth work with Peter on the evening shift.

The McDuffy Doggie Burger Café and Kennel specializes in tidbits, pampering products, grooming, and boarding for pooch and other hairy and feathered friends. The products include everything from waterbeds for pooch and pals with automatic warmers to tweedy -bird automatic water systems. Doggie treats include freshly made dog biscuits in the form of bones with various flavors baked into them.

Grooming services include all of the usual services plus a new scarf or rhinestone collar when the critter leaves. The Kennel is full of lots of dogs, cats, rabbits, and birds that are boarded while owners are away.

Peter and team start at 4:00 p.m. and are expected to wait on customers until the café closes at 7:00 p.m. Afterward, they have to clean the café, bake the next day's treats, walk the dogs, feed all of the animals, and clean the kennels and dog walks.

They also have to do the receipts for the day and deposit the checks and cash in the night deposit at the bank. This is a lengthy process where all of the items sold have to be recorded in categories so that reorders can be made, and the owner knows what is and is not selling. The sales, checks, cash, and credit card transactions have to be recorded and added.

The team is quite a diverse group with a variety of backgrounds and abilities to do the work of this enterprise, as would be expected for most small businesses.

Joe Smooth is a popular guy at school, taking this job because he needs money for his car. His friends frequently come into McDuffy's to visit and generally make fun of the biscuits, and howl at the dogs in the kennel. Joe sometimes hurries his work in the evenings, not really doing

everything he is supposed to do, to leave early enough to see his friends before he has to go home.

Harry Birdsong is very athletic, winning the cross-country track event for his school. He is very smart, holding a very high grade average and being accepted to Yale next fall. He thinks the animals should be free and not caged, but understands the problem.

Juan Garcia has to help support his mother and sister. Their father recently was killed in an accident. Juan not only does this job, but also delivers papers in the morning. He has been able to keep up with school and is very bright, but will not be able to go to college next year. He likes the animals and likes to care for them.

Julia Hunt likes people and tries hard to please those with whom she works. It is difficult for Julia at times to comprehend what she is to do. She has a learning disability, inverts numbers, and reads with difficulty. Recently, it was discovered that she is allergic to feathers.

Peter Wang is a dedicated worker and college sophomore. His family moved to the United States five years ago from China. He is very bright and loyal to his job, his family, and his college work. He has difficulty in understanding individuals who do not do their best, without having to be told to do so. He is a loyal and dedicated employee for McDuffy's.

The problems began about two weeks ago. The owner called Peter three times in the last two weeks, saying the receipts and the bank deposits did not match. One of the bank deposits was more than the receipts. The other deposits were less than the receipts. Peter is concerned as a different person did the receipts and deposit each time.

The second problem arose when the owner was called last Friday night because an Irish wolfhound and a French Poodle were running down the alley, dumping garbage cans, eating, and making a general mess. The back window of McDuffy's was found left open. The police placed the animals inside, closed the window, and called the owner. The loose dogs helped themselves to tomorrow's biscuits.

Peter and team again were in trouble.

Help Peter identify and solve his problems.

*Research and write the procedures for setting up and maintaining equipment in a career field of your choice. Demonstrate skills to a rater to illustrate your ability to apply procedures.

- Demonstrates standard procedures in setting up and maintaining equipment

“Camp for Kids”

Content Strand:	Resources
Content Standard:	Students effectively manage time, money, materials, facilities, and human resources.
Benchmark CV11.1.3:	Students prioritize and manage time, materials, facilities, and resources to set and achieve goals.

WyCTA Component and Sub-skills:

Affective and Thinking
 Problem Solving
 Thinking
 *Work Ethic

Communication
 Speaking
 Writing
 Reading

Technology
 Internet Searches

Employability
 Task Completion-Rate and Productivity

Scenario Directions:

Three to five students serve as representatives of student organizations in your school. Your team will need to make decisions about the situation addressed below. Your team will need to do research on business enterprises, the goals of the enterprise, and the potential activities in which the enterprise can engage and make a profit.

If one student performs the tasks alone, a single student organization and activity should be selected to use for the background information.

Assignment:

The following items should be incorporated into the completed assignment:

- Documentation needs to be provided to the answers to the questions. The rater for the Prompt needs to see both how the process was conducted as well as the final outcome.
- Develop a written presentation that suggests alternative solutions to the problems posed by the project.
- Develop an oral presentation for the class or the rater.
- Demonstrate for the class or the rater the use of one or more search engines to locate a known Internet address, following policies regarding access of technological systems.

As a team or as an individual consider the following questions when developing your assignment:

- What are the specific goals and objectives to be accomplished?
- What activities are needed to accomplish the goals?
 - What will be sold?
 - How will the business advertise?
 - How will the profits be designated for various priorities?
 - What will be the sources of information to assist in establishing the goals?
 - How will these sources be found?
 - How will you know which information is important?
 - How can this be made a creative enterprise?
- What is your estimated budget?
- How can you verify the costs?
- Will any special facilities or resources be required?
- How will the work be carried out?
 - Who will manage the operation? What will the responsibilities be?
 - How will assignments be completed? Who will monitor progress toward goals? What quality level will be expected in the work achieved?
 - How will work expectations be established for the organizations involved and individuals?
 - How will sales tracking be managed?

Timeline:

One week

Rating:

The rating on your performance in relation to this Scenario will be based on the Content Standard Benchmark and the Performance Assessment Sub-Skills and Skill Definitions. Please review these at the beginning of this Scenario. As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

Several student organizations including DECA, FBLA, FCCLA, FFA and Skills USA-VICA are forming a corporation for the purpose of raising funds to send children with disabilities to summer camp, and to provide a technology camp for eighth graders.

It costs \$ 3,000 for each student to attend a three-week camp for those with disabilities. The camp takes place in July and it is now January.

A technology camp will cost about \$1,000-\$2,000 for two weeks for each eighth grader attending. This camp takes place in June for two weeks. Also they would like to build and launch miniature rockets after the return from camp. If the rocketry program is added, it will be an additional \$100.00 per student.

*It is recommended that Work Ethic be observed not only as related to this Scenario, but also in other situations to determine whether the student meets the following proficiencies:

- Applies knowledge to complete all assigned tasks on time
- Performs work to meet expectations

“Cats and Dogs Everywhere—Working Together!”

Content Strand:	Interpersonal Skills
Content Standard:	Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.
Benchmark CV11.2.1:	Students work with individuals/groups of diverse abilities and backgrounds in a workplace setting.

WyCTA Components and Sub-skills:

Communications

- Listening
- Speaking

Affective and Thinking

- Cooperation and Interpersonal Skills
- Problem Solving
- *Work Ethic
- Thinking

Employability

- Interpersonal Relations

Scenario Directions:

Three students serve as a team of consultants to assist Peter at the McDuffy Doggie Burger Café and Kennel. Your team needs to make decisions about the situation addressed below. Your team will need to consider how to use problem solving, what are critical thinking skills in routine and novel situations, what constitutes work ethics, how cooperative and interpersonal skills contribute to group work and solutions, and how communication assists in solving problems. Research business enterprises, the goals of the enterprises, and the potential activities in which the enterprises can engage and make a profit.

Assignment:

The following items should be incorporated into the completed assignment:

- Documentation needs to be provided to the answers to the questions. The rater for the Scenario needs to see both how the process was conducted as well as the final outcome.

Be able to answer questions as to how problems were to be solved for Peter.

- Deliver a presentation for the class or small group and ask them for feedback as to your answers for Peter. Demonstrate listening skills and utilize information gained through class presentation by incorporating it into final presentation for rating. Document information gained. If none is used, document why.

Help Peter with the following items. Find information or sources that Peter, the team leader could use to help him with the following:

- Help the employees work better as a team to accomplish tasks.
- Find information on the Internet about breeds of dogs and cats, as well as species of birds, in order to be more helpful to the customers.
- Develop charts that would display what products and services are selling and what are not, to determine what needs to be pushed or not ordered again.
- Develop a system of checks and balances for each activity to ensure that tasks are not left undone and that the receipts and deposits match.

Provide Peter with suggestions for developing a leadership style that will help motivate and manage the team.

- What leadership responsibilities does Peter have?
 - What are a few key elements to consider?
 - Give him suggestions on where to find information about leadership.
- What suggestions can you give Peter for working with a diverse group to assist them in improving their ability to complete the tasks satisfactorily?

Timeline:

One week

Rating:

The rating on your performance in relation to this Problem will be based on the Content Standard Benchmark and the WyCTA Component Sub-skill and Skill Definition. Please

review these at the beginning of this Scenario.

As a team, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

Peter Wang is the evening team leader for McDuffy Doggie Burger Cafe and Kennel. Julia Hunt, Juan Garcia, Harry Birdsong, and Joe Smooth work with Peter on the evening shift.

The McDuffy Doggie Burger Café and Kennel specializes in tidbits, pampering products, grooming, and boarding for pooch and other hairy and feathered friends. The products include everything from waterbeds for pooch and pals with automatic warmers to tweedy -bird automatic water systems. Doggie treats include freshly made dog biscuits in the form of bones with various flavors baked into them.

Grooming services include all of the usual services plus a new scarf or rhinestone collar when the critter leaves. The Kennel is full of lots of dogs, cats, rabbits, and birds that are boarded while owners are away.

Peter and team start at 4:00 p.m. and are expected to wait on customers until the café closes at 7:00 p.m. Afterward, they have to clean the café, bake the next day's treats, walk the dogs, feed all of the animals, and clean the kennels and dog walks.

They also have to do the receipts for the day and deposit the checks and cash in the night deposit at the bank. This is a lengthy process where all of the items sold have to be recorded in categories so that reorders can be made, and the owner knows what is and is not selling. The sales, checks, cash, and credit card transactions have to be recorded and added.

The team is quite a diverse group with a variety of backgrounds and abilities to do the work of this enterprise, as would be expected for most small businesses.

Joe Smooth is a popular guy at school, taking this job because he needs money for his car. His friends frequently come into McDuffy's to visit and generally make fun of the biscuits, and howl at the dogs in the kennel. Joe sometimes hurries his work in the evenings, not really doing everything he is supposed to do, to leave early enough to see his friends before he has to go home.

Harry Birdsong is very athletic, winning the cross-country track event for his school. He is very smart, holding a very high grade average and being accepted to Yale next fall. He thinks the animals should be free and not caged, but understands the problem.

Juan Garcia has to help support his mother and sister. Their father recently was killed in an accident. Juan not only does this job, but also delivers papers in the morning. He has been able

to keep up with school and is very bright, but will not be able to go to college next year. He likes the animals and likes to care for them.

Julia Hunt likes people and tries hard to please those with whom she works. It is difficult for Julia at times to comprehend what she is to do. She has a learning disability, inverts numbers, and reads with difficulty. Recently, it was discovered that she is allergic to feathers.

Peter Wang is a dedicated worker and college sophomore. His family moved to the United States five years ago from China. He is very bright and loyal to his job, his family, and his college work. He has difficulty in understanding individuals who do not do their best, without having to be told to do so. He is a loyal and dedicated employee for McDuffy's.

The problems began about two weeks ago. The owner called Peter three times in the last two weeks, saying the receipts and the bank deposits did not match. One of the bank deposits was more than the receipts. The other deposits were less than the receipts. Peter is concerned as a different person did the receipts and deposit each time.

The second problem arose when the owner was called last Friday night because an Irish Wolfhound and a French Poodle were running down the alley, dumping garbage cans, eating, and making a general mess. The back window of McDuffy's was found left open. The police placed the animals inside, closed the window, and called the owner. The loose dogs helped themselves to tomorrow's biscuits.

Peter and team again were in trouble.

Help Peter identify and solve his problems.

*It is recommended that Work Ethic be observed not only as related to this Scenario, but also in other situations to determine whether the student meets the following proficiencies:

- Applies knowledge to complete all assigned tasks on time
- Performs work to meet expectations

“Where the Antelope Must Roam—and How They Communicate!”

Content Strand:	Interpersonal Skills
Content Standard:	Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.
Benchmark CV11.2.2:	Students communicate using a variety of methods in a workplace setting.

WyCTA Components and Sub-skills:

Communication

Listening

Speaking

Affective and Thinking

Cooperation and Interpersonal Skills

Problem Solving

Thinking

Employability

Interpersonal Relations

Scenario Directions:

Three to five students serve as a team of consultants to assist the John Antelope Company. Your team needs to make decisions about the situation addressed below. Your team will need to do research on business enterprises, leadership styles, group communication, time management, resource management (money, tools, and equipment), goal setting and prioritization, and the goals of the enterprise.

Assignment:

The following items should be incorporated into the completed assignment:

- Work as a group to develop a plan of action for improvements to be established. Determine where you will get the necessary information, if the team of individuals does not possess this knowledge. Schedule at least two planning sessions to take place while

being observed by the rater. Each member of the team must actively make contributions; demonstrate cooperation in assisting others in completing tasks and meeting goals; and communicate clearly and respectfully with other team members, making any necessary clarifications.

The plan of action should include various methods of recruiting (Websites, advertising, etc.), communicating goals and training employees, and expectations of employees; a method for employees to communicate their concerns to the company; and incentives for employees to work as a team to meet established goals. Develop a program of continuing education which allows for various methods of training (video, seminar, etc.). Identify obstacles to solving the company's problems and alternative solutions to some problems.

- Documentation needs to be provided to the answers to the questions. The rater for the Scenario needs to see both how the process was conducted as well as the final outcome.
- Develop an oral presentation for the class or the rater, allowing for questions from the audience.

Timeline:

Two weeks

Rating:

The rating on your performance in relation to this situation will be based on the Content Standard Benchmark and the WyCTA Components and Sub-skills and Skill Definition. Please review these at the beginning of this Scenario.

As a team, or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

The John Antelope Company has been in the business of supplying machinery, fertilizer, seeds, and feed over the past decade. At the present, however, they have several problems.

The first is a critical shortage of employees who have ranching and farming knowledge. In the past John Antelope has had employees go to ranches and provide technical assistance with various products and equipment. The few employees with knowledge of ranching and farming cannot cover the needs for technical assistance by customers.

Second, the recently hired employees appear not to take their work seriously. On one occasion, Henry decided to take a side trip into town between customers. Henry did not arrive at the next ranch until late in the day.

James left the customer with more problems with his hay bailer than before the technical assistance visit. The repair was completed, but there were leftover parts.

Susan has excellent technical skills, since she has acquired a John Antelope Master Certificate. However, Susan keeps returning to the business to collect tools or parts that should have been on her vehicle before leaving town. Her return trips to the business are costing time, gasoline, and service to customers.

The John Antelope Company has franchise operations across the country. Seminars are available by video, Website, or in person for various technical aspects of the machinery and other products, management techniques, and team building. The owner, Landis Day, has not yet considered these resources or others that might help the situation. Landis, himself, attended one basic franchise seminar when he bought the company two years ago.

“Where the Antelope Must Roam—Leading the Way!”

Content Strand:	Interpersonal Skills
Content Standard:	Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.
Benchmark CV11.2.3:	Students assume a leadership role in a group setting to accomplish group goals.

WyCTA Components and Sub-skills:

Communication

Listening
Speaking

Affective and Thinking

Cooperation and Interpersonal Skills
Problem Solving
Thinking
Leadership

Employability

Interpersonal Relations

Scenario Directions:

Three to five students serve as a team of consultants to assist the John Antelope Company. Your team needs to make decisions about the situation addressed below. Your team will need to do research on business enterprises, leadership styles, group leader communication techniques, time management, resource management (money, tools, and equipment), goal setting and prioritization, and the goals of the enterprise.

Assignment:

The following items should be incorporated into the completed assignment:

- Lead a group in developing a plan of action for improvements to be established. Determine where you will get the necessary information, if the team of individuals does

not possess this knowledge. Schedule at least three planning sessions in which team members will alternate leading the meetings while being observed by the rater. As a group leader, each student shall guide the group toward setting goals and demonstrate group leader communication strategies, including listening, clarification of ideas, and consensus building. Each member of the team must actively make contributions, demonstrate cooperation in assisting others in completing tasks and meeting goals and communicate clearly and respectfully with other team members, making any necessary clarifications.

The plan of action should include various methods of recruiting (Websites, advertising, etc.), communicating goals and training employees, and expectations of employees; a method for employees to communicate their concerns to the company; and incentives for employees to work as a team to meet established goals. Develop a program of continuing education which allows for various methods of training (video, seminar, etc.). Identify obstacles to solving the company's problems and alternative solutions to some problems.

- Documentation needs to be provided to the answers to the questions. The rater for the Scenario needs to see both how the process was conducted as well as the final outcome.
- Develop an oral presentation for the class or the rater, allowing for questions from the audience.

Timeline:

Two weeks

Rating:

The rating on your performance in relation to this situation will be based on the Content Standard Benchmark and the WyCTA Components and Sub-skills and Skill Definition. Please review these at the beginning of this Scenario.

As a team, or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

The John Antelope Company has been in the business of supplying machinery, fertilizer, seeds, and feed over the past decade. At the present, however, they have several problems.

The first is a critical shortage of employees who have ranching and farming knowledge. In the past John Antelope has had employees go to ranches and provide technical assistance with

various products and equipment. The few employees with knowledge of ranching and farming cannot cover the needs for technical assistance by customers.

Second, the recently hired employees appear not to take their work seriously. On one occasion, Henry decided to take a side trip into town between customers. Henry did not arrive at the next ranch until late in the day.

James left the customer with more problems with his hay bailer than before the technical assistance visit. The repair was completed, but there were leftover parts.

Susan has excellent technical skills, since she has acquired a John Antelope Master Certificate. However, Susan keeps returning to the business to collect tools or parts that should have been on her vehicle before leaving town. Her return trips to the business are costing time, gasoline, and service to customers.

The John Antelope Company has franchise operations across the country. Seminars are available by video, Website, or in person for various technical aspects of the machinery and other products, management techniques, and team building. The owner, Landis Day, has not yet considered these resources or others that might help the situation. Landis, himself, attended one basic franchise seminar when he bought the company two years ago.

“Summer Job!”

Content Strand:	Interpersonal Skills
Content Standard:	Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace
Benchmark CV11.2.4:	Students demonstrate and/or teach a learned skill.

WyCTA Components and Sub-skills:

Technology
Operating Systems
Industrial and Business Technology
Communication
Speaking
Affective and Thinking
Cooperation and Interpersonal Skills
Leadership
Employability
Interpersonal Relations
Skill Performance

Scenario Directions:

Your class has been invited to apply for jobs with the Rocky Mountains Parks System. Only 50 senior students from across the state are selected each year for these summer positions. The positions all involve teaching in the Parks Program for ten-to-fifteen year-olds. Participants in the Park Program are involved for one or two weeks, depending on the family’s stay at the Park Lodge. Students must apply and demonstrate their skills in a career area related to the positions available this year. Your classmates all will apply for these positions. All of you will work together to assist one another in your skills presentations and ability to illustrate the necessary leadership and interpersonal skills.

Assignment:

The following items should be incorporated into the completed assignment:

- Identify knowledge and skills you possess in relation to one of these job titles. Determine how to emphasize your most accomplished skills and how to gain others required for the job. If you are uncertain if you possess all of the skills required, research the skills requirements. Identify the acceptable level of skill attainment for this position. Assess your skills and consider how to augment them, if necessary. Write a plan for accomplishing what is needed.
- Demonstrate to classmates your skills by providing instruction in a simple task related to the job selected. Demonstrate leadership abilities through listening, clarifying ideas, and building common understanding. Allow for questions and clarifications. Use technology and/or equipment required for this task. Ask the group for feedback on your presentation.
- As part of a small group, explore what national parks usually offer for visitors in the summer. Contribute to the group effort to determine how this information could be used in making decisions about working for a park. Lead group discussion about the potential for long-term jobs with a national parks system and how this can affect decisions about summer work. As a group determine how this information could be useful to others in your class or otherwise. Together gather information and make a presentation to your class or to others about the national parks in your area. Contribute as a group member to complete the tasks and the presentation. Participate in the presentation.
- Develop documentation to provide the answers to the questions. The rater for the Scenario needs to see both how the process was conducted as well as the final outcome.

Consider the following questions while you are completing your assignment:

- What skills do I currently possess related to any of the positions listed in the Scenario?
- Do I possess enough expertise to teach a skill to others? How do I add to my skills and knowledge to provide instruction to others about a job task?
- How can I demonstrate leadership and teamwork skills required for one of these jobs? How can I build leadership skills?
- What kinds of technology are required for this job? How can information be located about the latest technology used in this position?

Timeline:

One week

Rating:

The rating on your performance in relation to this Problem will be based on the Content Standard Benchmark and the WyCTA Component Sub-skills and Skill Definition. Please review these at the beginning of this Scenario.

As a team, you may wish to critique your work against the criteria before submitting the written assignment and presentation for the final rating.

Problem:

The Rocky Mountains Parks System has asked members of the senior class of Bighorn High School to assist them with their summer program for ten-to-fifteen year-olds. The program is designed for individuals who are visiting one of the parks with their families for one to two weeks. The leadership positions require a variety of skills to do certain projects with program participants. Projects this summer will include:

- Building both small and large structures
- Working with one of the parks' special dining rooms, including surveys of guests, assisting with developing new menus, ordering food supplies, preparing, and serving
- Working with one of the parks' horses, including grooming, cleaning the stalls, feeding and watering; and trail rides
- Developing and preserving the grounds and forest areas, including planting and feeding flowers, scrubs, and trees; and examining forest elements to identify diseases and other environmental encroachments.
- Providing maintenance for the Transportation Department's riding lawn movers and the four-wheeled all terrain vehicles
- Working with the front desk at the lodge, including check-in and check-out, assigning cabins or rooms, performing accounting tasks, and customer service

The Parks System has found the best teachers to assist with the programs for ten-to-fifteen year-olds to be graduating seniors. The graduates who gain one of these prestigious jobs are given the opportunity attend a land grant college in the rocky mountain area at a reduce tuition. In addition, they receive a small salary, room, and meals during the eight weeks program.

The program participants learn how to perform tasks in one of the selected areas above while they are at one of the parks. The extent of their learning depends on the instruction provided: the length of time involved: and of course the willingness of the participant to take part in the activities provided. The Parks System has the objective of teaching youth about nature, the will to preserve it, and how to work with various functions of a park. Success of the program depends on having leadership for their experiences, friendship, and skilled guidance.

The Parks Program will need 50 seniors to fill the positions of leaders this summer. Each leader will work with eight to ten students on their team. The leaders must be able to teach the

knowledge and skills needed for a specific set of tasks related to construction, food operations, front desk operations, horticulture, or animal care. These leaders will need to have interpersonal skills to work as a team and with the younger participants. Leaders will need to be proficient in one of the specific sets of tasks identified. The leaders must care for the forest and grasslands, as well as young program participants.

“Camp Lariat—A Company Project—Evaluating the Requirements”

Content Strand:	Information
Content Standard:	Students acquire and use workplace information.
Benchmark CV11.3.1:	Students acquire and evaluate workplace information.

WyCTA Component and Sub-skills:

Communication
Listening
Reading

Applied Mathematics
Data Representation and Interpretation

Affective and Thinking
Problem Solving
Thinking

Technology
Internet Searches

Pre-employability
Career Interest and Characteristics
Career Prerequisites

Additional WyCTA Components and Sub-skills:

Communication
Writing

Scenario Directions:

Students use the information acquired from the table and text to complete the assignment.

Assignment:

- Imagine that being this year's Director of the Camp Lariat Project is a job you would really enjoy. Use the Internet and other sources to research at least one career cluster, including job environment, attributes, job opportunities, and education or certification requirements. Explore financial options (grants, scholarships, loans, etc.) for further postsecondary career training or education. Taking these into consideration, write a job description for the directorship.
- Write your plan for the Director's job, describing how you would do the following:
 - direct the fund raising process,
 - plan and improve the campers' activities for next summer,
 - find quality employees and volunteers to assist you, and
 - publicize the camp achievements to gain public recognition for your company as a charitable institution.Include in your plan obstacles that may need to be overcome and alternative solutions to problems.
- Prepare and interpret in writing a graph depicting how the camper trust fund has grown each year and projecting expected growth this year under your direction.
- Prepare a table which will reflect the schedule of all camp volunteers and employees, including half-days off.
- Develop and interpret in writing a chart indicating camper assignments to cabins and counselors. Use numbers, letters, colors, etc. to represent campers, counselors, and cabins.
- Present your plan to the rater and others to read.
- Demonstrate the use of one or more search engines to find a known Internet address, following policies for access to technological systems.
- Document any answers you provide for the questions in this assignment, as raters will want to see how the research process was conducted as well as your final outcome.

Consider the following questions when developing your assignment:

- Where can methods, techniques, and sources for fundraising projects be researched on the Internet? Can you discover names of big businesses, civic organizations, and individuals who can be solicited for charitable projects? Are there government grants that are applicable to your project?

- Find the relevant information in the Scenario about camp activities. Evaluate which activities meet the greatest user satisfaction and which satisfy the most users. Are there activities that need to be eliminated for practical reasons? What changes would be beneficial? Are there new activities you would like to suggest adding? Research real camp schedules and activities on the Internet and compare them. What modifications would you suggest for Camp Lariat?
- How would you recruit your co-workers to volunteer their time helping you organize and raise funds? How would you conduct a search for appropriate employees for the camp? How might you advertise these jobs on the Internet? What is the most practical way to find the employees you need?
- All printing, flyers, publicity brochures, etc. are, of course, done by your company, at no charge. What would you do to make especially good use of this asset?

Timeline:

Two weeks

Rating:

Rating on your performance for this Problem will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills and Skill Definition. Please Review these at the beginning of this Prompt. As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

For the past four years, Camp Lariat has provided a week-long camp experience each summer for children of low-income families from Inner City. Your employer, Prosperity Publishing Company, created this program and assigns a different director each year, chosen from the many employees who vie for this honor by submitting a plan, including their ideas to raise more money, improve the camp project, publicize its achievements, and boost the company’s recognition and its charitable reputation. Three of the four previous directors raised enough money to have a little surplus after all expenses. This money was used to start a trust fund that, when it grows enough, will provide college scholarships for some of the qualified and deserving campers when they reach college age. In the past five years, the amount of money deposited into the trust fund has been \$389, \$672, \$893, \$1076, and \$1914, respectively.

You would like to be named Camp Lariat Director this year because you have some ideas you would like to implement. You would enjoy the benefits of adding that assignment to your work load because directing the project successfully and adding more money to the scholarship fund means a good size company bonus for you. Also, you would look forward to staying at Camp

Lariat as resident Director during the week of the program because you would receive full pay from the company while enjoying the outdoors and vacationing in the beautiful camp setting.

The facilities that have been used previously still meet all required standards. They include a general lodge with rooms for the administrator and for the cook, a nurse's office, camp kitchen and dining room; separate bathroom facilities for boys and girls, including showers; six cabins, each with six camper cots and a cot for a counselor. Rent for the facilities, including utilities, for one week is \$1400.

Camp Lariat will accommodate 36 campers from low-income families. They have been identified and invited to attend. They agree to pay a fee of \$25 each, which pays their medical fees and insurance, and they provide their own sheets, towels, and clothing. All other costs are paid for by donations. You have an annual grant from Big City Business Corp. of \$5000. Other fundraising is done by you and other employees of your company.

Forty percent of your past donors have already pledged funds for next summer; however, because of a dip in the economy, many have lessened their contributions. You still have the other 60% of past donors to contact and solicit for contributions, but you know that you will need to find new contributors to obtain even the same amount of funding as last year.

In the past, the camp board of directors has recruited volunteers to fill some of the positions. A registered nurse has volunteered to donate her services this year, but you need to find live-in counselors for the cabins. Local laws require a minimum of one counselor per six students. Minimum age for counselors is 18. You also must provide qualified volunteers or employees for food preparation of all meals and for maintenance of facilities. Counselors are paid \$900 for the full week, and are available at the camp 24 hours per day for all seven days of the session, except for one half-day off during mid-week. The cook prepares all meals for campers and staff each day, with some food preparation assistance. Campers assist with clean-up.

Camp Lariat Activities Chart and Other Expenses

<i>Activities Data for last year</i>	<i># of campers using activity</i>	<i>% satisfied users</i>	<i>Cost last year</i>	<i>Average cost of activity 1st 3 yrs</i>
Horseback riding	35	95%	Horses and equipment donated by local stable; We pay for feed: \$350	\$280
Hiking	27	75%	No expense	\$10 (first aid)
Campfire cook-out	36	90%	\$50 extra fire wood (food was part of regular meals budget)	
Arts/crafts supplies	36	85%	\$260	\$295
Archery	33	90%	\$17 (now only need to replace lost arrows)	\$135 (acquiring equipment)
Team sports off- campus	9	60%	\$150	\$150
Transportation for off-campus sports	9	80%	\$270	\$300
Guest teachers (have included naturalist, piano accompanist, campfire storyteller)	36	60%	\$225 (per teacher cost and hours vary)	\$160
Parent event in company dining room at end of week	36 campers + 49 parents and family	100%	\$220	\$190
<i>Other Expenses*</i>				
Food supplies	36 plus staff	40%	\$2000	
Cook	36 plus staff	70%	\$1100	
Arts/Crafts teacher	36	95%	\$360 6 hrs/day; 5 days	

*Remember, when you are figuring total costs for the project, there are significant expenses mentioned in the text of the Problem that are not repeated in this chart.

“Camp Lariat—Organizing the Information”

Content Strand:	Information
Content Standard:	Students acquire and use workplace information.
Benchmark CV11.3.2	Students organize and update workplace information.

WyCTA Component and Sub-skills:

Applied Mathematics
Data Representation and Interpretation

Affective and Thinking
Problem Solving
Thinking

Technology
Internet Searches

Pre-employability
Employment Potential
Resumes, Applications, and Interviews

Scenario Directions:

Students use the information acquired from the Scenario table and text to complete the following.

Assignment:

- Create and interpret in writing, or orally, a chart or data spreadsheet listing all of last year’s personnel, both paid and volunteer, and their wages. Assuming that the information in the Scenario includes all last year’s expense records that you need, include the total amount that was spent on wages.
- Develop and interpret in writing, or orally, a table indicating activities that will be available to campers and the times at which they will be offered.

- Write a plan for your search for appropriate camp employees. Include in your plan obstacles that may need to be overcome and alternative methods for finding potential camp employees. Use the Internet or other sources to research at least one career cluster, including job environment, attributes, and education and certification requirements. Use word processing to create an application for one of these positions. Identify criteria by which you would determine whether an individual would be interviewed based upon the manner in which his or her application was completed. Research the potential employment market for these types of jobs in your state and other regions of the United States. Describe where and how you will search for employees.
- Choose one of the positions available at Camp Lariat and assess your own attributes to determine whether you might be considered for the job. Use word processing to develop your resume, references, and a cover letter that you could use to apply for this position. Prepare for an interview by researching related business or industry information. Choose a classmate to interview you for this position. Dress as you would for a real interview.
- Research the jobs of camp counselor, cook, or another related job on the Internet or through other sources. Find at least three examples. Develop and interpret in writing, or orally, a graph showing a comparison between their wages and those offered to Camp Lariat employees.
- Demonstrate the use of one or more search engines to find a known Internet address, following policies for access to technological systems.
- Present all written materials to the rater and others to read.

Consider the following questions when developing your assignment:

- What characteristics are valuable for camp counselors? What skills and interests do they need? What are the legal requirements that people working with children must meet? What capabilities are required for camp nurse, cook, naturalist, piano accompanist, arts and crafts teacher, etc.?
- When people volunteer to donate their services, what would you check regarding their qualifications and capabilities before accepting them as staff members? What is the best way to research a person's character?

Timeline:

Two weeks

Rating:

Rating on your performance for this Scenario will be based on the Content Standard

Benchmark and the WyCTA Component and Sub-skills and Skill Definitions. Please review these in the front of this Scenario. As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

For the past four years, Camp Lariat has provided a week-long camp experience each summer for children of low-income families from Inner City. Your employer, Prosperity Publishing Company, created this program and assigns a different director each year, chosen from the many employees who vie for this honor by submitting a plan, including their ideas to raise more money, improve the camp project, publicize its achievements, and boost the company's recognition and its charitable reputation. Three of the four previous directors raised enough money to have a little surplus after all expenses. This money was used to start a trust fund that, when it grows enough, will provide college scholarships for some of the qualified and deserving campers when they reach college age. In the past five years, the amount of money deposited into the trust fund has been \$389, \$672, \$893, \$1076, and \$1914, respectively.

You would like to be named Camp Lariat Director this year because you have some ideas you would like to implement. You would enjoy the benefits of adding that assignment to your work load because directing the project successfully and adding more money to the scholarship fund means a good size company bonus for you. Also, you would look forward to staying at Camp Lariat as resident Director during the week of the program because you would receive full pay from the company while enjoying the outdoors and vacationing in the beautiful camp setting.

The facilities that have been used previously still meet all required standards. They include a general lodge with rooms for the administrator and for the cook, a nurse's office, camp kitchen and dining room; separate bathroom facilities for boys and girls, including showers; six cabins, each with six camper cots and a cot for a counselor. Rent for the facilities, including utilities, for one week is \$1400.

Camp Lariat will accommodate 36 campers from low-income families. They have been identified and invited to attend. They agree to pay a fee of \$25 each, which pays their medical fees and insurance, and they provide their own sheets, towels, and clothing. All other costs are paid for by donations. You have an annual grant from Big City Business Corp. of \$5000. Other fundraising is done by you and other employees of your company.

Forty percent of your past donors have already pledged funds for next summer; however, because of a dip in the economy, many have lessened their contributions. You still have the other 60% of past donors to contact and solicit for contributions, but you know that you will need to find new contributors to obtain even the same amount of funding as last year.

In the past, the camp board of directors has recruited volunteers to fill some of the positions. A registered nurse has volunteered to donate her services this year, but you need to find live-in counselors for the cabins. Local laws require a minimum of one counselor per six students.

Minimum age for counselors is 18. You also must provide qualified volunteers or employees for food preparation of all meals and for maintenance of facilities. Counselors are paid \$900 for the full week, and are available at the camp 24 hours per day for all seven days of the session, except for one half-day off during mid-week. The cook prepares all meals for campers and staff each day, with some food preparation assistance. Campers assist with clean-up.

Camp Lariat Activities Chart and Other Expenses

<i>Activities Data for last year</i>	<i># of campers using activity</i>	<i>% satisfied users</i>	<i>Cost last year</i>	<i>Average cost of activity 1st 3 yrs</i>
Horseback riding	35	95%	Horses and equipment donated by local stable; We pay for feed: \$350	\$280
Hiking	27	75%	No expense	\$10 (first aid)
Campfire cook-out	36	90%	\$50 extra fire wood (food was part of regular meals budget)	
Arts/crafts supplies	36	85%	\$260	\$295
Archery	33	90%	\$17 (now only need to replace lost arrows)	\$135 (acquiring equipment)
Team sports off- campus	9	60%	\$150	\$150
Transportation for off-campus sports	9	80%	\$270	\$300
Guest teachers (have included naturalist, piano accompanist, campfire storyteller)	36	60%	\$225 (per teacher cost and hours vary)	\$160
Parent event in company dining room at end of week	36 campers + 49 parents and family	100%	\$220	\$190
<i>Other Expenses*</i>				
Food supplies	36 plus staff	40%	\$2000	
Cook	36 plus staff	70%	\$1100	
Arts/Crafts teacher	36	95%	\$360 6 hrs/day; 5 days	

*Remember, when you are figuring total costs for the project, there are significant expenses mentioned in the text of the Problem that are not repeated in this chart.

“Camp Lariat—Communicating is a Jumbo Task!”

Content Strand:	Information
Content Standard:	Students acquire and use workplace information.
Benchmark CV11.3.3:	Students interpret and communicate workplace information.

WyCTA Component and Sub-skills:

Communication

Speaking

Writing

Applied Mathematics

Data Representation and Interpretation

Technology

Internet Searches

Employability

Task Completion-rate and Productivity

Pre-employability

Resumes, Applications, and Interviews

Scenario Directions:

Students use the information acquired from the Scenario table and text to complete the following.

Assignment:

- Create and interpret orally a chart or data spreadsheet listing all of last year’s personnel, both paid and volunteer, and their wages. Assuming that the information in the Scenario includes all last year’s expense records that you need, include the total amount that was spent on wages.

- Develop and interpret orally a table indicating activities that will be available to campers and the times at which they will be offered.
- Write a plan for your search for appropriate camp employees. Use the Internet or other sources to research at least one career cluster, including job environment, attributes, and education and certification requirements. Use word processing to create an application for one of these positions. Identify criteria by which you would determine whether an individual would be interviewed based upon the manner in which his or her application was completed. Research the potential employment market for these types of jobs in your state and other regions of the United States. Describe where and how you will search for employees.
- Choose one of the positions available at Camp Lariat and assess your own attributes to determine whether you might be considered for the job. Use word processing to develop your resume, references, and a cover letter to apply for this position. Prepare for an interview by researching related business or industry information. Choose a classmate to interview you. Dress as you would for a real interview.
- Research the jobs of camp counselor, cook, or another related job on the Internet or through other sources. Find at least three examples. Develop and interpret orally a graph showing a comparison between their wages and those offered to Camp Lariat employees.
- Demonstrate the use of one or more search engines to find a known Internet address, following policies for access to technological systems
- Present all written materials to the rater and others to read.

Consider the following questions when developing your assignment:

- What characteristics are valuable for camp counselors? What skills and interests do they need? What are the legal requirements that people working with children must meet? What capabilities are required for camp nurse, cook, naturalist, piano accompanist, arts and crafts teacher, etc.?
- When people volunteer to donate their services, what would you check regarding their qualifications and capabilities before accepting them as staff members? What is the best way to research a person's character?

Timeline:

Two weeks

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills and Skill Definitions. Please review these in the front of this Scenario. As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

For the past four years, Camp Lariat has provided a week-long camp experience each summer for children of low-income families from Inner City. Your employer, Prosperity Publishing Company, created this program and assigns a different director each year, chosen from the many employees who vie for this honor by submitting a plan, including their ideas to raise more money, improve the camp project, publicize its achievements, and boost the company's recognition and its charitable reputation. Three of the four previous directors raised enough money to have a little surplus after all expenses. This money was used to start a trust fund that, when it grows enough, will provide college scholarships for some of the qualified and deserving campers when they reach college age. In the past five years, the amount of money deposited into the trust fund has been \$389, \$672, \$893, \$1076, and \$1914, respectively.

You would like to be named Camp Lariat Director this year because you have some ideas you would like to implement. You would enjoy the benefits of adding that assignment to your work load because directing the project successfully and adding more money to the scholarship fund means a good size company bonus for you. Also, you would look forward to staying at Camp Lariat as resident Director during the week of the program because you would receive full pay from the company while enjoying the outdoors and vacationing in the beautiful camp setting.

The facilities that have been used previously still meet all required standards. They include a general lodge with rooms for the administrator and for the cook, a nurse's office, camp kitchen and dining room; separate bathroom facilities for boys and girls, including showers; six cabins, each with six camper cots and a cot for a counselor. Rent for the facilities, including utilities, for one week is \$1400.

Camp Lariat will accommodate 36 campers from low-income families. They have been identified and invited to attend. They agree to pay a fee of \$25 each, which pays their medical fees and insurance, and they provide their own sheets, towels, and clothing. All other costs are paid for by donations. You have an annual grant from Big City Business Corp. of \$5000. Other fundraising is done by you and other employees of your company.

Forty percent of your past donors have already pledged funds for next summer; however, because of a dip in the economy, many have lessened their contributions. You still have the other 60% of past donors to contact and solicit for contributions, but you know that you will need to find new contributors to obtain even the same amount of funding as last year.

In the past, the camp board of directors has recruited volunteers to fill some of the positions. A registered nurse has volunteered to donate her services this year, but you need to find live-in counselors for the cabins. Local laws require a minimum of one counselor per six students. Minimum age for counselors is 18. You also must provide qualified volunteers or employees for food preparation of all meals and for maintenance of facilities. Counselors are paid \$900 for the full week, and are available at the camp 24 hours per day for all seven days of the session, except for one half-day off during mid-week. The cook prepares all meals for campers and staff each day, with some food preparation assistance. Campers assist with clean-up.

Camp Lariat Activities Chart and Other Expenses

<i>Activities Data for last year</i>	<i># of campers using activity</i>	<i>% satisfied users</i>	<i>Cost last year</i>	<i>Average cost of activity 1st 3 yrs</i>
Horseback riding	35	95%	Horses and equipment donated by local stable; We pay for feed: \$350	\$280
Hiking	27	75%	No expense	\$10 (first aid)
Campfire cook-out	36	90%	\$50 extra fire wood (food was part of regular meals budget)	
Arts/crafts supplies	36	85%	\$260	\$295
Archery	33	90%	\$17 (now only need to replace lost arrows)	\$135 (acquiring equipment)
Team sports off- campus	9	60%	\$150	\$150
Transportation for off-campus sports	9	80%	\$270	\$300
Guest teachers (have included naturalist, piano accompanist, campfire storyteller)	36	60%	\$225 (per teacher cost and hours vary)	\$160
Parent event in company dining room at end of week	36 campers + 49 parents and family	100%	\$220	\$190
<i>Other Expenses*</i>				
Food supplies	36 plus staff	40%	\$2000	
Cook	36 plus staff	70%	\$1100	
Arts/Crafts teacher	36	95%	\$360 6 hrs/day; 5 days	

*Remember, when you are figuring total costs for the project, there are significant expenses mentioned in the text of the Problem that are not repeated in this chart.

“Camp Lariat—Turning to Technology!”

Content Strand:	Information
Content Standard:	Students acquire and use workplace information.
Benchmark CV11.3.4:	Students use technology to process workplace information

WyCTA Component and Sub-skills:

Technology
 Operating Systems
 Hardware and Software Applications
 Internet Searches
 Industrial and Business Technology

Scenario Directions:

As a team or an individual, identify and use technology to process information for the administration of Camp Lariat. The use of technology will provide a means to develop more accurate estimates of costs, provide greater access to potential donors, provide a research base to augment activities for the camp, and provide a means to present the outcomes of the camp in a more complete manner. Use the assignments to address the needs of the camp as illustrated in the problem.

Assignment:

- Identify the activities related to the administration and management of the camp can be computerized to provide additional time for the administrator to enjoy and be with the children at the camp. Include how the computer may be used to identify methods other companies use to secure employee. Use the Internet to conduct your research. Word process your results to include in a report of information about the use of technology for the camp.
- Demonstrate a package of information about the types of software applications that would be useful to have at the camp for administration and for activities in which the children participate?
- Use the Internet to conduct a search of the types of hardware and software that best meets these needs for technology identified for Camp Lariat. Use at least one search engine to conduct the research. Demonstrate that you understand the use of the Internet, giving credit where it is due and observing policies related to copyrighted materials. Word

process your results to include in a report of information about the use of technology for the camp.

- Demonstrate to a rater how to conduct an Internet Search. Identify how the types of hardware and software identified for use with Camp Lariat would be useful in the offices of a printing company or another type of business. Select a career field of interest to you to explore technological advancements and provide a written or media report on these. Include this information with your report.
- Identify common problems that need troubleshooting with hardware and software identified for use with Camp Lariat or a career field of interest to you. Add this to your report.
- Present your report to the rater and others to read.
- Document any answers you provide for the questions in this assignment, as raters will want to see how the research process was conducted as well as your final report.

Consider the following questions when developing your assignment:

- How can technology be used to assist with the development of cost projections for next year? Can a data base program assist in establishing baseline data? When the estimates are established for the percentage of increase in costs, how can the database assist with the projections? Can the computer be used to develop the table displayed at the end of the scenario?
- Can e-mail be used to update perspective donors about the accomplishment of the camp in the past and how the money will be spent this year? Are there other ways in which e-mail may be used?
- Since your company uses graphics in many forms, is it possible to incorporate activities in the camp that use this type of technology? Can a graphics package be used to provide an interactive display to provide a look at the camp with a voice over to interest perspective donors? Can these same types of graphics be developed during the camp, using this year's camp activities and kids to provide a presentation to Prosperity Printing staff after the camp? Could the students "print" a camp newspaper with assistance?
- How can the Internet be used to assist with the Camp? Can you develop a "How to" set of instructions for the campers to use in conducting an Internet Search? Can you identify what search engines are and how to use these tools?
- Can you summarize other advantages of using technology to process the administrative activities related to Camp Lariat?

Timeline:

One week

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills and Skill Definitions. Please review these in the front of this Scenario. As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

For the past four years, Camp Lariat has provided a weeklong camp experience each summer for children of low-income families from Inner City. Your employer, Prosperity Publishing Company, created this program and assigns a different director each year, chosen from the many employees who vie for this honor by submitting a plan, including their ideas to raise more money, improve the camp project, publicize its achievements, and boost the company's recognition and its charitable reputation. Three of the four previous directors raised enough money to have a little surplus after all expenses. This money was used to start a trust fund that, when it grows enough, will provide college scholarships for some of the qualified and deserving campers when they reach college age. In the past five years, the amount of money deposited into the trust fund has been \$389, \$672, \$893, \$1076, and \$1914, respectively.

You would like to be named Camp Lariat Director this year because you have some ideas you would like to implement. You would enjoy the benefits of adding that assignment to your work load because directing the project successfully and adding more money to the scholarship fund means a good size company bonus for you. Also, you would look forward to staying at Camp Lariat as resident Director during the week of the program because you would receive full pay from the company while enjoying the outdoors and vacationing in the beautiful camp setting.

The facilities that have been used previously still meet all required standards. They include a general lodge with rooms for the administrator and for the cook, a nurse's office, camp kitchen and dining room; separate bathroom facilities for boys and girls, including showers; six cabins, each with six camper cots and a cot for a counselor. Rent for the facilities, including utilities, for one week is \$1400.

Camp Lariat will accommodate 36 campers from low-income families. They have been identified and invited to attend. They agree to pay a fee of \$25 each, which pays their medical fees and insurance, and they provide their own sheets, towels, and clothing. All other costs are paid for by donations. You have an annual grant from Big City Business Corp. of \$5000. Other fundraising is done by you and other employees of your company.

Forty percent of your past donors have already pledged funds for next summer; however, because of a dip in the economy, many have lessened their contributions. You still have the other 60% of past donors to contact and solicit for contributions, but you know that you will need to find new contributors to obtain even the same amount of funding as last year.

In the past, the camp board of directors has recruited volunteers to fill some of the positions. A registered nurse has volunteered to donate her services this year, but you need to find live-in counselors for the cabins. Local laws require a minimum of one counselor per six students. Minimum age for counselors is 18. You also must provide qualified volunteers or employees for food preparation of all meals and for maintenance of facilities. Counselors are paid \$900 for the full week, and are available at the camp 24 hours per day for all seven days of the session, except for one half-day off during mid-week. The cook prepares all meals for campers and staff each day, with some food preparation assistance. Campers assist with clean-up.

Camp Lariat Activities Chart and Other Expenses

<i>Activities Data for last year</i>	<i># of campers using activity</i>	<i>% satisfied users</i>	<i>Cost last year</i>	<i>Average cost of activity 1st 3 yrs</i>
Horseback riding	35	95%	Horses and equipment donated by local stable; We pay for feed: \$350	\$280
Hiking	27	75%	No expense	\$10 (first aid)
Campfire cook-out	36	90%	\$50 extra fire wood (food was part of regular meals budget)	
Arts/crafts supplies	36	85%	\$260	\$295
Archery	33	90%	\$17 (now only need to replace lost arrows)	\$135 (acquiring equipment)
Team sports off- campus	9	60%	\$150	\$150
Transportation for off-campus sports	9	80%	\$270	\$300
Guest teachers (have included naturalist, piano accompanist, campfire storyteller)	36	60%	\$225 (per teacher cost and hours vary)	\$160
Parent event in company dining room at end of week	36 campers + 49 parents and family	100%	\$220	\$190
<i>Other Expenses*</i>				
Food supplies	36 plus staff	40%	\$2000	
Cook	36 plus staff	70%	\$1100	
Arts/Crafts teacher	36	95%	\$360 6 hrs/day; 5 days	

*Remember, when you are figuring total costs for the project, there are significant expenses mentioned in the text of the Problem that are not repeated in this chart.

System Fiasco—“The Plucked Chicken”

Content Strand: Systems

Content Standard: Students demonstrate an understanding of how social, organizational, and technological systems work.

Benchmark CV11.4.1: Students evaluate quality and performance of a variety of systems.

WyCTA Component and Sub-skills:

Affective and Thinking
Problem Solving
Leadership

Communications
Reading

Employability
*Punctuality and Attendance
Interpersonal Relations
Attitude and Appearance

Applied Mathematics
Measurement

Technology
Operating Systems
Internet Searches

Scenario Directions:

Three students as a group will identify the systems problems for the Plucked Chicken and provide suggested alternatives. You will need to research prioritizing and setting goals, leadership styles, and communication techniques.

Assignment:

- Develop a written report that addresses employees concerns and makes recommendations for resolving each of these concerns. In your report make

suggestions for how employees can make significant contributions toward working together as a team to accomplish tasks and keep the restaurant running efficiently. Develop employee policies related to punctuality and attendance, attitude and appearance, and interpersonal relations in the workplace. Include in these policies, the importance of an enthusiastic attitude, and safety rules and regulations related to personal grooming and attire. In your report, describe how your recommendations will maintain or enhance customer service, improve staff retention, and require little or no additional expense.

- Demonstrate for the class or the rater the use of one or more search engines to locate a known Internet address, following policies regarding access of technological systems.
- Using a computer operating system to access applicable software, develop a graph, table, or chart to organize data related to sales, inventory, or employee work scheduling.
- Provide written answers for the following problems:
 - One order of French fries requires $\frac{1}{3}$ pound of potatoes. The French fries are good for only 30 minutes after they are cooked. After that, they must be discarded. The Plucked Chicken serves an average of 80 servings of French fries an hour. To allow for no more than five percent waste, how many pounds of potatoes should be prepared each hour?
 - Each customer is given a two-ounce container of ketchup with each order of French fries. The manager orders ketchup from a restaurant supply company in four-liter containers. How many two-ounce servings can you expect to get from one four-liter container? How many four-liter containers should be ordered for each evening shift?
 - The Friday night special is chicken noodle soup. The soup is made in a special cooker that makes 15 liters of soup. The first step in preparing the soup is to fill the 15-liter cooker three-quarters full of water, using a half-gallon measuring device. How many quarts of water must be added to the cooker? What tool or device might be helpful in measuring water for the soup? How many eight-ounce bowls of soup will 15 liters yield?
 - A chicken dinner includes three pieces of chicken, $\frac{1}{2}$ cup of baked beans and $\frac{1}{3}$ cup of coleslaw. How many pounds of beans and coleslaw must be prepared in order to serve 350 chicken dinners?
- Develop a five to eight minute presentation for the head manager identifying concerns of employees recommending specific changes, and emphasizing the employees' desire to enhance the working environment and quality of service to customers. Discuss obstacles to solving the problems and alternative solutions.

Consider the following questions when developing your assignment.

- What are the problems with the system that caused the three students to want to quit their jobs?
- What are the quality issues related to this situation?
- What modifications to the restaurant systems can be suggested?
- How can performance be improved?

Timeline:

One week

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these at the beginning of this Scenario.

Problem:

The Plucked Chicken, a local fast food restaurant, employs eight high school students for the evening shift that runs Monday through Saturday from 4 p.m. until the 11 p.m. closing. The restaurant has a head manager and an evening manager. The head manager is responsible for the operation of the restaurant including hiring employees, scheduling work hours, salary calculation and distribution, staff supervision, ordering food, inspection compliance, and dealing with customer complaints while she is at the restaurant. The evening manager is responsible for staff supervision and customer complaints that occur when he is at the restaurant. He also takes orders, serves customers, prepares food, and cleans tables and work surfaces.

The restaurant is profitable and clean, but traditionally there has been a very high turnover rate among the high school evening employees. The employees on the evening shift are frequently confronted with frustrated customers because a lack of supplies causes them to have to tell customers that some popular food items are not available.

The evening shift requires three students and the evening manager Monday through Thursday, and four students and the evening manager on Friday and Saturday. Five of the students have worked at the restaurant for less than a month and the other three students, Jason, Kelly, and

Jose, have begun talking to each other about quitting their jobs at the restaurant and looking for employment elsewhere.

As they talked, Jason, Kelly, and Jose discovered they shared many of the same needs and concerns about their jobs. They all said they needed to work to have money for personal expenses, and they needed a job close to their homes that allowed them to work after school. They each applied for jobs at the Plucked Chicken because it was close and provided an after-school work shift.

The concerns they shared included:

- working too many evenings each week which prevented them from participating in other activities and made it difficult to complete homework,
- an inability to plan ahead because the work schedule was posted only two days in advance,
- having to work harder than new employees, even though they received the same pay, because the new employees didn't know what needed to be done or how to do needed tasks, and
- the head manager ignored requests by students if they asked for a night off ahead of time and the evening manager wasn't allowed to make schedule changes.

Also, they each expressed concern about running out of needed supplies, the inefficiency of having to write up customers' orders by hand, having to train new employees in providing change to customers, and having to clean up after day-shift employees.

Not wanting to quit their jobs, Jason, Kelly, and Jose decided to present their concerns to the head manager, along with carefully planned and presented recommendations for improvements.

*It is recommended that Punctuality and Attendance be observed not only as related to this Scenario, but also in other situations to determine the rating for student performance for this Sub-Skill.

System Fiasco—“The Plucked Chicken, Restored!”

Content Strand:	Systems
Content Standard:	Students demonstrate an understanding of how social, organizational, and technological systems work.
Benchmark CV11.4.2:	Students suggest modifications to existing systems and develop new or alternative systems to improve performance.

WyCTA Component and Sub-skills:

Affective and Thinking

Problem Solving

Thinking

Leadership

Communications

Speaking

Reading

Writing

Employability

Task Completion-rate and Productivity

Applied Mathematics

Measurement

Data Representation and Interpretation

Technology

Operating Systems

Internet Searches

Additional WyCTA Component and Sub-skills:

Communications

Listening

Scenario Directions:

Three students as a group will identify the systems problems for the Plucked Chicken and provide suggested alternatives. You will need to research prioritizing and setting goals, leadership styles, and communication techniques.

Assignment:

- Lead a group in developing a plan of action that addresses employees' concerns and makes recommendations for resolving each of these concerns. Schedule at least three planning sessions in which team members will alternate leading the group while being observed by the rater. As group leader, each student shall guide the group toward setting goals, and demonstrate leadership in his or her communication strategies, including listening, clarification of ideas, and consensus building.

In your report, make suggestions for how employees can work together as a team to accomplish tasks and keep the restaurant running efficiently. Describe how these recommendations will maintain or enhance customer service, improve staff retention, and require little or no additional expense.

- Demonstrate for the class or the rater the use of one or more search engines to locate a known Internet address, following policies regarding access of technological systems.
- Using a computer operating system to access applicable software, develop a graph, table, and chart to organize or represent data you develop such as, sales, inventory, employee scheduling, or restaurant policies related to The Plucked Chicken.
- Provide written answers for the following problems:
 - One order of French fries requires $\frac{1}{3}$ pound of potatoes. The French fries are good for only 30 minutes after they are cooked. After that, they must be discarded. The Plucked Chicken serves an average of 80 servings of French fries an hour. To allow for no more than five percent waste, how many pounds of potatoes should be prepared each hour?
 - Each customer is given a two-ounce container of ketchup with each order of French fries. The manager orders ketchup from a restaurant supply company in four-liter containers. How many two-ounce servings can you expect to get from one four-liter container? How many four-liter containers should be ordered for each evening shift?

- The Friday night special is chicken noodle soup. The soup is made in a special cooker which makes 15 liters of soup. The first step in preparing the soup is to fill the 15-liter cooker $\frac{3}{4}$ full of water, using a half-gallon measuring device. How many quarts of water must be added to the cooker? What tool or device might be helpful in measuring water for the soup? How many eight-ounce bowls of soup will 15 liters yield?
- A chicken dinner includes three pieces of chicken, $\frac{1}{2}$ cup of baked beans and $\frac{1}{3}$ cup of coleslaw. How many pounds of baked beans and coleslaw must be prepared in order to serve 350 chicken dinners?
- Develop a five- to eight-minute oral presentation for the head manager, allowing for each team member to lead a portion of the presentation and to answer questions from the audience. Identify the concerns of employees and recommend specific changes, recognizing the employees' desire to enhance the working environment and quality of service to customers. Include in your presentation an interpretation of the chart, table, and graph you created. Discuss obstacles to solving the problems and alternative solutions.

Consider the following questions when developing your assignment:

- What are the problems with the system that caused the three students to want to quit their jobs?
- What are the quality issues related to this situation?
- What modifications to the restaurant systems can be suggested?
- How can performance be improved?

Timeline:

Two weeks

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these at the beginning of this Scenario.

Problem:

The Plucked Chicken, a local fast food restaurant, employs eight high school students for the evening shift that runs Monday through Saturday from 4 p.m. until the 11 p.m. closing. The restaurant has a head manager and an evening manager. The head manager is responsible for the operation of the restaurant including hiring employees, scheduling work hours, salary calculation and distribution, staff supervision, ordering food, inspection compliance, and dealing with customer complaints while she is at the restaurant. The evening manager is responsible for staff supervision and customer complaints that occur when he is at the restaurant. He also takes orders, serves customers, prepares food, and cleans tables and work surfaces.

The restaurant is profitable and clean, but traditionally there has been a very high turnover rate among the high school evening employees. The employees on the evening shift are frequently confronted with frustrated customers because a lack of supplies causes them to have to tell customers that some popular food items are not available.

The evening shift requires three students and the evening manager Monday through Thursday, and four students and the evening manager on Friday and Saturday. Five of the students have worked at the restaurant for less than a month and the other three students, Jason, Kelly, and Jose, have begun talking to each other about quitting their jobs at the restaurant and looking for employment elsewhere.

As they talked, Jason, Kelly, and Jose discovered they shared many of the same needs and concerns about their jobs. They all said they needed to work to have money for personal expenses, and they needed a job close to their homes that allowed them to work after school. They each applied for jobs at the Plucked Chicken because it was close and provided an after-school work shift.

The concerns they shared included:

- working too many evenings each week which prevented them from participating in other activities and made it difficult to complete homework,
- an inability to plan ahead because the work schedule was posted only two days in advance,
- having to work harder than new employees, even though they received the same pay, because the new employees didn't know what needed to be done or how to do needed tasks, and
- the head manager ignored requests by students if they asked for a night off ahead of time and the evening manager wasn't allowed to make schedule changes.

Also, they each expressed concern about running out of needed supplies, the inefficiency of having to write up customers' orders by hand, having to train new employees in providing change to customers, and having to clean up after day-shift employees.

Not wanting to quit their jobs, Jason, Kelly, and Jose decided to present their concerns to the head manager, along with carefully planned and presented recommendations for improvements.

Moving Into 21st Century Office Technology

(One scenario addresses all of the Benchmarks and related Components and Sub-skills for CV11.5.1-5. The scenario may be used to address one or more Benchmarks.)

Content Strand:	Technology
Content Standard:	Students demonstrate the ability to use a variety of workplace technologies.
Benchmark CV11.5.1:	Students choose and utilize procedures; tools; or equipment, including computers and related technologies.

WyCTA Component and Sub-skills:

Technology
Operating Systems
Hardware and Software Applications
Internet Searches

Employability
*Skill Performance

Benchmark CV11.5.2:	Students use workplace equipment to solve problems.
----------------------------	---

WyCTA Component and Sub-skills:

Communication
Reading

Technology
Operating Systems
Hardware and Software Applications
Internet Searches

Employability
*Skill Performance

Benchmark CV11.5.3:	Students use workplace equipment to solve problems.
----------------------------	---

WyCTA Component and Sub-skills:

Communication
Reading

Technology
Operating Systems
Internet Searches
Hardware and software applications

Applied Mathematics
Measurement

Affective and Thinking
Problem Solving
Thinking

Employability
*Skill performance

Benchmark CV11.5.4: Students apply safe and ethical practices when using workplace technologies.

WyCTA Component and Sub-skills:

Communication
Listening
Reading

Affective and Thinking
Problem Solving
Thinking

Scenario Directions:

Three to five students serve as a team of consultants, or an individual student may act as a consultant, to assist the ABC Recording Studio. Your team (or individual consultant) needs to make decisions about the situation addressed below. Your team will need to do research on office software, time management, and resource management provided by the new office software.

Assignment:

- Use the Internet or other sources to research and identify available computer hardware and software which would meet the needs of the ABC Recording Studio, as well as businesses in at least one other industry.
- Demonstrate the use of one or more search engines to locate a known Internet address, following policies for access to technological systems.
- Demonstrate the use of a computer operating system to access and use word processing and database program-specific software, including troubleshooting simple errors to complete tasks.
- Develop a chart, graph, and table to organize or represent data you create such as, absentee rate, time and money saved by implementation of new technology, or information about newly established teams of workers or incentives at ABC Recording Studio.
- Develop a written plan of action for improvements to be established. Recommend specific software that will meet the needs of the company and how it could be integrated into the ABC Recording Studio. Suggest a program which might improve morale and reduce the absenteeism rate such as, creating teams of workers, implementing a method for employee input involving technology updates at the studio, or establishing incentives for meeting deadlines.
- Develop an oral presentation to the management explaining your plan of action to make improvements at ABC. Include in your presentation an interpretation of the graph, table, and chart you created. Deliver your presentation to the class or the rater. Demonstrate listening skills when taking questions from the audience.
- Documentation needs to be provided for the answers to questions. The rater for the Scenario needs to see both how the process was conducted, as well as the final outcome.

Timeline:

Two weeks

Rating:

The rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these at the beginning of this Scenario.

As a team or as an individual consultant, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

The ABC Recording studio has been in the recording business for 20 years. Recently, it was brought to the attention of management that the equipment and office technology is seriously outdated. Management began developing a LAN network system to update office technology. Currently, there are several problems to be addressed.

The first, is to stop the critical turnover in employees who have current technology skills, as well as technical knowledge in the music industry, but are threatening to quit because of outdated technology within the company. In the past, ABC employees' office skills have been limited to manual typing and manual bookkeeping, which no longer works in this fast-paced industry. On one occasion, an employee did not know how to correct mistakes on a contract using a manual typewriter. This caused contracts to be delayed several days. The employee has excellent technical office skills but is becoming frustrated with ABC's outdated technology.

The second problem is that new employees cannot be adequately cross-trained with the manual processes. They have experience with newer technology and are not used to a manual workload, which is more time consuming. Therefore, they do not have time to be cross-trained on other jobs. The greatest concern is that with absenteeism, the work cannot get completed in a timely manner.

Management now is looking for a way to update the office technology to be used on its LAN systems for word processing, accounting, and database. Its goal is to have a suite of products that will work together and compliment each other, as well as to have time to provide cross-training for all employees.

*Research and write the procedures for setting up and maintaining equipment in a career field of your choice in order to complete the following Skill Performance proficiency:

- Demonstrates standard procedures in setting up and maintaining equipment.

98,000 Hours??—“Find Your Career—Self-Assessment?”

Content Strand:	Careers
Content Standard:	Students develop skills in career planning and workplace readiness.
Benchmark CV11.6.1:	Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.

WyCTA Component and Sub-skills:

Communication
Reading

Affective and Thinking
Problem Solving
Thinking

Pre-employability
Career Interests and Characteristics

Scenario Directions:

Individual students will work with a career teacher or guidance counselor to research and participate in taking self-assessment tests to acquire information related to current or future career selection. Several such tests to research are *Choices*, *Bridges*, *Kuder Preference*, *COPS*, and *Introvert/Extrovert*. Students will research several careers of interest; potential financial options for further training or education; and applications, resumes, and interviews.

Assignment:

- Work with a career teacher or guidance counselor to research on the Internet self-assessment tests and select one applicable to your needs. Participate in taking a self-assessment test.

- After reviewing the test results, use the Internet or other sources to research at least one career cluster, including job environment, attributes, job opportunities, and education or certification requirements.
- Develop a written presentation or an oral presentation for your class that explains the reason for assessment; your career interests, including information gathered from your research in the prior activity; and the importance of doing something you like. Also, include in your presentation the statistics:

Age 18 to 67 = 49 years X 50 weeks a year X 40 hours = 2,000 hours a year.
49 years X 2,000 working hours = 98,000 hours.

Identify obstacles to some career choices and alternative career choices that meet your personal needs.

Timeline:

Three to four days, after receipt of assessment results.

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these in the front of this Scenario.

As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

Age 18 to 67 = 49 years X 50 weeks a year X 40 hours = 2,000 hours a year.
49 years X 2,000 working hours = 98,000 hours.

What will you do for 98,000 hours of your career life? The Career/Vocational Education students at Antelope Hills High School will sponsor, “Find Your Career Week.” During this week, students will be offered the opportunity to participate in taking personal assessment tests. The assessments will provide motivation and help for students to find just the right career. Personal assistants will help students analyze what they like and if they have the abilities to gain the required skills. Students also will interpret career information and labor market trends; as well as create, evaluate, and revise their career plans.

**“98,000 Hours??—“Find Your Career—Career Information
and Labor Market Trends”**

Content Strand:	Careers
Content Standard:	Students develop skills in career planning and workplace readiness.
Benchmark CV11.6.2:	Students locate and interpret career information and labor market trends from a variety of sources.

WyCTA Component and Sub-skills:

Communication
Reading

Technology
Internet Searches

Affective and Thinking
Problem Solving
Thinking

Pre-employability
Career Interests and Characteristics
Employment Potential

Scenario Directions:

Individual students will work with a career teacher or guidance counselor to research and participate in taking self-assessment tests to acquire information related to current or future career selection. Several such tests to research are *Choices*, *Bridges*, *Kuder Preference*, *COPS*, and *Introvert/Extrovert*. Students will research several careers of interest; potential financial options for further training or education; and applications, resumes, and interviews.

Assignment:

- Work with a career teacher or guidance counselor to research on the Internet self-assessment tests and select one applicable to your needs. Participate in taking a self-assessment test.
- After reviewing the test results, use the Internet or other sources to research at least one career cluster, including job environment, attributes, job opportunities, and education or certification requirements.
- Identify job requirements of one job of interest to you and assess your own attributes in comparison to these requirements. Choose a classmate to interview you for this job.
- Develop a written presentation or an oral presentation for your class which explains the reason for assessment; your career interests, including information gathered from your research in the prior activity; and the importance of doing something you like. Also, include in your presentation the statistics:

$\text{Age } 18 \text{ to } 67 = 49 \text{ years} \times 50 \text{ weeks a year} \times 40 \text{ hours} = 2,000 \text{ hours a year.}$
 $49 \text{ years} \times 2,000 \text{ working hours} = 98,000 \text{ hours.}$

Identify obstacles to some career choices and alternative career choices that meet your personal needs.

- Explore on the Internet, or through other sources, financial options to further your postsecondary career training and education.

Timeline:

Three to four days, after receipt of assessment results.

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these in the front of this Scenario.

As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

$\text{Age } 18 \text{ to } 67 = 49 \text{ years} \times 50 \text{ weeks a year} \times 40 \text{ hours} = 2,000 \text{ hours a year.}$

49 years X 2,000 working hours = 98,000 hours.

What will you do for 98,000 hours of your career life? The Career/Vocational Education students at Antelope Hills High School will sponsor, "Find Your Career Week." During this week, students will be offered the opportunity to participate in taking personal assessment tests. The assessments will provide motivation and help for students to find just the right career. Personal assistants will help students analyze what they like and if they have the abilities to gain the required skills. Students also will interpret career information and labor market trends; as well as create, evaluate, and revise their career plans.

“98,000 Hours??—“Find Your Career—Creating a Career Plan”

Content Strand:	Careers
Content Standard:	Students develop skills in career planning and workplace readiness.
Benchmark CV11.6.3:	Students create, evaluate, and revise career plans.

WyCTA Component and Sub-skills:

Communications
Writing

Affective and Thinking
Problem Solving

Pre-employability
Career Interests and Characteristics

Scenario Directions:

Individual students will work with a career teacher or guidance counselor to research and participate in taking self-assessment tests to acquire information related to current or future career selection. Several such tests to research are *Choices*, *Bridges*, *Kuder Preference*, *COPS*, and *Introvert/Extrovert*. Students will research several careers of interest; potential financial options for further training or education; and applications, resumes, and interviews.

Assignment:

- Work with a career teacher or guidance counselor to research on the Internet self-assessment tests and select one applicable to your needs. Participate in taking a self-assessment test.
- After reviewing the test results, use the Internet or other sources to research at least one career cluster, including job environment, attributes, job opportunities, and education or certification requirements.
- Develop a written presentation which explains the reason for assessment, your career interests, the importance of doing something you like, and includes the statistics:

Age 18 to 67 = 49 years X 50 weeks a year X 40 hours = 2,000 hours a year. 49 years X 2,000 working hours = 98,000 hours.

Identify obstacles to some career choices and alternative career choices that meet your personal needs.

- Explore on the Internet, or through other sources, financial options to further your postsecondary career training and education.

Timeline:

Two to three days, after receipt of assessment results.

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these in the front of this Scenario.

As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

Age 18 to 67 = 49 years X 50 weeks a year X 40 hours = 2,000 hours a year.
49 years X 2,000 working hours = 98,000 hours.

What will you do for 98,000 hours of your career life? The Career/Vocational Education students at Antelope Hills High School will sponsor, "Find Your Career Week." During this week, students will be offered the opportunity to participate in taking personal assessment tests. The assessments will provide motivation and help for students to find just the right career. Personal assistants will help students analyze what they like and if they have the abilities to gain the required skills. Students also will interpret career information and labor market trends; as well as create, evaluate, and revise their career plans.

“98,000 Hours??—“Find Your Career—Finding a Job ”

Content Strand:	Careers
Content Standard:	Students develop skills in career planning and workplace readiness.
Benchmark CV11.6.4:	Students demonstrate skills to seek, obtain, maintain, and change jobs.

WyCTA Component and Sub-skills:

Communication

- Listening
- Speaking
- Reading
- Writing

Technology

- Industrial and Business Technology

Pre-employability

- Resume, Application, and Interview

Employability

- *Punctuality and Attendance
- Attitude and Appearance
- Task Completion-rate and Productivity

Scenario Directions:

Individual students will work with a career teacher or guidance counselor to research and participate in taking self-assessment tests to acquire information related to current or future career selection. Several such tests to research are *Choices*, *Bridges*, *Kuder Preference*, *COPS*, and *Introvert/Extrovert*. Students will research several careers of interest; potential financial options for further training or education; and applications, resumes, and interviews.

Assignment:

- Work with a career teacher or guidance counselor to research on the Internet self-assessment tests and select one applicable to your needs. Participate in taking a self-assessment test.
- Identify job requirements for one job of interest to you and use word processing to create an application for that job. Identify criteria by which you would determine whether an individual would be interviewed based upon the manner in which his or her application was completed. Use word processing to develop your resume, references, and a cover letter that you could use to apply for this position.
- Prepare for an interview by researching related business or industry information. Ask a classmate or a teacher to interview you for this position. Dress as you would for a real interview and display an enthusiastic attitude. Identify applicable safety rules or regulations in personal grooming and attire for those who are employed in this position.
- Develop a written presentation, and an oral presentation for your class, allowing for questions. In your presentations, explain the reasons for assessment, your career interests, the importance of doing something you like, and include the statistics:

$\text{Age } 18 \text{ to } 67 = 49 \text{ years} \times 50 \text{ weeks a year} \times 40 \text{ hours} = 2,000 \text{ hours a year.}$
 $49 \text{ years} \times 2,000 \text{ working hours} = 98,000 \text{ hours.}$

Identify new technological advances related to careers and to tasks involved with specific career clusters.

Timeline:

Five to seven days, after receipt of assessment results.

Rating:

Rating on your performance for this Scenario will be based on the Content Standard Benchmark and the WyCTA Component and Sub-skills. Please review these in the front of this Scenario.

As a team or as an individual, you may wish to critique your work against the criteria before submitting the written assignment and/or the presentation for the final rating.

Problem:

Age 18 to 67 = 49 years X 50 weeks a year X 40 hours = 2,000 hours a year.
49 years X 2,000 working hours = 98,000 hours.

What will you do for 98,000 hours of your career life? The Career/Vocational Education students at Antelope Hills High School will sponsor, "Find Your Career Week." During this week, students will be offered the opportunity to participate in taking personal assessment tests. The assessments will provide motivation and help for students to find just the right career. Personal assistants will help students analyze what they like and if they have the abilities to gain the required skills. Students also will interpret career information and labor market trends; as well as create, evaluate, and revise their career plans.

*It is recommended that Punctuality and Attendance be observed not only related to this scenario, but also in other situations to determine whether the student meets the following proficiency:

- Demonstrates responsibility through being tardy and/or absent not more than once a month