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The Demo

This demo is designed as a brief tour of On The Job Coast-to-Coast. It will allow you to review all of the instructional options in the simulation, but limits access to the specific choices explained below. You will need to complete the demo more than once to review all of the instructional options. However, we have included the complete teacher's guide which accompanies the simulation. We suggest you read the teacher's guide as well as complete the demo in order to understand the full scope of the simulation. Also keep in mind that the complete program includes the following materials in pdf format.

- A Pre-Simulation Questionnaire
- Supplemental Creative Activities
- Two Post-Simulation Assessments

The Job Search Path

Please read pages 6-7 in this guide for a complete description of the Job Search Path. In this demo, the following choices are available:

Education Level	Bachelor's Degree
Simulation Path.....	Job Search
Job Bank Career Field.....	Accountant
Job Bank City.....	Chicago
Resume Tool	Resume Questions (you will have access to 5 questions)
	Resume Visuals (you will have access to 5 visuals)
Cover Letter	You will have access to 5 cover letter questions
Interview	You will have access to 5 interview questions

The demo will end when a job offer has been made and accepted.

The Probationary Period Path

Please read pages 8-9 in this guide for a complete description of the Job Search Path. In this demo, the following choices are available:

Education Level	Bachelor's Degree
Simulation Path.....	Probationary Period
Personal Time Goals	You will prioritize six Personal Time Goals
Probationary Weeks Available.....	Two weeks are available in the Probationary Period

The demo will end after the first two weeks of the Probationary Period.

The Full Simulation Path

The Full Simulation Path is not available in this demo.

The Full Simulation Path includes both the Job Search Path and the Probationary Period Path. Students first complete their job search. When they are hired, they complete their 12 week probationary period. The simulation ends if they fail to find a job, are fired or laid off during their Probationary Period or when they complete the full 12 weeks of the Probationary Period.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with *On The Job Coast-to-Coast* or with the accompanying supplemental activities has been marked with a red arrow.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity




- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects



Each of the following anchor standards for writing which is aligned with *On The Job Coast-to-Coast* or with the accompanying supplemental activities has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Writing


Text Types and Purposes

-  1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
-  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.


Production and Distribution of Writing

-  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
-  9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.








Range of Writing

-  10. Write routinely over extended time frames (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards For Mathematics

Each of the following anchor standards for math which is aligned with *On The Job Coast-to-Coast* or with the accompanying supplemental activities has been marked with a **red arrow**.

Standards for Mathematical Practice

-  1. Make sense of problems and persevere in solving them.
-  2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
-  4. Model with mathematics.
-  5. Use appropriate tools strategically.
-  6. Attend to precision.
-  7. Look for and make use of structure.
-  8. Look for and express regularity in repeated reasoning.

General Overview and Instructional Options

We have designed On The Job Coast-to-Coast with three different instructional options for maximum flexibility in the classroom. These three options include:

- The Full Simulation Path in which your students conduct their job search followed by a simulated 12 week probationary period once they are hired.
- The Job Search Path in which they focus only on the job search aspects of the simulation.
- The Probationary Period Path in which they focus only on trying to be successful on the job.

Not only do we offer these three paths for using the simulation, but within each of these paths, we offer variety that allows each path to be used multiple times.

The Job Search Path

If you are teaching a unit on job search skills, you may choose to use only the Job Search Path in conjunction with that unit.

A student will select one of the 6 education levels available, choose a career field within that education level and then use the various job search tools to find a job within that career field. The table below lists the job search tools and options that can be used with each of the six education levels.

6 Education Levels →	Direct to Work	Apprenticeship	Technical School	Associates Degree	Bachelor's Degree	Master's Degree
Job Search Tools Used / Options:						
Application: Questions about completing applications	X					
Cover Letter: Questions about the structure and use of cover letters		X	X	X	X	X
Interview: Questions about interviewing successfully		X	X			
Answering actual interview questions				X	X	X
Job Bank: 12 cities to choose from with dozens of job openings for each job title	X	X	X	X	X	X
Resume: Questions about the structure and use of resumes		X	X	X	X	X
Resume visuals		X	X	X	X	X

Here are some examples of the variety available:

Example 1: Go Directly to Work

This is the most basic way to use the Job Search Path. Here are the steps your students would follow:

- Select Go Directly To Work
- Select the Job Search Path
- Select the Job Bank tool
- Choose one of the 10 job titles
- Explore the Job Bank for available jobs in the 12 different cities
- Apply for a job opening
- Select the Application tool
- Answer 10 questions concerning the completion and use of job applications.

The more questions that are answered correctly, the greater the chance of being offered the job. However, as in real life, a good application does not guarantee being hired. Being offered a job may require more than one application and could require several applications.

Example 2: Apprenticeship or Technical School

This example requires a more involved use of the Job Search Tools. Here are the steps your students would follow:

- Select Apprenticeship or Technical School
- Select the Job Search Path
- Select the Job Bank Tool
- Choose one of the 10 job titles
- Explore the Job Bank for available jobs in the 12 different cities
- Select the Resume tool
- Choose Resume Questions or Resume Visuals when using the Resume tool
- Select the Cover Letter tool
- Apply for a job opening
- If offered an interview, select the Interview tool
- Answer 10 questions concerning interviewing skills.

The more questions that are answered correctly and the more correct choices that are made, the greater the chances of being offered a job. However, as in real life, there is no guarantee of a job offer. It may take several attempts to actually be offered a job. And, it is possible that no job offered is made.

Example 3: Associates Degree, Bachelor's Degree or Master's Degree

Students follow the same steps described in example 2 above, but the interview process requires them to answer actual interview questions by deciding on the best response from a series of responses.

Keep in mind that the higher the education level, the more competitive the job search. More questions must be answered correctly and the risk of not receiving a job offer is greater.

The Probationary Period Path

If you are teaching a unit on how to succeed on the job, you may choose to use only the Probationary Period Path in conjunction with the unit.

The Probationary Path is a simulated 12 week period in which your students must prove themselves on the job or be let go. During each week of the probationary period, students must complete two types of tasks:

- Work Happens
- Personal Time Choices

Work Happens

Work Happens includes events that happen at work each week. These events are represented at the bottom of the main work screen by 10 green boxes. Students must select five of these boxes each week and deal with the results before you can move on to the next week. These events are divided into 3 categories:

Decisions

These are choices your students must make to solve on the job situations.

Get It Done

These are work related word games that your students must complete in a certain amount of time.

Your Day / Good Work / Bad Work / Bad Behavior / Bad Luck

These are random events that describe how things went at work on any given day.

Student results from any Work Happens choice changes their position on the Job Status Bar which illustrates how they are doing during their Probationary Period. They begin the Probationary Period in the middle of the bar.

Movements to the right on the Job Status Bar are positive. If students reach the far right on the Job Status Bar, they receive a bonus and are returned to the middle to begin again. If they end the Probationary Period on the right half of the bar, they will have been successful and keep their job.

Movements to the left are negative. If students reach the far left of the Job Status Bar, they are fired and the Probationary Period ends. If they end their Probationary Period on the left half of the bar, they will have been less successful and may lose their job. The further they are to the left, the greater their chances of being let go.

Personal Time Choices

Each week during the Probationary Period, students are shown at the top of the main work screen a number of hours of Personal Time which they can use as they wish. Think of these as hours in which they are not working, not sleeping and not doing everyday required things. This is time just for them. Each week they must choose how they are going to use these hours before they can move on to the next week. However, this is not just a matter of randomly picking activities because their choices must also fit their Personal Time Goals.

At the beginning of the Probationary Period Path, students are asked to prioritize 6 Personal Time Goals which include:

- | | |
|-------------------------|---------------------------------|
| 1. Develop a New Skill | 4. Improve My Mind |
| 2. Fitness and Wellness | 5. Pursue a Hobby |
| 3. Help Others | 6. Time with Friends and Family |

When selecting activities from the Personal Time Options, they must be sure to select activities that meet their Personal Time Goals. This requires a minimum of 2 hours for each of their top three goals and 1 hour for each of their bottom three goals. *(We suggest that you let them discover this rather than giving them this information.)* During the first 4 weeks of the Probationary Period, we give them the following guides.

- Review your Personal Time Goals in your Personnel File.
- Remember, you want balance in your personal life.
- Higher goals should take more of your personal time.
- Too much time spent on a goal is as bad a too little.

The consequences of not meeting their Personal Time Goals in a given week include losing 1,000 career points and losing their Voluntary Overtime for the week (see explanation below).

Voluntary Overtime

Voluntary Overtime is a unique Personal Time Option. This option does not become active until students have 5 or less Personal Time hours left because only a maximum of 5 hours a week of Personal Time can be used as Voluntary Overtime.

Voluntary Overtime means they can choose to work longer which can improve their job status, perhaps save their job or help them get bonuses. When Voluntary Overtime becomes active, they can select it and then choose to work an additional 1-5 hours. These hours then accumulate from week to week.

But beware! In any week, if they do not meet your Personal Time Goals, they lose their Voluntary Overtime for that week.

At any time, they can choose to use their accumulated Voluntary Overtime to move up the Job Status Bar in the ratio of 1 segment on the bar for 5 hours of Voluntary Overtime. They just click on the **Use Your Overtime** button.

The Full Simulation Path

The Full Simulation Path includes both the Job Search Path and the Probationary Period Path. Students first complete their job search. When they are hired, they complete their 12 week probationary period. The simulation ends if they fail to find a job, are fired or laid off during their probationary period or when they complete the full 12 weeks of the probationary period.

Independent Study

The following factors make On The Job excellent for independent study.

- Because of the variable factors in the program, every student will have a unique experience and must make their own decisions.
- All necessary instructions for using the simulation are available to your students on screen at all times so they can work in different locations without needing guidance (except for options you want them to choose such as the path you want them to follow or the education level you want them to select). For instructions, they simply click **Program Utilities**, click **Help** and then select the menu item of their choice.
- Students can save their work at any time and return to the same location in the simulation at a later session. This allows the work to be completed when computer time is available.

Student Goals

The Job Search Path:

- To be hired for the best paying job in their career field in the location of their choice. A student's ability to reach this goal is limited by the level of competitiveness for higher paying jobs and jobs at higher education levels. It is also limited by the available of jobs in the 12 cities.
- To maximize the number of Career Points earned. A student earns Career Points by correctly answering questions and making correct choices while using the Job Search Tools. Points are also earned by being offered a job and accepting it. A student loses Career Points by incorrectly answering questions and making poor choices while using the Job Search Tools. Points are also lost when a job interview is not given or a job offer is not made after an interview.

The Probationary Period Path:

- To successfully complete the 12 week Probationary Period. To assure this, a student's goal is to remain on the right half of the Job Status Bar.
- To earn bonuses during the Probationary Period. Each time a student reaches the Bonus on the right end of the Job Status Bar, a bonus is earned.
- To maximize the number of Career Points earned. A student earns or loses Career Points based on the decisions that are made, whether assignments are completed successfully, daily events and random factors. Points are also earned or lost based on whether Personal Time Goals are met.

The Full Simulation Path:

Student goals for the Full Simulation Path are those listed above for both the Job Search Path and the Probationary Period Path.

Learning Objectives

By completing the Job Search Path and reading the support materials in Learn More, your students will:

- Learn to complete job applications properly.
- Learn how to design a successful resume that gets an interview.
- Learn how to design a successful cover letter that gets a resume read.
- Learn the skills necessary to succeed in an interview.
- Learn that finding a job in the real world can be challenging and time consuming.
- Learn that education pays both in higher incomes and better benefits.

By completing the Probationary Period Path and reading the support materials in Learn More, your students will:

- Learn to succeed with their coworkers.
- Learn to succeed with their boss.
- Learn how to make good choices when dealing with on the job situations.
- Learn that success on the job means more than just doing their job.
- Learn that in the world of work, they will have to live with the choices they make.

Completion Time

The actual time required for your students to complete the simulation will depend on the path you have them take, the education level they choose, the level of success they have at finding a job and their own individual work speed.

Here are examples that we hope will help you estimate the time needed. Keep in mind that for our examples a class period equals 50 minutes.

Example 1: The Job Search Path (1-2 class periods)

You are teaching a unit on job search skills and want to utilize only the Job Search path in the simulation. On average, we estimate that this will take a student 1-2 class periods depending on the education level chosen and the level of success at finding a job.

The fastest way to complete a job search is to choose the lowest education level - Go Directly To Work. This requires the student to use only the Job Bank and the Application tool. The student will not use Resume, Cover Letter or Interview.

Any of the five higher education levels require the student to use the Job Bank, Resume, Cover letter and Interview. In addition, the higher the education level, the more demanding the job search.

Also keep in mind that a good job search process does not guarantee a job. We have built in the frustration factor that exists in the real world. You may be a good candidate for a job and still not get it. It is very possible that one student will get the first job applied for while another student can be rejected several times before being offered a job.

Example 2: The Probationary Period Path (1-2 class periods)

You are teaching a unit on how to succeed on the job and want to utilize only the Probationary Period path in the simulation. On average, we estimate that this will take a student 1-2 class periods if all 12 weeks are completed. However, as in real life, a student can be fired or laid off before the end of the Probationary Period.

How your students are doing during their Probationary Period is measured by their position on the Job Status Bar. Movements to the right are positive and movements to the left are negative. Should a student move to the far left on the Job Status Bar at anytime, the student is fired and the simulation ends.

Also, during the Probationary Period students can be laid off through no fault of their own. Just as in real life, economic conditions can force an employer to lay off employees.

Example 3: The Full Simulation Path (3-4 class periods)

On average, the Full Simulation will take from 3-4 class periods since it includes both the Job Search Path and the Probationary Period Path. However, this average time will vary for each student based on the exceptions explained in examples 1 and 2 above.

Example 4: Learn More (see page 12)

Learn More is your students' source for in-depth information about making career choices, finding a job and being successful at work. If you assign reading in Learn More, this will naturally take class time.

Learn More

Learn More is your students' electronic source for in-depth information about making career choices, finding a job and being successful at work. It is divided into the following seven topics and sections:

Chapter 1: Choosing A Career
Section 1: Know Yourself
Section 2: Exploring Careers

Chapter 2: Education and Training
Section 1: Direct To Work
Section 2: Apprenticeships
Section 3: Degree Programs

Chapter 3: Applications
Section 1: Types of Applications

Chapter 4: Resumes
Section 1: Resumes
Section 2: Resume Formats
Section 3: Style and Proofreading
Section 4: Online Resumes

Chapter 5: Cover Letters
Section 1: Writing Cover Letters
Section 2: Online Cover Letters

Chapter 6: Interviewing
Section 1: Types of Interviews
Section 2: Interview Preparation
Section 3: The Interview

Chapter 7: On The Job
Section 1: New On The Job
Section 2: Success At Work
Section 3: Succeed With Coworkers
Section 4: Succeed With Your Boss

Here are examples of how to use Learn More in conjunction with the simulation:

- 1) Assign daily readings so that your students have completed all 7 chapters before beginning the simulation.
- 2) Assign specific chapter readings that are appropriate to each section of the simulation:
 - Have students read Chapters 1 and 2 before beginning the Job Search Path or the Full Simulation Path.
 - Have students read Chapter 3 before using the Application tool.
 - Have students read Chapter 4 before using the Resume tool.
 - Have students read Chapter 5 before using the Cover Letter tool.
 - Have students read Chapter 6 before using the Interview tool.
 - Have students read Chapter 7 before beginning the Probationary Period path.
- 3) Have your students use Learn More as a reference tool as they work through the simulation.

Personnel File

The Personnel File summarizes a student's position at any time during the simulation.

Each student's Personnel File is available to view or print and turn in so you will know what progress each student is making. The Personnel File can be found by clicking the down arrow located below the student's name and next to the student's avatar in the upper left hand corner of the main work screen.

A variety of information is available in the Personnel File including:

Student name

Job Search Information:

- Educational level chosen
- Career information including occupation, location and starting income
- Career points earned
- Job search status in regard to application, resume, cover letter and interview

Probationary Period Information

- How the student has prioritized personal time goals
- Current date in the 12 week probationary period
- Location on the job status bar
- Total personal time usage
- Whether Personal Time Goals are met each week
- Voluntary overtime hours available
- Number of bonuses earned
- Total dollar value of bonuses

Program Utilities

On The Job includes the following 4 program utilities located in the upper right hand corner of the main work screen.

Save:

Students can save their work at any time and they should always save their work before they **Quit** the program. A saved file can be reloaded so students can continue their work at any time. For saving and loading instructions, they click **Program Utilities**, click **Help** and then click **Save**.

Audio

This allows students to turn the audio off and on.

Help

All necessary instructions for using the simulation are available to your students on screen at all times so they can work in different locations without needing guidance. For instructions, they click **Program Utilities**, click **Help** and then select the menu item of their choice.

Quit

To leave the program, students click **Program Utilities**, click **Quit** and then follow the on-screen instructions.

Our Grading Philosophy

- ◆ **We believe** students should be rewarded for completing the simulation one or more times. A student's efforts in completing the simulation can be seen by having the Personnel file printed and turned in.
- ◆ **We do not believe** students should be given a letter grade based on their results (such as an "A" for getting a high paying job or an "F" for being fired during the Probationary Period).

Whatever result a student has, learning will have taken place. And sometimes a bad result is the best lesson. For example:

- Students will learn that you may be a good candidate for a job and still not receive a job offer.
 - Students will learn that job hunting can be a long and tedious process in the real world.
 - Students will learn that sometimes you can lose a job through no fault of your own.
-
- ◆ **We do not believe** a comparative grade can be given by comparing one student's results with another.

Remember, even if each student starts from the same position, random factors will effect them differently throughout the simulation.
 - ◆ **We believe** a student's experience with the simulation is more important than an assessment result in determining a grade for the work.

Assessments

Two printable objective assessments are included with the program if you wish to evaluate what your students have learned about the world of work by completing the simulation.

Minimum System Requirements

Adobe Air is required to install the software. If you receive a file type unknown error, you will need to install Adobe Air which is available at <http://get.adobe.com/air/>

Microsoft Windows XP / Vista / Windows 7 / Windows 8

Mac OS X 10.6 or higher

Monitor

A Color Monitor with minimum resolution of 1024 x 768 is required.

Sound Capability

The sound is optional and may be turned off by clicking on the Audio Icon located in Program Utilities.

Demo Installation: Download

Windows Installation:

To Install the program on your hard drive:

1. Extract the downloaded Zip file.
2. Double click on the setup.air file found within the folder created from the extracted Zip file.
3. A dialog box will appear. Click on the "Install" button. The setup program will begin to run. Follow the on screen prompts.
4. Run the program from the icon placed on your Desktop.

Macintosh Installation:

To install the program on your hard drive:

Extract the downloaded Zip file.

Double click on the setup.air file found within the folder created from the extracted Zip file.

A dialog box will appear. Click on the "Install" button. The setup program will begin to run. Follow the on screen prompts.

The program icon will be added to your "Applications" folder.

Demo Installation: CD

Windows Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive.
2. Bring up the run command from the Start menu or by pressing Windows Key + R.
3. In the command line type d:\setup.air (where d is the letter that identifies your CD drive). Click on OK or press ENTER.
4. A dialog box will appear. Click on the "Install" button. The setup program will begin to run. Follow the on screen prompts.
5. Run the program from the icon placed on your Desktop.

Macintosh Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive
2. Double Click the Setup.air file on the CD
3. A dialog box will appear. Click on the "Install" button. The setup program will begin to run. Follow the on screen prompts.
4. The program icon will be added to your "Applications" folder.

For technical support email techsupport@cwpub.com