



Jah Kente International ®, Inc.

Career - Work Readiness Program.



Mission:
To equip youths with the concept, knowledge and skills, and to take action, to live an independent and productive life through meaningful work that contributes to strong and vibrant economies, and healthy communities, especially in arts and humanities disciplines.

2024-2025 Edition



December 1, 2023: Intern Dinner Network

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ABOUT INCLUSION. DIVERSITY. EQUITY. ACCESS (IDEA)

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LESSON: DIVERSITY AND ORGANIZATIONAL CULTURE

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LESSON: UNCONSCIOUS BIAS

ERROR! BOOKMARK NOT DEFINED.

LESSON: MICROAGGRESSION

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LESSON: CULTURAL COMPETENCY

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LESSON: RELIGIOUS, SPIRITUALITY, BELIEFS

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SUMMATIVE IDEA SYMPOSIUM

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The SCANS Skills and Competencies: Overview

College and career readiness is *“the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or to a high-quality certificate program that enables students to enter a career pathway with potential future advancement.”*

In the early 1990s, the United States Department of Labor appointed a commission to study 50 occupations and identify the "know-how" workers need to effectively perform at their jobs well. The Commission was named: The Secretary's Commission on Achieving Necessary Skills (SCANS) and was tasked to determine the skills our young people need to succeed in the world of work.

SCANS spent 12 months talking to business owners, public employers, managers, union officials, and entry-level senior workers in a variety of industries. The prevailing message they heard everywhere was this:

“Good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes which employers can build. Traditional jobs are changing, and new jobs are created every day. High paying but unskilled jobs are disappearing. Employers and employees share the belief that all workplaces must “work smarter.”¹

The SCANS released its *SCANS Report* in 1992. The Report remains relevant and compelling today. It documents the global and technological forces behind the changing American workplace and challenges American schools to reinvent themselves to make school curricula and teaching methods more relevant to the modern workplace (collaborative learning projects, teacher as facilitator, emphasis on problem solving and critical thinking, and real-world, scenario-based assignments, among others).

The fundamental purpose of SCANS is to encourage a high-performance economy characterized by high-skill, high-wage employment. Employment in Arts and Humanities disciplines and the creative industry are vital part of our economy. A main objective of the curriculum guide is to help understand how contents and instructions must change and be challenging to develop high-performance skills needed to succeed in the high-performance workplace.

One important aspect of training is called *“Learning a living.”* An initial report titled *“What Work Requires of Schools,”* outlined high-performance requirements for workers to have a solid foundation in the basic literacy and computational skills, in thinking skills necessary to put knowledge to work, and personal qualities that make workers dedicated and trustworthy.

¹ *Learning a Living: A Blueprint for High Performance.* A SCANS Report for America 2000. U.S. Department of Labor, 1992.

High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. This curriculum framework outlines both these "fundamental skills" and "workplace competencies."

Jah Kente International ®, Inc	
SCANS Competencies and Foundation Skills	
Competencies that trainees can use effectively	
Resources	Allocating human resources/staff, facility, materials, money.
Interpersonal Skills	Working on teams Teaching others Serving customers/clients Leading Negotiating Working well with people from culturally diverse backgrounds
Information	Acquiring and evaluating data Organizing and maintaining files Analyzing, Interpreting and communicating Using computers to process information
Systems	Understanding social organizational, and technological systems Monitoring and correcting performance Designing or improving systems
Technology	Selecting equipment and tools Applying technology to specific tasks Maintaining and troubleshooting technologies
Foundational Skills – Competencies required	
Basic Skills	Reading Writing Arithmetic and mathematics Speaking Listening
Thinking Skills	Thinking Creatively Making Decisions Solving problems Seeing things in the mind's eye Knowing how to learn Reasoning
Personal Qualities	Individual responsibility Self-esteem Sociability Self-management Integrity Honesty

Source: The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work.

Three-Part Foundation

Basic Skills:

Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

A. *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

B. *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

C. *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

D. *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues.

E. *Speaking*--organizes ideas and communicates orally.

Thinking Skills:

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

A. *Creative Thinking*--generates new ideas.

B. *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative.

C. *Problem Solving*--recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information.

E. *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills.

F. *Reasoning*--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem.

Personal Qualities:

Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

A. *Responsibility*--exerts a high level of effort and perseveres towards goal attainment.

B. *Self-Esteem*--believes in own self-worth and maintains a positive view of self.

C. *Sociability*--demonstrates understanding, friendliness, adaptability, empathy, and

D. *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

E. *Integrity/Honesty*--chooses ethical courses of action.

Five Workplace Competencies

Resources:

Identifies, organizes, plans, and allocates resources.

A. *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

B. *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes

adjustments to meet objectives.

C. *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently.

D. *Human Resources*--Assesses skills and distributes tasks accordingly, evaluates performance and provides feedback.

Interpersonal:

Works with others.

A. *Participates as Member of a Team*--contributes to group effort.

B. *Teaches Others New Skills.*

C. *Serves Clients/Customers*--works to satisfy customers' expectations.

D. *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

E. *Negotiates*--works toward agreements involving exchange of resources, resolves divergent interests.

F. *Works with Diversity*--works well with people from diverse backgrounds.

Information:

Acquires and uses information.

A. Acquires and Evaluates Information.

B. Organizes and Maintains Information.

C. Interprets and Communicates Information.

D. Uses Computers to Process Information.

Systems:

Understands complex inter-relationships.

A. *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them.

B. *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions.

C. *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology:

Works with a variety of technologies.

A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies.

B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment.

Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Glossary of Terms

Basic Skills

Reading:

Locates, understands, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing:

Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and level of attention to detail, checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic/Mathematics:

Arithmetic --Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening:

Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking:

Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal languages and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates message; understands and responds to listener feedback; and asks questions when needed.

Creative Thinking Skills:

Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

Decision Making:

Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving:

Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

Seeing Things in the Mind's Eye:

Organizes and processes symbols, pictures, graphs, objects or other information; for example, see a building from blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

Knowing How to Learn:

Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning:

Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

Personal Qualities:

Responsibility:

Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level.

*Taken from: **What Work Requires of Schools: A SCANS Report for America 2000.** The Secretary's Commission on Achieving Necessary Skills, a publication of the US Department of Labor, June 1991.*

How to Use the Curriculum Framework.

Jah Kente International® Inc (JKI) Work Readiness Curriculum addresses skills to chart a pathway to gainful and sustained employment. The Framework was developed and enhanced from the firsthand experience of instructional staff from 2020-2023, guest experts, and cited best practices by government and agencies (see bibliography) that work with high school youths, unemployed, and underemployed young adults below 25, and lower-skilled adults seeking to improve their economic status through employment.

The Framework is structured and delineates the lessons, objectives, learning experiences, instructional resources, and exercises that constitute the work readiness program.

Instructors receive 10 hours of training on the use of the Framework to have a comprehensive understanding of the learning objectives, and materials to use. Instructors are expected to use the Framework “with fidelity,” which is to teach the lessons as laid out. The teaching methods are designed to allow instructors to take into consideration the different learning abilities, learning styles, and needs of the trainees or categories of trainees. Guest experts may present new materials and resources that are aligned with lessons and learning objectives.

The curriculum can be customized as an intensive program for five to eight weeks, a workshop series for job seekers, a summer or year-round advanced internship program that is integrated with other hard skills/career training and mentorship, to specific lessons for small groups.

The Framework includes 6 units with over 71 individual lessons, most of which have “extension activities” in addition to the primary lesson. The 6 units are:

- Exploring My Story, Creating My Path: Getting to Know Myself (Self-exploration).
- Career Readiness Skills.
- Preparing to Enter the World of Work.
- Soft Skills to Get and Keep a Job (Communication and Interpersonal Skills).
- Financial Foundations for Success (Basic Financial Literacy).
- Job Search and Retention.

Lessons are organized into the following components:

- Lesson Name.
- Learning Objective.
- Materials Needed.
- Vocabulary.
- SCANS Competencies.
- Methodology.
- Time.

- Activity Instructions and Extension Activities.
- Integrated Technology to enhance trainees' learning experience and to create pathways for differentiated instructions.

Note:

1. Curriculum is 160 hours.
2. The approach models the workplace throughout the training.
3. Activities consider that some trainees may be working, and others may not.
4. Extension/Independent Activities include the use of technology where appropriate.
5. Trainees build their portfolio throughout the program, and the portfolio includes the development of their resume.
6. Career Edge videos are complementary to the lessons. The discussions are embedded in the lessons and not separate instructions.

The Inclusion, Diversity, Equity, Access (IDEA) workshop is a separate workshop for staff, managers, partners, and decision makers. The IDEA training is a 16-hour training program that includes a summative symposium.

Exploring My Story, Creating Path (15 hours)

Lesson—Getting to Know My Class and Peers

Learning Objective:	To learn about fellow coworkers and what we have in common.
Materials Needed	Magazines, markers, and other items for making a collage.
Vocabulary	Collage.
SCANS Competencies	Interpersonal: Participate as Member of a Team; Work with Diverse individuals. Personal Qualities: Sociability.
Method	Small Group Activity.
Time	60-90 Minutes.

The instructor explains to trainees that it is helpful to get to know each other as they are going to work together in the weeks ahead and on mapping their class, group, and community.

The class is divided into small groups of 3-5. Each group has a big sheet of butcher block paper, markers, magazines, scissors, and glue. Each group makes a collage of their community that includes, but is not limited to, the following:

- Fire/police station
- Library
- Town hall
- Schools
- Where you typically get your grocery
- Where you cash checks or bank
- Where you buy clothes
- Where you buy gas
- Where you get coffee
- Your drugstore or pharmacy
- Your place of worship
- Where you rent videos/go to movies/other entertainment
- Where you vote or where your parents vote or engage in civic activities.

Each group shares the map of its community. They share anything new they learned about the community and its resources. The instructor emphasizes the importance of using the session as a place to learn about, and access, resources throughout the training program.

Extension/Independent Activities:

Trainees write about what they most like about their communities and what they would like to improve or change.

Exploring My Story, Creating My Path
Lesson—Introduction to Creating a Personal Vision`



<https://youtu.be/R7iN71uJcG0>

Learning Objective:	To learn what a personal vision is and to begin identifying my own vision for my career and life.
Materials Needed	Handout: “Introduction to Creating My Personal Vision.” Paper. Pencil.
Vocabulary	Vision, Uniqueness, Perspective, Developmental, Professional.
SCANS Competencies	Thinking Skills: Seeing Things in the Mind’s Eye; Creative Thinking; Personal Qualities: Self-Management.
Method	Group Brainstorm, individual follow-up
Time	60-90 Minutes

Instructions:

- Trainees receive the handout “Introduction to Creating a Personal Vision.” Instructor reviews contents with trainees.
- Trainees brainstorm and record what it means to have a Personal Vision. They explore why this is important and refer to the “Introduction to Creating a Personal Vision” handout for talking points.

- The instructor explains that Personal Visions can be expressed through pictures/ drawings and writing. The instructor may do the same if he/she wants.
- Trainees draw or write down their own Personal Vision on the paper. Depending on the comfort level of trainees, they may share their visions with the class.

Extension/Independent Activities:

Trainees write an answer to one or more of the following questions or interview another person about their answers.

- What are the 10 things you most enjoy doing? Be honest. These are the 10 things without which your days, weeks, months, and years would feel incomplete.
- What three things must you do every single day to feel fulfilled in your work or day?
- What are your five or six most important values?
- When your life is ending, what will you regret not doing, seeing, or achieving?
- What strengths and accomplishments of yours have other people commented on? What strengths do you see in yourself?

Exercises:	Videos
Self-Evaluation: Rate Your Happiness Ten Things About Me Five Reasons to Work Fruits & Roots My Passion My Purpose My Power My Economic Success My Serenity	What Do You Believe in? https://www.youtube.com/watch?v=o8QC8iZo5Yc&feature=youtu.be Know Your Skills https://www.youtube.com/watch?v=SyZ_2nPG_I0&feature=youtu.be What is Your Brand? https://www.youtube.com/watch?v=Kr5rWPUMOuE&feature=youtu.be What is Your Career Thermostat Set For? https://www.youtube.com/watch?v=JCe0n4v0k3Y&feature=youtu.be
Discussions Identifying Your Skills Identifying Your Strengths	Meet Chris Kuselias CEO of Career TEAM and the 5 P's https://www.youtube.com/watch?v=pimJrz4Pzhs&feature=youtu.be Thinking of Being an Entrepreneur? https://www.youtube.com/watch?v=O5tHvX0IElc&feature=youtu.be The Prairie Chicken https://www.youtube.com/watch?v=IODc5cpJiME&feature=youtu.be

Courtesy: Career Edge:

Introduction to Creating a Personal Vision

Trainees reflect on these points:

- My Personal Vision is the picture of the life I want to build. My Personal Vision captures my Life's Story: it describes who I am, where I have been, what I hope to

create for myself and my community. My Personal Vision describes my future—where I want my Life’s Story to lead.

- I am the main character in My Story, bringing my personal values and skills along the path. Exploring My Story is key to my career and professional development for many practical reasons:
- Having a clear picture of how I want My Story to unfold helps establish a destination: Where do I want to go? What will help me get there?
- Understanding my personal uniqueness, perspective, and qualities will help me understand the strengths and developmental needs I bring to my professional path.

Instructions: The next few lessons give trainees some tools and food for thought in creating a Personal Vision. Each trainee thinks about all aspects of the trainee’s life and the core values that the trainee lives by.

Each trainees draw a picture of My Story and My Personal Vision for the life the trainee aspires to build. Use paper and a pencil.

Exploring My Story, Creating My Path

Lesson—Creating My Personal Vision

Learning Objective:	To develop my Vision for my career and life.
Materials Needed	Handout: “Personal Vision Worksheet.”
Vocabulary	Hobbies, Brush Strokes, Factor, Life Purpose.
SCANS Competencies	Personal Qualities: Integrity, Honesty, Self Esteem. Basic Skills: Writing.
Method	Group Discussion, individual follow-up.
Time	30-60 Minutes.

Instructions:

- Each trainee receives the handout “Personal Vision Worksheet.” Instructor walks through the information with trainees to ensure that all participants understand what each section requires.
- Instructors and trainees provide examples for each question reviewed.
- Instructor emphasizes that there are no right or wrong answers. The goal is to reflect on what is most important to the trainees.
- Trainees can complete the worksheet in class or do so as homework.

Extension/Independent Activities:

Group sharing activity: Once trainees have completed their “Personal Vision Worksheet,” instructor may inquire if there any surprises or new discovery as they answered the questions. What questions were hard to answer? What things did trainees add for question 10?

For homework, trainees write a paragraph describing their Personal Vision. Trainees watch videos on personal vision and vision statement in the link below and write how they relates to their Personal Vision.

<https://youtu.be/mE-zyRybgYQ>

Personal Vision Worksheet

There are many things to look at in a Personal Vision: who you want to be, what kind of life you want to create, and the material objects that you want in your life are just a few of the brush strokes that make up the total picture. Please begin your exploration of Your Personal Vision by writing your answers to the questions below.

- 1) **You.** What kind of person do you want to be? What qualities do you admire in others and would like to possess?
- 2) **Health.** How does your physical health factor into your life vision? What aspects of your health would you like to improve? In what ways are physical exercise and healthy eating habits a part of your vision?
- 3) **Home.** What living situation do you want to create?
- 4) **Material Things.** What things would you like to own or have in your life?
- 5) **People.** Who else is in this picture of your future vision? How are your relationships with classmates, friends, family, co-workers, community members, and others?
- 6) **Life Purpose.** Your life has a unique purpose—fulfilled through what you do, your relationships, and the way you live. What is this purpose?
- 7) **Work.** What would you like to create in terms of your career or profession? How much time and energy are you willing to spend to bring your vision to reality? How does your chosen work impact others?
- 8) **Community.** How is community a part of your life's vision? What do you give to your community? What do you receive?
- 9) **Hobbies and Interests.** What activities, hobbies, or interests will complete this picture?
- 10) **What Else?** What else could you create or have in your life?

Exploring My Story, Creating My Path

Lesson—Identifying My Personal Values

Learning Objective:	To develop me identify my Personal Values.
Materials Needed	Handout: “Identifying Your Personal Values (two page) and Personal Vision Worksheet” to be completed by trainees.
Vocabulary	Serenity, Integrity, Ethical Practice.
SCANS Competencies	Personal Qualities: Responsibility, Basic Skills: Listening, Speaking.
Methodology	Large Group discussion followed by small group discussion and peers working in pairs.
Time	90 Minutes.

Instructions:

- Instructors explain to trainees that values are the guides that give direction to our lives. Our values show what we do with our limited time and energy. Trainees explore their personal values.
- Trainees work on their completed “Personal Vision Worksheets.” They look at the worksheet and identify what values are illustrated by what they wrote. They share examples of values shown as a group.
- Trainees work from the distributed handout “Identifying Your Personal Values.” They review the directions and the word list. Instructor encourages trainees to pay special attention to defining words that may be unfamiliar to them.
- Trainees complete the first page of the worksheet in class.
- Then in small groups (3-6 people), trainees share their own top five to seven values and discuss the following questions:
 1. What do I do in my life to show that these values are important to me?
 2. What are the obstacles or barriers that make it hard to keep these values at the top of my priorities?
 3. What have I learned about myself from this discussion?
 4. Each small group reports to the whole class about their discussion.

Extension/Independent Activities:

- Trainees complete page 2 of “Identifying Your Personal Values.”
- Trainees write a paragraph or essay describing how their values translate into actions in their lives.
- Trainees record the top five values of all trainees in an Excel graph or pie chart.
- Trainees write their paragraph or essay in Microsoft Word.

Identifying Your Personal Values List

Directions

1. Scan your Personal Vision Worksheet. What does the worksheet say about what you value in your life? Circle the values on this list that match most closely.
2. Identify other values that relate most closely to the values you circle and put them in groups that make sense to you.
3. Continue grouping and selecting until you have chosen the five to seven values that are most important to you.

Achievement	Financial gain	Pleasure
Advancement/promotion	Freedom	Power/authority
Adventure	Friendships	Privacy
Affection (love and caring)	Growth	Public service
Arts	Having a family	Purity
Challenging problems	Helping other people	Quality
Change and variety	Helping society	Quality relationships
Close relationship	Honesty	Recognition
Community	Independence	Religion
Competence	Inner harmony	Reputation
Competition	Integrity	Responsibility/accountability
Cooperation	Intellectual status	Security
Country	Involvement	Self-respect
Creativity	Job tranquility	Serenity
Decisiveness	Knowledge	Sophistication
Democracy	Leadership	Stability
Ecological awareness	Location	Status
Economic security	Loyalty	Time freedom
Effectiveness	Market position	Truth
Efficiency	Meaningful work	Wealth
Ethical practice	Merit	Wisdom
Excellence	Money	Pressure
Excitement	Nature	Working with others
Expertise	Open and honest	Working alone
Fame	Order	
Fast living	Personal development	
Fast-paced work	Physical challenge	

This list of values is adapted from page 210 of "The Fifth Discipline Field book," by Peter Senge

Identifying Your Personal Values

Write your seven most important values in the numbered boxes on the left in the table below. Then, for each value, write your personal definition of that value: what does each of these values mean to you?

Value	What This Means to Me
1	
2	
3	
4	
5	
6	
7	

Exercises	Videos
Self-Evaluation: Resistance to Change	Be Honest with Yourself https://www.youtube.com/watch?v=4ytnZEMRpa0
What do I Need to Change?	What is Your Career Thermostat Set For? https://www.youtube.com/watch?v=JCe0n4v0k3Y
Self-Evaluation: Attributes of Success	Are You Making Things Happen? https://www.youtube.com/watch?v=xvVCKERXkGA&feature=youtu.be
Self-Evaluation: My Self-Image	Have an Entrepreneurial Mindset https://www.youtube.com/watch?v=6bVdvlOmiWM&feature=youtu.be
Self-Evaluation: My Personal Values	Opportunity "No" Where or Opportunity "Now" Here? https://www.youtube.com/watch?v=FJ7FxqTx3c4
Why I Resist Change	*Praise for FAILURE (also works for Section 17) https://www.youtube.com/watch?v=-lm9r4sLGzw
Self-Evaluation: My Happiness	Do You Have a Congruent Vibe? https://www.youtube.com/watch?v=Yr0Y0-jNx_A&feature=youtu.be
Self-Evaluation: My Attitude	Who was Roger Bannister? https://www.youtube.com/watch?v=0_edVzjF63w&feature=youtu.be

Courtesy: Career Edge Lesson.

Exploring My Story, Creating My Path

Lesson—Economic Self-Sufficiency as a Core Value

Learning Objective:	To introduce the concept of economic literacy and to begin to understand family self-sufficiency as a core value.
Materials Needed	Handout: “The Self-Sufficiency Standard Worksheet” and data for the District of Columbia.
Vocabulary	Self-sufficiency.
SCANS Competencies	Basic Skills: Arithmetic /Mathematics – Numeracy); Resources: Money; Information: Acquires and Evaluated Information.
Methodology	Presentation and Group Discussion.
Time	30-45 Minutes.

Note: Self-Sufficiency Standard defines the income working families need to meet a minimum yet adequate level of living, which considers family composition, ages of dependent children, and geographic differences in costs. The Standard is an affordability, living wage, and economic security measure, which provides an alternative to the official poverty measure.

Instructions:

- Mini presentation: Trainees should first read about the Living Wage model on the websites cited.
- Being economically self-sufficient means being able to live, work, pay taxes, and raise a family without public or private subsidies. Economic self-sufficiency is key to being able to move along your chosen path. This means that Your Personal Vision should include some element and understanding of your own financial and economic health.

The Living Wage Calculator was created by Amy Glasmeier in 2004. It showed what it takes to live, work, and raise a family in each of the fifty states and the District of Columbia

Income inequality emerged as top issues in campaigns, including in the last recent presidential elections in 2016 and 2020. Trainees can see references to MIT's [Living Wage Calculator](#) (LWC). [Living Wage Calculator \(mit.edu\)](#). This online spreadsheet allows anyone to calculate a wage required to make ends meet, adjusted for every community in the U.S.

The state minimum wage is the same for all individuals, regardless of how many dependents they may have. Data are updated annually in the first quarter of the new year. State minimum wages are determined based on the posted value of the minimum wage as of January 1 of the coming year (National Conference of State Legislatures, 2019).

The current minimum wage in the District of Columbia is \$17.00 an hour.

[District of Columbia Minimum Wage 2024 - Minimum-Wage.org](#)

[Living Wage Calculator - Living Wage Calculation for District of Columbia \(mit.edu\)](#)

The living wage shown is the hourly rate that an **individual** in a household must earn to support his or her family. The assumption is that the sole provider works full-time (2080 hours per year). The tool provides information for individuals and households with one or two working adults and zero to three children. In the case of households with two working adults, all values are **per working adult, single or in a family** unless otherwise noted.

The poverty rate reflects a person's gross annual income. It is converted to an hourly wage for the sake of comparison.

Families and individuals working in low-wage jobs make insufficient income to meet minimum standards given the local cost of living. There are methods developed to determine a living wage, calculated to estimate the cost of living in a community or region based on typical expenses. The tool helps individuals, communities, and employers determine a local wage rate that allows residents to meet minimum standards of living.

The Living Wage will become a personal tool to use along your path. It will help you:

- Create financial goals and a budget that will allow you to support yourself and your family.
- Evaluate individual career goals and guide people toward employment choices that lead to self-sufficient wages.
- Engage your government representatives to help you get the support you need.

Group or Individual activity:

- On the board or screen, instructors display a column with the categories in the “Typical Expenses” listed on the website. Choose a family type.
- Trainees brainstorm what the living wage dollar amount should be for a family of that size in the city.
- Trainees receive copies of the data. Trainees compare answers to Living Wage Expenses for the city.
- Trainees discuss how this information might inform trainees’ career and job choices

Extension/Independent Activities:

- Trainees visit the website and complete a Living Wage Worksheet for their own family.
- Based on the class discussion, trainees write about what they learned and what economic self-sufficiency means to them.
- Trainees draft their monthly family budget in Excel using the same categories as the Living Wage Worksheet.

Living Wage Worksheet

Name: _____ Date: _____

Ward: _____ City: _____ Year: _____

Annual Expenses	My Family Type is (Fill in the following information from the Living Wage Chart for your town or region.)
Food	
Child Care	
Medical	
Housing	
Transportation	
Other	
Required annual income after taxes	
Annual taxes	
Required annual income before taxes	

Wages	My Family Type is
Living Wage	
Poverty Wage	
Minimum Wage	

Exploring My Story, Creating My Path

Lesson—The Circle of Influence

Learning Objective:	To identify things within my control that can move me toward my goals.
Materials Needed	Handout: “The Circle of Influence” and Reflections on the Circle of Influence.
Vocabulary	Influence, Reflections, Sphere, Perception, Anxiety, Stress, Intelligence Quotient, Emotional Quotient.
SCANS Competencies	Thinking Skills: Reasoning, Problem Solving; Personal Qualities: Integrity, Honesty
Methodology	Small Group Discussion and Individual Work.
Time	60-90 Minutes

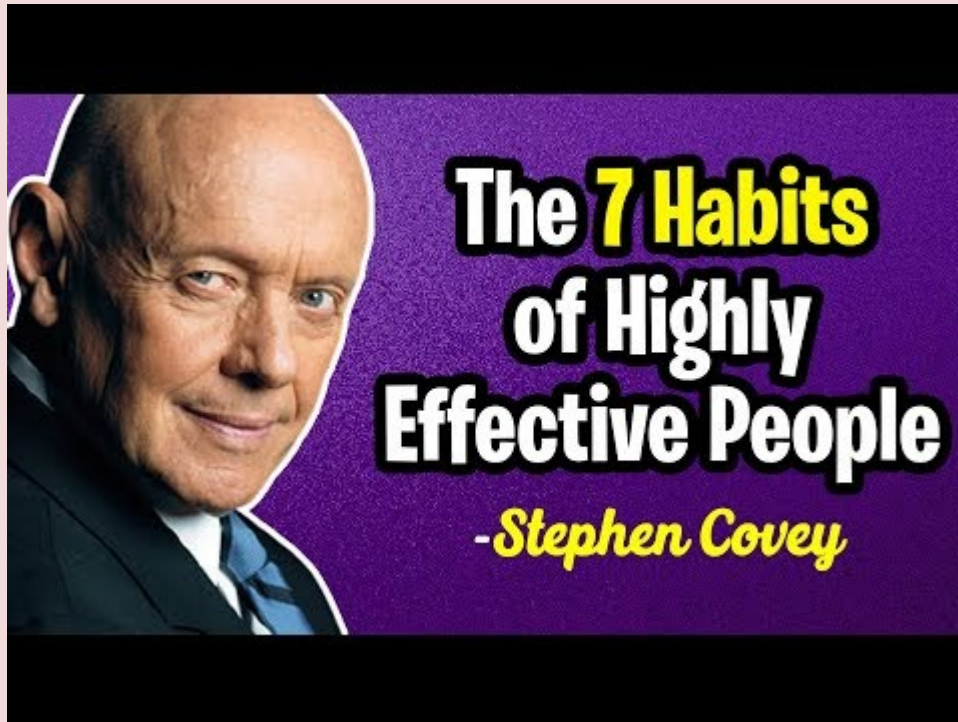
Instructions:

- Trainees draw the “Circle of Influence” on a paper. They describe what it is and its relationship to achieving their goals.
- In small groups, trainees list some of the things that fit in each circle.
- In small groups, trainees share their ideas with the class.
- From the two handouts “The Circle of Influence” and “Reflections on the Circle of Influence,” instructor reviews directions for “The Circle of Influence.” Trainees to complete it in class.
- In a group discussion based on the questions in “Reflections on the Circle of Influence,” trainees complete it for homework and then discuss it.

Extension/Independent Activity:

- Trainees complete the “Reflections on the Circle of Influence” worksheet as homework.
- Trainees write a paragraph or essay on “What is the one most important thing within your control? How would achieving self-sufficiency bring more things into your sphere of control or influence?”

The Circle of Influence



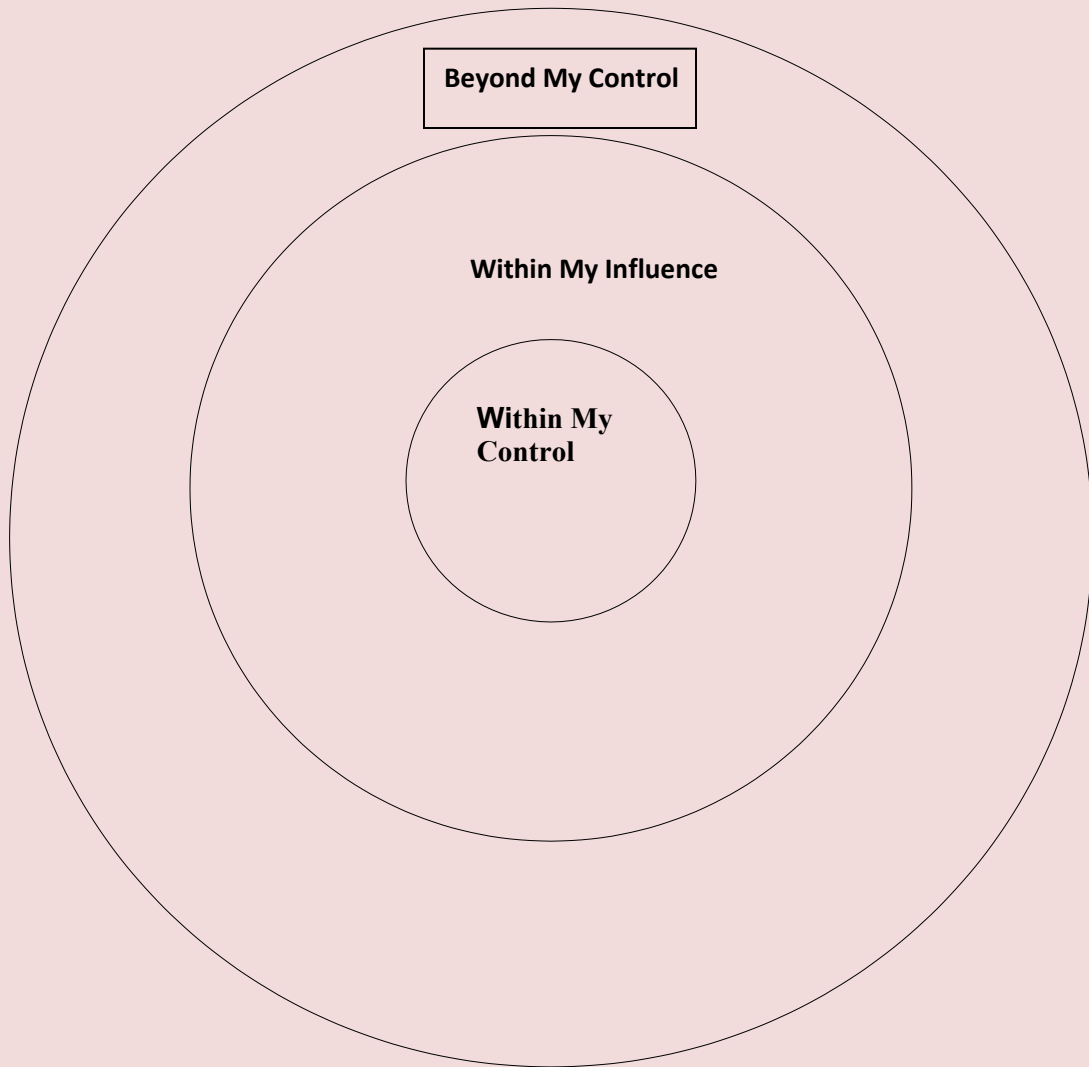
<https://youtu.be/OluQ1XmIKAM>

Lessons from Stephen Richards Covey (October 24, 1932 – July 16, 2012), an American educator, businessman, celebrated keynote speaker, and author of “**The Seven Habits of Highly Effective People**,” recognize things that are within someone’s control are important in achieving the goals and aspirations the person has set for himself or herself.

The Thread that Pulls Vision, Values, and Self-Sufficiency Together

For training exercises, the key idea in the Circle of Influence is that the more we focus on those things within our control, the more we can increase our influence. You have control over Your Personal Vision, Values, and definition of Self-Sufficiency.

Directions: On the next page, fill in the Circle of Influence with things that fit within each of the three circles. The diagram can be printed.



Reflections on the Circle of Influence

Here are some questions for me to consider as you fill in The Circle of Influence:

- What do I notice about the sizes of the circles?

- What is the one most important thing within my control?

- What happens to the center circle “within my control”—when I fully own and act on the one thing that is truly within my control?

- How would achieving self-sufficiency bring more things into your sphere of control or influence?

Lesson—Understanding the Difference Between Intelligence Quotient and Emotional Quotient

Before explaining the difference between **Intelligence Quotient** and **Emotional Quotient**, trainees should first understand what these terms mean.

Definition of Intelligent Quotient

Intelligence Quotient, known by its abbreviation as IQ, is obtained by a standardized intelligence test in which a person's mental age is divided by his/her chronological age, and then multiplied by 100. The test aims at assessing an individual's cognitive capacity of thinking and reasoning. The term was first introduced by William Stern, a German psychologist. Stern developed the idea of expressing intelligence test results in the form of a single number, the intelligence quotient.

$$\text{IQ} = \frac{\text{Mental age}}{\text{Chronological age}} \times 100$$

Chronological age

IQ, therefore, measures the intelligence level of an individual, which is shown in the score obtained by the person in the intelligence test as compared to the scores received by other people of the same age in the same test. In other words, IQ is a number that indicates a person's level of reasoning or logical ability in comparison to the statistical norm.

Definition of EQ

Emotional Quotient is known by its abbreviation as EQ. The term EQ evolved in 1995 in a book titled Emotional Intelligence by Daniel Goleman, a psychologist. EQ defines a person's capability of identifying his /her own and other's person's emotions. It is a measure of the emotional intelligence level of an individual, which differentiates between different feelings and use this intelligence to guide thinking and behavior or attitude.

EQ is the ability of a person to identify, express and control his/her thoughts and actions, understand other people and rightly interpret their situations, make right and quick decisions, cope with pressures, anxieties, and crisis, get along with others, etc. Research indicates that people with high EQ have better mental health, job performance, and way of living life.

Many people believe that IQ is more important for a person to achieve success in life. However, researchers demonstrate that people with high EQ are more successful in their careers and life. Accordingly, the differences are hot topics for discourse and debates, and the impacts.

Below in the chart are interesting distinguishing characteristics between these two.

Basis for Comparison	Intelligence Quotient (IQ)	Emotional Quotient (EQ)
Meaning	IQ is a number obtained from standardized intelligence test, which represents an individual's ability of logical reasoning.	EQ refers to an individual's level of emotional intelligence, which is represented by scores obtained in a standardized test.
Measures	General Intelligence	Emotional Intelligence
Acquisition	Nature: It is an inborn ability.	Nurture: It is learned and improved ability.
Ability	Learn, understand and implement knowledge, logical reasoning and abstract thinking.	Recognize, control and express one's own emotions, perceive and assess other's emotions.
Enables	Academic Success	Success in Life.
Recognizes	People with high intellect, common sense, mental challenges, etc.	Leaders and regular people who handle challenges effectively.

Discussions:

Trainees discuss the major differences between IQ and EQ using the following points:

1. An individual's level of emotional intelligence is represented by scores obtained in the standardized test called Emotional Quotient or EQ. Intelligence Quotient or IQ is a number obtained from standardized intelligence test, which represents an individual's ability in logical reasoning.
2. A person's academic success in exams may depend on his/her IQ level, whereas a person's EQ level reflects his or her overall success in real life.
3. EQ measures an individual's social and emotional competencies or one's ability to recognize one's own and other person's emotional expression. IQ measures a person's academic competency and reasoning ability.
4. A person with good EQ can recognize, control, and express one's own emotions, perception, assess other's emotions, and exhibit self-discipline, including how to learn. A person with a high IQ can learn, understand, and implement knowledge, and possesses logical reasoning and abstract thinking.
5. The IQ and EQ levels are different in different persons. It is possible that a person has a high IQ level but low EQ count and vice versa. It is also possible that a person can have both high IQ and EQ and both low IQ and EQ.

6. Your IQ is what determines your competencies and individual capacities. EQ determines how you use your non-technical and interpersonal skills that are essential for connecting with others. These skills help people to manage their emotions to build healthy relationships, feel and demonstrate empathy, interact, and how they treat people in their life or other places. The skills also show how the person deals with pressures or crisis, self-discipline, including attending classes.



Exercises	Videos
My Perception Self-Evaluation: Emotional Intelligence My Story Anxiety & Stress Triggers	Examining Your Perception https://www.youtube.com/watch?v=JwmvEfchwTA&feature=youtu.be
	Four Types of Learning Styles https://www.youtube.com/watch?v=T0gvUUqR5Zw&feature=youtu.be
	Learning Styles with EQ vs. IQ https://www.youtube.com/watch?v=Zj7JloIN9xw
Discussions: Socioemotional Intelligence. Perceptions. Motivations.	

Courtesy: Career Edge.

Exploring My Story, Creating My Path

Lesson—My Goals for the Job Readiness Program

Learning Objective:	To identify learning goals for Job Readiness
Materials Needed	Handout: “My Goals for Job Readiness.”
Vocabulary	Personal Learning, Distraction, Time Management, Procrastination, Schedule.
SCANS Competencies	Thinking Skills: Reasoning, Problem Solving; Personal Qualities: Integrity, Honesty.
Methodology	Presentation, Group Discussion and Individual Work.
Time	60-90 Minutes.

Instructions:

- The instructor distributes the handout “My Goals for the Job Readiness Program.”
- The Instructor reviews the handout with trainees, making sure everyone understands the questions.
- Trainees complete the handout individually.
- Trainees are grouped in pairs and share responses.
- Instructor debriefs the group.

Extension/Independent Activities:

- Trainees share their goals with a friend or family member.
- Trainees write their responses and include the final version in their portfolio.

My Goals for the Job Readiness Program

Please write your goals and hopes for your participation in the Job Readiness Program by responding to the questions in the space provided below.

- What do you hope to achieve through your participation in the Job Readiness Program?

- What do you hope will be different about yourself or your life at the end of the Job Readiness Program?

- In what ways can your participation in the Job Readiness Program help you move toward Your Personal Vision and forward on Your Path to Self-Sufficiency?

- Consider your goals for personal learning, career awareness, job readiness skills, and computer skills, and then please write your three goals for the Job Readiness Program:
 - 1.
 - 2.
 - 3.

- I will know I have been successful when...

Exploring My Story, Creating My Path

Lesson—Accessing Resources

Learning Objective:	To learn about resources in the community, the District of Columbia, nationally, and internationally.
Materials Needed	Handout: “Brochures, Leaflets, Flyers, Guest Speakers.
Vocabulary	Eligibility.
SCANS Competencies	Information: Acquires and Evaluates Information, Interprets and Communicates Information. Basic Skills: Reading.
Methodology	Group Discussion and Guest Speakers’ Presentation.
Time	60-90 Minutes

Instructions:

- Prior to this lesson, the instructor collects brochures, leaflets, and flyers from other programs and one-stop employment agencies, embassies, and international companies as possible.
- Trainees brainstorm to identify all the programs on the board or screen. Trainees may identify programs in which they are most interested in. The information will constitute the starting point to arrange for representatives from external entities/expert to speak to the trainees.
- Trainees receive a brochure or write a list of all the resources. Instructor reviews leaflets and brochures from programs. Identified panel of speakers, at various times, talk to trainees about their program, services, and opportunities. Presenters allow sufficient time for Questions and Answers.

Extension/Independent Activities:

- Trainees write about how they can use these resources to help them reach their goals for the Job Readiness Program.
- Small groups, based on career interest, meet with other program staff to learn about opportunities in the program and report back to the class.
- Each trainee records information learned on an Excel Spread Sheet.
- Trainees, in pairs, participate in skills training and report back to the full class.

Career Readiness Skills (40 hours)

Lesson—How People Get Jobs

Learning Objective:	To identify and explore my awareness of self and culture in terms of career exploration.
Materials Needed	Hand-outs: Magazines and advertisements: “How People Get Jobs.”
Vocabulary	Culture, Career Exploration, Want Ads, Interviews, College, University, Companies, Embassies, Expo, Fairs, Word-of- Mouth, Job application, Resume, Skills, Training.
SCANS Competencies	Understands Systems, Information: Interprets and Communicates Information, Basic Skills: Listening.
Methodology	Group Discussion.
Time	60 Minutes.

Instructions:

- The instructor engages trainees in discussing expectations on learning more about each other and themselves by looking at the diverse types of jobs people have in the District of Columbia, nationally, their country-of-origin, or internationally.
- Trainees look through and cut pictures of people doing these jobs. Trainees can also draw a picture of a job on a blank piece of paper.
- Once each trainee has identified 2–3 jobs, they name the jobs while the instructor writes the job titles on the board or screen.
- Below are follow-up questions the instructor may ask and record responses.

How do people get jobs in your home country and/or in the United States?

- Is it by word-of-mouth?
- Referrals by relatives or friends?
- Apply through the paper? Apply online?
- Does the government tell you what job you can have?
- Do you have to fill out an application? Do you need a resume?
- Do you have to have an interview?

What kind of education or training (if any) is needed for these jobs?

- Do you have to be a high school graduate?
- Do you need education beyond high school? How much?
- Do you have to have a certificate or degree?

- The instructor summarizes the discussions by pointing out the differences

and similarities of answers for different countries. The instructor emphasizes that the trainees come with unique experiences.

Extension/Independent Activities:

- In a class with speakers of other languages, trainees may express what they know about how people in the United States and other countries get the same type of jobs, the education and training needed, and how to access the education and training. This can be a method to identify gaps or misperceptions in trainees' knowledge of how the U.S. and global labor markets work. Other lessons can be planned to close gaps in knowledge.
- Trainees get the distributed the survey "How People Get Jobs."
- Trainees interview 5–9 people outside of class about how they got their jobs and record the information by putting check marks in the boxes.
- In the follow-up to the homework, trainees report back on what they learned in their interviews regarding the ways people got jobs.
- Trainees compile the information and make a list of the different ways people get jobs
- Trainees discuss how they can use more assistance to help get a job (for instance, filing an application and then calling to check on it), and that might only be available to a few people, like knowing about a position from a neighbor, family member, an alumni network, or other connection, including 'knowing somebody who knows somebody.'
- Trainees create an Excel spreadsheet of how people get jobs based on class responses.
- Trainees write a paragraph on how they or someone they knew got a job.

Career Readiness Skills

Lesson—Influence of Family and Friends

Learning Objective:	To identify and explore trainees’ awareness of the influence of family and friends.
Materials Needed	Paper.
Vocabulary	Advise, advice, guidance, influence, names of family members, counselor, co- worker, colleague, priest, minister, pastor, imam, rabbi, working “under the table.”
SCANS Competencies	Information: Interprets and Communicates Information, Systems: Understands Systems, Thinking: Reasoning.
Methodology	Group Discussion and individual activity.
Time	45- 60 Minutes.

Instructions:

In this activity, instructor models a “family job tree” to help trainees identify the influences in their lives.

The instructor draws a job tree of his/her own family on the board. It can be fictional. An example may be:

My Family’s Job Tree.

Father: Musician Mom: Store clerk Grandfather: Police officer Uncle: unemployed. Cousin: Physician. Grandmother: Entrepreneur.

Cousin: Construction worker & “works under the table” making cabinets for friends.

Aunt: Banker

Me:

- Trainees draw their own “family job trees.” The tree may include mother, father, step-relatives, foster relatives, aunts, uncles, grandparents, and other people who have had a significant impact on their lives.
- Instructor leads discussions using the questions below:
- What are the major jobs that members of your family have had?
- What kinds of jobs did most of the men have?
- What kinds of jobs did the women have?
- How have technological changes affected jobs?
- How have COVID-19 affected the way they work?
- How did your family’s jobs shape their lifestyles and values?
- What education, skills, or qualities are necessary for these jobs?
- Have members of your family encouraged you in any way to learn about their jobs or to go into their field of work? How? Give specific examples.
- Is there a job pattern in your family?

- If you can talk to some of your relatives, ask them what they would have really wanted to do with their lives if they had had the opportunity to do so. What else would you ask them?
- In general, how do careers of family members affect career choices?
- Include others close to you in the job tree. How can the job tree change?

Extension/Independent Activities:

- Trainees circle members in the family to whom they go for help. For example, the instructor can start by asking “Who do you talk to when you cannot afford what you want? “Who do you talk to if you have a conflict with a friend?”
- Each trainee is expected to remember or think about who he or she talked to (or would talk to) in making employment decisions. For examples:
 - To whom did you talk?
 - Why did you choose that person(s)?
 - What advice did the person(s) give you?
 - Did you follow the advice? Why or why not?
- Instructors and trainees wrap up the lesson by articulating that we all seek advice and are influenced by family and friends. It is important to be aware of those influences and how they can both help or hinder us as we explore careers.

FINANCE IN THE CLASSROOM

Name _____ Date _____

FAMILY CAREER TREE

Believe it or not, the career choice of our family members can influence our own career choices. On this tree, imagine each family member and his or her career as a branch. Include brothers and sisters and the careers they are interested in. Label the tree with your family members' occupations. For example, if your grandmother was a truck driver, put "truck driver" by the word grandma.

GRANDMA GRANDPA GRANDPA GRANDMA

DAD MOM

BROTHERS SISTERS

ME

FinanceInTheClassroom.org

My Family Career Tree

Instructions: Write the name of a person in your family and the career he or she has in each box.

Is there a career that appears more than once in your family tree? If so, what is it?

Are there any careers in your family tree that sound interesting, fun, or fulfilling to you? If so, what are they?

Are there any careers that do not appear in your family tree that sound interesting, fun, or fulfilling to you? If so, what are they?

Choose any career that you think sounds interesting, fun or fulfilling. Describe people in that career. What qualities do they have? What are they good at doing? What are their special skills?

Career Readiness Skills

Lesson—Things I Like

Learning Objective:	To help me find out about my interests and talents and how to use the information to guide educational and career decisions
Materials Needed	Hand Out: “Things I like.”
Vocabulary	Interest, Hobbies, Recreation.
SCANS Competencies	Basic Skills: Writing, Speaking; Personal Qualities: Sociability.
Methodology	Paired peer and individual activity.
Time	45- 60 Minutes

Instructions:

- Trainees receive the handout “Things I Like.” Trainees write down the first things that they can relate to on the list.
- Once all trainees have completed their lists, they interview one another in pairs or small groups, using the questions from the handout.

This activity is from “Getting There: A Curriculum for People Moving into Employment,” The Center for Literacy Studies, The University of Tennessee, Knoxville

Extension/Independent Activities:

- Trainees write a paragraph describing their hobbies, identifying at least five skills they use in doing the hobby and identifying at least two jobs that use these skills.

Things I Like

1. My hobbies are

2. When I have free time, I like to

3. The most interesting section of the newspaper or internet that I like to read is

4. On my day off from work or school, I like to

5. My favorite topic to read is

6. My favorite type of television/internet/cable program is

7. My favorite recreation is

8. In conversation, I like to talk about

9. My favorite subjects in school were

Career Readiness Skills

Lesson—Things I Have Done

Learning Objective:	To help me discover my transferable skills
Materials Needed	Hand Out: “Things I like.”
Vocabulary	Interest, Hobbies, Recreation.
SCANS Competencies	Basic Skills: Writing, Speaking; Personal Qualities: Sociability.
Methodology	Paired peer and individual activity.
Time	45- 60 Minutes

Instructions:

- Trainees received the handout “Things I Have Done,” and reviewed the checklist as a group.
- Trainees identify what things on the list they did in preparation for the Job Readiness Program and record on the board, screen or say them.
- Trainees write down one other task/activity they accomplished in the past year. Examples may include planning a graduation or birthday party, organizing a charity event, assisting an elderly relative or neighbor.
- Trainees identify at least four to five items on the handout that relate to this accomplishment.
- Trainees share their accomplishment and checklist with a paired peer.
- Peers can help each other identify additional skills used to attain accomplishment.

Extension/Independent Activities:

Tell a Story

- In pairs, trainees “tell a story” about the accomplishment they chose.
- The “teller” describes what the event was and what s/he did to make the event happen.
- The “listener” writes down a list of steps taken by the colleague.
- In collaboration, the two trainees review the steps written down and identify the skills employed to perform each task.
- Trainees refer to the skills listed in the handout.

Hopes, Dreams, and Plans

- Trainees write down the words, “hopes, dreams, and plans” on the paper with their accomplishment.
- Trainees review the “Things I Have Done” handout and identify a list of some of the skills they can use to reach their future hopes, dreams and

plans.

Other

- Trainees write a list of the skills they have identified.
- Trainees write a paragraph describing their accomplishment and how they used the skills.
- Trainees create a graph in Excel of all the skills trainees in the class have and how many have each skill.

Things I Have Done

Working With People	Working With Things
<input type="checkbox"/> Take care of a sick relative _____	Take care of plants, garden, farm
<input type="checkbox"/> Give medicine to a child _____	Cook
<input type="checkbox"/> Care for child who is disabled _____	Do housecleaning at home
<input type="checkbox"/> Help at a school event _____	Arrange flowers
<input type="checkbox"/> Make phone calls _____	Care for animals
<input type="checkbox"/> Visit friends and family in nursing homes _____	Type, file, perform office work for an organization
<input type="checkbox"/> Visit new places _____	Use a computer
<input type="checkbox"/> Take care of my children or other _____	Take photographs
people's children _____	Operate video equipment
<input type="checkbox"/> Teach or coach a sport _____	Build furniture
<input type="checkbox"/> Organize parties for family or friends _____	Repair equipment, repair appliances
<input type="checkbox"/> Teach at my place of worship _____	Operate equipment (lawnmowers, _____
<input type="checkbox"/> Help children with their homework _____	saws, forklifts)
<input type="checkbox"/> Participate in events in my community _____	Use tools
<input type="checkbox"/> Volunteer at a library _____	Drive buses, vans, taxis, Uber, Lyft
<input type="checkbox"/> Work with other parents in the schools _____	Prepare meals for large groups
<input type="checkbox"/> Go on field trips for teens and help out _____	Build things
<input type="checkbox"/> Play music or dance for others _____	Cut down trees
<input type="checkbox"/> Other _____	Give haircuts or style hair
_____	Take care of cars
_____	Other _____
_____	_____
Working With Data	
<input type="checkbox"/> Write checks and balance a checkbook	
<input type="checkbox"/> Do a budget for my family	
<input type="checkbox"/> Record money for a club or group	
<input type="checkbox"/> Handle the money/finances for a	
small business	
<input type="checkbox"/> Read a map	
<input type="checkbox"/> Follow directions	
<input type="checkbox"/> Read a flyer or poster	
<input type="checkbox"/> Apply for a loan or credit	
<input type="checkbox"/> Fill out forms and applications	
<input type="checkbox"/> Make airline arrangements	
<input type="checkbox"/> File papers	
<input type="checkbox"/> Enter data onto a computer	
<input type="checkbox"/> Select and price items to be purchased	
by a group	
<input type="checkbox"/> Maintain sales records for an	
organization's store or sale	
<input type="checkbox"/> Choose colors for sewing, crafts,	
decorating projects	
<input type="checkbox"/> Other types of working with data	

Career Readiness Skills

Lesson—Identifying Skills

Learning Objective:	To help me learn about skill categories and to identify their own skills.
Materials Needed	Handout:” Skills Identification” and index.
Vocabulary	Communication, Self-management, Management, Technical.
SCANS Competencies	Interpersonal: Participates as a Member of a Team, Thinking Skills: Problem Solving, Information: Organizes and Maintains Information.
Methodology	Small Group Work.
Time	45- 60 Minutes.

Instructions:

- This is a challenging activity. Before class, each trainee will have a copy of the “Skills Identification” handout and cut the list of skills into strips.
- Instructor ensures a complete set of cut-up skills strips for each pair or group of trainees and write up one set of the seven skill categories on index cards for each group.
- The instructor explains that knowing what skills are and being able to identify one’s own skills is necessary for choosing a career, changing or finding anew career.
- Write the seven categories of skills on the board and briefly explain what they are:
 - Communication skills
 - Number skills
 - Technical skills
 - Business skills
 - Management and Self-Management skills
 - Creative/Artistic skills
 - People skills
- Trainees are grouped in pairs or groups. Each group will be given a set of skills on strips of paper and a set of index cards with the seven skill categories. The groups are to put the strips into the correct skill category.
- When the task is completed, a review of the categories is conducted and the skills in each. Trainees will name jobs that they think require skills in the different categories.

Extension/Independent Activities:

- From the “Skills Identification” handout, trainees check skills that they believe they have. Trainees discuss questions or more, for examples, in group discussions:
 - Do you have skills in more than one area?

- In which category do you have the most skills?
- What are the skills needed for the jobs in which you are interested?
- Do the skills you have match the skills needed for those jobs?
- Are there some skills that you would like to have but do not have right now?
- What education and/or training might you need to develop those skills?
- Trainees research a job in which they are interested and identify which of these skills are required in the job.
- Trainees write a paragraph about which skills they have and which skills they would need to learn.

SKILLS IDENTIFICATION

COMMUNICATION SKILLS	TECHNICAL SKILLS	
<ul style="list-style-type: none"> • Reading and following directions • Putting things in alphabetical order • Comparing or cross-checking two lists • Filling out forms • Writing letters and memos correctly • Reading and understanding policies and memos • Writing reports • Speaking to people you do not know • Speaking English and another language • Taking notes while someone speaks • Finding information (getting what you need to know out of a dictionary, online website, the library, etc.) • Using a map • Reading bus, train, and plane schedules • Explaining things to other people • Knowing when to ask for help or more explanation 	<ul style="list-style-type: none"> • Making, fixing, and repairing things • Operating machinery • Installing things, • Building things • Gar Business Skills • Operating a computer • Using a business telephone • Conducting research 	
	BUSINESS SKILLS	
	<ul style="list-style-type: none"> • Filing, sorting, and classifying information • Balancing checkbooks • Working with budgets • Setting up and closing out a cash register • Developing agendas 	
	MANAGEMENT AND SELF MANAGEMENT SKILLS	
<th style="background-color: #92d050;">NUMBER SKILLS</th> <td> <ul style="list-style-type: none"> • Being patient with others • Keeping a cheerful attitude • Getting interested/excited about the task at hand • Creating a healthy work environment • Offering to help when needed • Knowing how to take direction • Motivating yourself to do what needs to get done • Helping motivate others to get the job done • Prioritizing tasks so that the larger goal is met on time • Following the rules • Presenting a neat and professional image • Checking your own work • Working hard without complaining • Using courtesy when dealing with others • Seeking help when needed • Being eager to learn </td>	NUMBER SKILLS	<ul style="list-style-type: none"> • Being patient with others • Keeping a cheerful attitude • Getting interested/excited about the task at hand • Creating a healthy work environment • Offering to help when needed • Knowing how to take direction • Motivating yourself to do what needs to get done • Helping motivate others to get the job done • Prioritizing tasks so that the larger goal is met on time • Following the rules • Presenting a neat and professional image • Checking your own work • Working hard without complaining • Using courtesy when dealing with others • Seeking help when needed • Being eager to learn
<ul style="list-style-type: none"> • Doing arithmetic /mathematics correctly • Using percentages and decimals • Using a calculator • Rounding off numbers • Typing/keyboarding • Calculating hours worked, money owed, etc. • Estimating costs and/or time needed to complete a job • Using a database program on a computer 		

CREATIVE/ ARTISTIC SKILLS	PEOPLE SKILLS
<ul style="list-style-type: none"> • Drawing • Expressing • Performing • Presenting artistic ideas • Dancing, body movement • Visualizing shapes • Designing • Model making • Making handicrafts • Writing poetry • Illustrating, sketching • Doing photography • Mechanical drawing 	<ul style="list-style-type: none"> • Caring for children responsibly • Caring for the sick and elderly • Showing warmth • Solving problems in a cooperative way • Helping people complete a task • Teaching someone how to do something • Knowing how to have a good relationship with different people/personalities • Leading groups or activities • Being a team player

Note: Trainees can suggest skills in the various categories

Career Readiness Skills

Lesson—Identifying Job Values

Learning Objective:	To me identify what job values are and their importance in choosing a career.
Materials Needed	Handouts: “Job Values Inventory” and” Job Values Inventory Summary.
Vocabulary	Values, Rank or Prioritize, Compatible, Benefits, Salary, Job security, Working Conditions, Environment, Organization, Promotion/Advancement, Prestige, Respect, Value system.
SCANS Competencies	Basic Skills: Speaking, Thinking Skills: Decision Making, Information: Acquires and Evaluates Information.
Methodology	Large group discussion with individual work.
Time	30 60 Minutes.

Instructions:

- The instructor explains to the trainees that a step in the career awareness process entails identifying what they value in a job.
- Trainees brainstorm and name things that are important to them in a job and record list. Trainees express the things that are important to them.
- Guiding questions include:
 - What is more important to you—a good salary or work hours that meet your needs?
 - Is it important to you to move up or advance in your job?
 - Does it matter where your work is located? In your neighborhood? Accessible by public transportation? Not more than a one-hour commute?
 - How important is it that you have a good relationship with your co-workers? Supervisors? Customers?
 - Do you need health benefits? Insurance?
 - Do you want a job that will last a long time or one that is not likely to have layoffs?
 - If there are trainees who are employed, have been employed in other jobs, ask them if their values are different today than when they first started working? For instance, was money the #1 value to begin with, and now is it health benefits?
- Trainees discussed the value in the “Job Values Inventory” handout.
- Instructors and trainees review the checklist and what each item means. Relate the items back to the list they developed on the board.
- In class, or for homework, each trainee ranks the items from 1 to 12 with 1 being most important and 12 the least important.

Extension/Independent Activity:

- Trainees plot their responses on the “Job Values Inventory.” The activities may stimulate discussions about what values are most important to the trainees. Trainees can plot class responses in a graph on an Excel spreadsheet.

Discussion questions include:

- What are the most highly ranked values? Why do you think that was?
- Were there some rankings that no one chose as #1?
- What did you learn about others?
- Why did others make the choices they made?
- What did you learn about yourself?
- Trainees, in pairs, interview one another about their lists and why they numbered the values as they did.
- Trainees complete the handout in class or as homework. They understand that it is purposeful to create the list, keep and review the list periodically to see how their values change.

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Job Values Inventory

This exercise helps you identify which job qualities you value most. Rank the items below from 1 to 12 with 1 being most important and 12 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- _____ Good salary
- _____ Good benefits (health insurance, retirement, etc.)
- _____ Job security
- _____ Work hours that meet your needs
- _____ Satisfactory location
- _____ Compatible co-workers, supervisors, customers
- _____ Opportunity to gain experience and develop skills
- _____ Challenging and satisfying work
- _____ Good working conditions/environment
- _____ Like/believe in what the organization does
- _____ Chance for promotion/advancement
- _____ Prestige and respect

Adapted from the California Career Planning Guide

Job Values Inventory Summary

List the top six “job values” you consider very important to have in your job. Top Six Job Values

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Out of these six job values listed above, explain for at least three why you feel you cannot manage without them.

I cannot be without these job values because:

1.

2.

3.

Your job values may appear in other small ways within your life but have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.

Adapted from the California Career Planning Guide 2003-2005

Career Readiness Skills

Lesson—Putting It All Together—Interests, Skills, and Values

Learning Objective:	To help me understand the relationship between my interests, skills, values, and abilities, and how that informs educational and career options.
Materials Needed	Internet access to the career surveys listed below.
Vocabulary	Survey
SCANS Competencies	Basic Skills: Reading, Thinking Skills: Decision Making, Personal Qualities: Integrity/Honesty.
Methodology	Large group discussion with individual work.
Time	45- 60 Minutes.

Instructions:

- The instructor explains to trainees the need to understand that they are going to examine how their skills, values, and interests match up with various occupations that they may be interested in exploring further or learning more about. This is not a test, and there is no right or wrong answer.
- The instructor encourages trainees to answer the questions honestly so that they can better understand what career path might work best for them. For trainees who are working, this activity may be a way for them to evaluate advancement opportunities or new career paths. The instructor reviews each site and choose one that best meets the needs of his or her trainees.

Here are two Internet sites with career surveys:

- My Next Move O*Net Internet Profiler
<https://www.mynextmove.org/explore/ip>
- District of Columbia jobs and employment services and resources
<https://dc.gov/page/jobs-resource-center>
- American Job Center: [Link](#)

This activity works best when trainees have had the opportunity to participate in other discrete activities to identify skills, values, and interests prior to doing an online activity. This activity gives trainees an opportunity, as part of the self-exploration process, to “put it all together” in a meaningful way.

- Use a computer lab and have trainees complete a survey together during

class.

- Ask trainees to identify three to five occupations that match their skills, interests, and values based on the survey.

Extension/Independent Activities:

- Trainees take a different online survey and write a paragraph about what they learned about themselves, how it provided similar or different information than the first survey, and what careers they might be interested in exploring based on their findings.

- **Career Readiness Skills**

Lesson—Using the Internet to Learn About Occupations

Learning Objective:	To help me become familiar with how to find occupational information on the Internet and to know what type of information that is comparing occupational choices.
Materials Needed	Computers with Internet access for each trainee.
Vocabulary	Licensure, Certification, Outlook.
SCANS Competencies	Basic Skills: Reading, Technology: Applies Technology to Task, Thinking: Seeing Things in the Mind’s Eye.
Methodology	Computer activity.
Time	60-90 Minutes.

Instructions:

- Use the occupations identified by trainees in the last lesson or, alternatively, trainees write down 2–4 occupations they are interested in learning more about and use that list as the basis for the Internet search.

Examples of websites for career exploration:

Occupational Outlook Handbook— <https://www.bls.gov/ooh/>

- America’s Career [InfoNet—www.acinet.org](http://www.acinet.org)

Instructors can review each of the websites listed above and more to determine which sites provide information in the most accessible manner for the trainees’ language level and familiarity with the Internet. There are two versions of the “Career Exploration on the Internet” handout.

Choose the version that best meets trainees' needs.

Extension/Independent Activities:

- This activity can be expanded in a follow-up lesson to help trainees compare the amount of education needed and the expected wage for different occupations. The intent is to encourage trainees to begin to think realistically about whether a career path is right for them or not.
- Trainees bring their completed "Career Exploration" handouts to class. Post four large sheets of paper around the room with the labels: "High School or GED," "Certificate Program or Associates Degree," "Bachelor's Degree," and "Graduate Degree."
- Trainees list their career choices under one of the four sheets based on the education needed. They also mark the wage of the career choice next to it.
- The instructor facilitates a discussion based on the following questions:
 - Were they surprised by how much or how little education was needed for some jobs? Which ones and why?
 - Were they surprised by how much or how little the wage was for some jobs? Which ones and why?
 - Is there a relationship between how much education/training a job requires and the wage of the job?
 - Why do some jobs require a BA degree but pay less than a job requiring an AA degree?

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Career Exploration on the Internet Version A

Work Description and Working Conditions

- What does a _____ do daily?
- In what kind of setting do they work? Inside or outside?
- How many hours a day do they work?
- Does a _____ work alone or with other people?
- What kind of equipment does a _____ use?
(for example, computer, X-ray machine, forklift, etc.)
- Are there any physical or health considerations concerning this work?
- Other questions?

Wage/Salary

- What is the typical starting salary in this occupation?
- Other Questions?

Employment Outlook

- What is the employment outlook for this occupation?
- Are there many jobs in this occupation near where I live?
- Is part-time employment usually available in this occupation?

Career Path and Opportunities for Growth

- What are the opportunities for advancement in this occupation?
- Other questions?

Education Requirements, Licensure/Certification

- What education and/or training are required to become a _____?
- Where do I go to school or get training in my area to become a _____?

- What is the best school for you _____ ?
- Does this occupation require licensure or certification _____ ?
- Other questions?

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Career Exploration on the Internet Version B

	Sample Occupation #1	Sample Occupation # 2	Trainee Occupation #1	
What are the duties?				
What is the job setting?				
How many hours a day or a week is the job?				
Work alone or with people?				
What kind of equipment is used?				
What is the salary?				
Are there many jobs?				
What education and/or training are required?				

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Career Readiness Skills

Lesson—Informational Interviews

Learning Objective:	To help me learn how to conduct an informational interview.
Materials Needed	Handouts: “Informational Interview Guide” and “Informational Interview Log.”
Vocabulary	Interview, Informational, Personnel, Qualifications, Training, Benefits, Wages, Entry-level, Advancement.
SCANS Competencies	Interpersonal: Participates as a Member of a Team, Personal Qualities: Sociability, Basic Skills: Speaking.
Methodology	Group discussion followed by individual activity.
Time	30-60 Minutes

Instructions:

- This activity gives trainees an opportunity to practice conducting an informational interview.
- Using the chart below, trainees understand that job seekers are likely to participate in one or both of the two different types of interviews.

	Informational Interview	Job Interview
Why?	To learn more about jobs you might be interested in doing	To see if your skills match what the employer needs for a specific job opening
When?	In the early stages of your exploration of career options	After you have applied for a specific job opening
Who?	Friends, family, neighbors, someone who has worked in a particular industry or occupation for a long time, someone in the community who does the job	May be a human resources person from the company or a manager who is doing the hiring directly
Outcome?	You have more information about a job, you make a potentially valuable contact to add to your network	The employer decides whether to hire you or not

- Trainees list questions that they may want to ask someone to find out more about a particular job. They record the list on the board or screen.
- Trainees review the Informational Interview Log. For question #6, trainees can add in a question based on the list generated in class.

- Trainees use several ways to conduct informational interviews:
 - For trainees with work experience, they may interview each other in class.
 - In groups of 2-3, trainees may interview people working in the program. A trainee can be assigned to take notes and another to ask questions.
- Trainees, in groups, share their findings. Question: “Who would you like to interview in the community in the community to learn more about jobs you are interested in?”

Extension/Independent Activities:

- Trainees list jobs they explored on the Internet in the occupational exploration lesson.
- Trainees list jobs into categories (e.g., manufacturing jobs, health care jobs, etc.) or by skill level, or any other way jobs in which they are interested.
- Trainees identify jobs on the list that are in the category in which they were most interested. Each trainee examines the list and decides on a prioritized number of jobs they would like to know more about.
- Trainees are grouped based on their interest in the same or related jobs. This sets the stage for the groups to conduct informational interviews with people in the community who are knowledgeable about specific jobs areas. People to be interviewed might include a personnel officer from a particular company, a representative of the local Career Center or Chamber of Commerce. S/he could be a worker who has held a variety of jobs or someone who has worked in the same industry for a long time and knows it well.
- The interviewing could be done by a small group or pairs (and several small groups could interview different people). The interviews could be done in class (with the interviewee invited to come) or in the person’s own office. Either way, the interview should be planned in detail ahead of time—who to interview, what questions to ask, who will ask what, how will answers be recorded?
- After the interview, the group reports back to the class on what they have learned. From the report, they develop a wall chart listing the questions and responses for each job.

Discussion questions for comparing the answers may include:

- Which job has the highest entry-level wage?
- Which job has the highest educational requirement?
- Do the jobs with the higher educational/training requirements

- also have higher entry-level wages?
- Which jobs have the most advanced opportunities?
- Which field has the most job openings?

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Informational Interview Guide

Why?

1. To get information about places of work.
2. To help you make informed choices about where you want to work and what kind of job you want.
3. To create a network of contacts.

Where to go? Who to speak with?

1. Friends, family, neighbors, and acquaintances
2. People whose careers interest you or about which you are curious
3. Places where you would like to do an on-the-job training or job shadowing
4. People to whom you have been referred by your contacts

How?

Here is what to say to friends or family or anyone you want to interview:

1. I am collecting information about various fields of work.
2. I am really interested in the work that you do.
3. I am not looking for a job right now.
4. I only need 10 minutes of your time to ask you some questions.
5. Is it convenient now or later?

Interview Guidelines

1. You can write notes during the interview, although it is better to listen very carefully and then take notes as soon as you leave the interview.
2. After about 10 minutes or when the opportunity arises, thank them for their time and the meeting. If they want to continue, you may.
3. Before you leave: a. Write down their name, job title, complete name of their company, address, and telephone number OR b. Ask for their business card.
4. Write them a thank you note. Be sure to include your name, address, and phone number appear.

The Questions

What do you do in a typical workday?

How did you get started in this job?

What experience, education, training, and skills did you need?

What would you most like to change about your work? Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when

contacting them.)

These questions should take no longer than 10 minutes to answer. Be professional, stay on topic, do not talk about yourself and what you can or cannot do. If you have extra time, you may ask any of the following:

1. What types of training and qualifications does this company look for in their employees?
2. Does your company take interns or job shadows?
3. Who does the hiring here? What is the hiring process?

More Tips

1. Be sure to be well groomed and smartly dressed (even if it is a virtual meeting).
2. Make eye contact with the person to whom you are talking and smile when it is appropriate.
3. Extend your hand when you are being greeted and shake hands firmly (if it is an in-person meeting).
4. Do not sit down until you have been invited to do so (if it is an in-person meeting).
5. Look around and notice your surroundings. Notice what you like and do not like about what you see and be sure to put these observations into your notes.
6. Try to relax and enjoy yourself!

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Informational Interview Log

Name of Contact: _____ Business: _____

Job Title: _____

Address: _____ Telephone Number: _____

Email Address: _____

Date of Meeting: _____

Questions to ask:

1. What do you do in a typical work day?
2. How did you get started in the job? What experience, education, training, and skills did you need?
3. What do you like most about your work?
4. What would you most like to change about your work?
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?)
6. Other question:

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Career Readiness Skills

Lesson—Job Fairs/Career Fairs

Learning Objective:	To help me learn what a job fair and a career fair are and how to use them to explore career options
Materials Needed	Employers as panelists or individual speakers, Handout: “Job Fairs and Career Fairs: What is the Difference?”
Vocabulary	Resume, recruiter, interview, job seeker, advertise, business card
SCANS Competencies	Personal Qualities: Sociability, Information: Acquires and Evaluates, Information, Basic Skills: Speaking
Methodology	Large group discussion and arranging a career/job fair
Time	30-45 Minutes

Instructions:

- From the hand-out, “Job Fairs and Career Fairs,” trainees discuss the difference.
- Trainees understand that there are other ways, beyond searching the Internet and doing informational interviews, to learn about various careers (career fairs) and companies (job fairs). One of the ways is to attend a job or career fair.
- Trainees who have been to a job fair may share their experience. Their input may help the rest of the class to understand what a job fair is.
- Based on trainees’ interests and needs, in collaboration with trainees, instructors can host a job fair and/or a career fair for the class or to attend one. Instructors can also ask for assistance from Career Centers to identify employers to conduct a mini-career or job fair for the class.

]

If trainees are interested in hosting a Job Fair:

- Trainees brainstorm a list of questions that they would like the employers to answer. The list might include:
 - What types of job openings are there in your company?
 - What kinds of skills are you looking for in a prospective employee?
 - What kind of education and experience do your employees have?
 - What type of training does your company offer?
 - What is a typical career path in your company?
- Trainees bring a resume to the mini-job fair to give to employers.
- Trainees come prepared to answer basic interview-style questions about themselves and their career aspirations.
- 15–10 employers to come to the class or program and to bring materials about their companies.
- On the day of the mini-job fair employers answer questions in a panel format,

including virtually, or set up around the room (or a conference room) to resemble booths at a jobfair. Distribute a list of questions, which they brainstormed earlier, to trainees.

If the trainees are interested in hosting a career fair:

- Trainees brainstorm a list of 4–6 occupations that they would be interested in learning more about. Program supervisors identify professionals in these occupations to come and participate in a career fair. A variation of the traditional career fair will highlight the different specialties. For example, Culinary Arts, Medicine, Media Communication Arts, Diplomacy, Modeling. This could be a visit from industry representatives or could be done as a panel, which could consist of, for example, 3–4 diplomats who are experts in arts diplomacy, physicians, journalists, designers, etc.
- Brainstorm a list of questions that trainees would like the individual or panelists to answer.

Extension/Independent Activities:

Trainees write up a 60-second introduction for a job fair that includes their name, interests and experience, and what type of job they are looking for.

Trainees pair up and practice their introductions.

Trainees may get extra practice time to enable them to become comfortable in presenting their introductions in a fluent and confident manner.

- Trainees time each other and make suggestions. If possible, presentations can be video-taped and reviewed the tape with them.
- Trainees write a thank-you letter to a recruiter they met at a job fair.

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support 2009.

Job Fairs and Career Fairs: What Is the Difference?

Job fairs:

Usually organized around recruiters for a single employer or group of employers.

Recruiters may or may not have job openings.

Good opportunity to gain experience about various companies, rather than occupations.

A great opportunity to practice asking questions or to do an informational interview.

Career fairs:

May be organized by educational programs on-site.

Speakers representing a variety of occupations talk about their work.

An excellent source of occupational information.

An opportunity for trainees to ask questions and interact informally with an employed professional.

Great opportunity to do an informational interview.

Best Job Search Strategies	Videos
<p>Exercises</p> <p>My Ideal Business Card</p> <p>Connecting Your Past to Your Future</p> <p>My Personal Brand</p> <p>My Application.</p> <p>Objectives:</p> <p>Understand the difference between the hidden and published job markets.</p> <p>Review the most effective strategies for finding your career.</p> <p>Create your brand and learn how to stand out.</p> <p>Formulate a job application.</p>	<p>How to get 500+ LinkedIn Connections in 15 Minutes https://www.youtube.com/watch?v=8RvD_b26Xso&feature=youtu.be</p> <p>Hashtags 101 for #JobSeekers https://www.youtube.com/watch?v=KDkmhvEdptQ&feature=youtu.be</p> <p>Job Searching with a Felony https://www.youtube.com/watch?v=EEY6N-dUE1g</p> <p>Labor Market Information https://www.youtube.com/watch?v=3JOU_0XXk7Y</p> <p>Job Seeker Twitter Tutorial - Career EDGE https://www.youtube.com/watch?v=t0vQwJ1_gl</p> <p>Working While Not Working https://www.youtube.com/watch?v=AwGilqZ5Ndk</p> <p>Tips for Filling Out a Job Application https://www.youtube.com/watch?v=CE3VCxjt7zw&feature=youtu.be</p> <p>Social Media for Job Searching Overview https://www.youtube.com/watch?v=Rr0JCVCiZak&feature=youtu.be</p>

Courtesy: Career Edge

Career Readiness Skills

Lesson—Job Shadowing

Learning Objective:	To help me learn about a career by following a professional for a day.
Materials Needed	Handouts: “Job Shadow Explanation Sheet,” “Job Shadow Phone Script,” “Job Shadow Checklist,” “Job Shadow Thank You Letter,” “Sample Job Shadow Introduction Letter,” and “Job Shadowing Questionnaire.”
Vocabulary	Mentor, Productivity.
SCANS Competencies	Interpersonal: Works with Information Acquires and Evaluates Information, Personal Qualities: Self-Management.
Methodology	Setting up job shadows.
Time	60 Minutes in class. 2-6 hours in a job shadow.

Instructions:

- Before this lesson, instructors may solicit and secure job shadow opportunities.
- Trainees receive and discuss contents in the handout, “Job Shadow Explanation Sheet.”
- Trainees who have participated in a job shadow may share their experiences.
- Trainees brainstorm on the types of jobs or company types for which trainees might want to do a jobshadow.
- Trainees receive and discuss the content in the handout “Job Shadow Phone Script.”
- Trainees engage in role playmaking phone calls.
- For homework, trainees identify two company type they would be interested in for a job shadow.
- Trainees review the handouts, “Job Shadow Checklist,” “Job Shadow Thank You Letter,” “Job Shadow Introduction Letter,” and “Job Shadowing Questionnaire.”
- Trainees may line up for the job shadow and write thank you letters following the job shadow.

Extension/Independent Activities:

- Writing thank you letters to mentors.
- Making an oral presentation to the class or writing a paper based on their answers to the “JobShadowing Questionnaire.”

Job Shadow Explanation Sheet

Job Shadow:

A job shadow is a structured career activity where trainees follow an employee at a company location to learn about a particular occupation or industry. The purpose of job shadowing is to help you explore a range of career options. For this to be a meaningful experience, you should shadow someone in the career path area in which you are interested.

The employee who is hosting you is called a mentor. Through the job shadow, you experience a one-on-one relationship with a mentor by observing activities and gaining valuable information about their chosen career. This training is also offered through Jah Kente International, Inc.'s partnership with other industries to expand the experience.

Job shadowing helps you accomplish the following:

Gain information about possible future career interests

Observe the daily routine of an employee

Observe the system of the host's company or business

Gain an insight of the academic, technical, and personal skills required by a particular occupation

- Gain an understanding of the connection between education, training, and work
- Gain information to assist you in goal-setting and educational planning

Job Shadow Phone Script

"May I speak with _____"

"Hello. My name is _____."

I am a trainee at _____. I am interested in your business and pursuing a career in _____ (career area).

Would you be interested in allowing me to job shadow yourself or someone else in your business for 6 hours?"

- Be ready to have information on dates and times.
- Be prepared to explain the job shadow definition.

- Explain the feasibility of transportation.
- Discuss your responsibilities and goals as a trainee (so that the employer does not feel that they will lose productivity time).

If the employer/business is willing to set up the job shadow, thank them and let the employer know you will be calling a few days ahead of time to confirm the job shadow.

If they cannot help you, ask "Is there anyone else that you know of in this industry/business that might be able to help me with a job shadow"?

Other contacts:

1) Business Name: _____ Phone Number:

Employee Name: _____

2) Business Name: _____ Phone Number:

Employee Name: _____

Reminder: Your interest and courtesy is important in acquiring your desired job shadow contact.

Job Shadow, Thank You Letter Format

_____ (Today's Date)

(four blank lines)

_____ (Name and title of person)

_____ (Company Name)

_____ (Street Address)

_____ (City, State, Zip)

(one blank line)

Dear Mr./Mrs./Miss/Ms./Dr. _____:

(one blank line)

First paragraph: Purpose—tell why you are writing this letter.

(one blank line)

Second paragraph: Body—mention one thing you learned and one thing you liked about the experience.

(one blank line)

Third paragraph: Closing—thank the person again for their time and effort in working with you.

(one blank line)

Sincerely,

(three blank lines)

_____ (Sign your name)

_____ (Print or type your name)

Job Shadow Checklist

Read carefully and follow:

BEFORE Your Job Shadow Day:

Become familiar with the job shadow procedures. Your instructor can assist with any of your questions concerning the job shadow.

Call to set up job shadow at least **2 weeks before you shadow** and confirm your date and time to shadow.

Make travel arrangements to your job shadow site.

TAKE to Your Job Shadow:

Introduction Letter (give to your mentor)

TIPS (During Your Job Shadow)

Be sure to bring paper, a pen or pencil, and questions for your mentor

Bring lunch, if necessary

If the employer does not give you a business card, politely ask for one

BE ON TIME AND DRESS APPROPRIATELY. Men: wear dress pants and button-down shirts.

Women: No midriffs or tanks. Wear business casual clothes. Men and Women: no tennis shoes, sandals, hats, or shorts.

Do not ask questions when people are busy

AFTER Your Job Shadow Day:

Send a thank you letter!

Enjoy and make the most of your job shadowing opportunity!

Sample Job Shadow Introduction Letter

(**Please give this letter to your **MENTOR on the job shadow day**)

Dear Job Shadow Mentor:

The goal of our Job Readiness Program is to give trainees many opportunities to gain experience and explore career opportunities. The chance to experience what different careers offer and learn more about a specific career from someone who is in the field gives JKI's trainees a better perspective when choosing a career path.

A job shadow is a structured career activity where a trainee follows an employee at a company location to learn about a particular occupation or industry. The purpose of job shadowing is to help trainees explore a range of career options. For this to be a meaningful experience, trainees should shadow someone in their career path interest area.

Without your collaboration, this could not have occurred. We would like to extend a big "THANK YOU" for your role in helping this experience become a positive and worthwhile endeavor.

The employee who is hosting the trainee is called a mentor. The trainee experiences a one-on-one relationship with a mentor by observing activities and gaining valuable information about their chosen career. Job shadowing helps trainees accomplish the following:

- Gain information about possible future career interests.
- Observe the daily routine of their adult mentor.
- Observe the system of the host company or business.
- Gain an insight of the academic, technical, and personal skills required by a particular occupation.
- Gain an understanding of the connection between school and work.
- Gain information to assist trainees in goal-setting and educational planning.

I have attached a survey that we hope you will return to provide feedback on the job shadow. Please feel free to express any thoughts or opinions, as we wish to make this experience the absolute best for all trainees in the years to come.

Thank you,

Instructor, Job Readiness Program

Job Shadowing Questionnaire

Name of Trainee

Date.

From-----To-----

Name of Job Site:-----

Manager/ Contact Person: -----

Area/Job shadowed:-----

Person shadowed:-----

Trainee Interview Questions:

- ✓ "Is your job a full-time position?" _____
- ✓ "What are your hours/days of work?" _____
- ✓ "Is there a dress code?" _____
- ✓ "What type of technical training did you need to have to apply for this job?" _____
- ✓ "What are your duties on the job?" _____

- ✓ "How is this job satisfying or meaningful for you?" _____

- ✓ "Do you supply any of your own equipment or tools?" _____

- ✓ "What types of employment benefits do you receive through this employer":
____health insurance ____vacation time ____sick leave ____retirement benefits

___dental insurance ___profit sharing ___vision insurance ___401K

✓ “Which benefits are the most important to you?” _____

✓ “Do you have any recommendations for me?” _____

Other questions/notes:

Trainee’s reflection after shadowing:

✓ Was the job what you expected?

◆ If yes, why? _____

◆ If no, why not? _____

✓ Is this a job you would like to do full-time? _____

✓ Note three things you learned from this shadowing?

1. _____

2. _____

3. _____

✓ What did you like best about the job?

✓ What did you like least about the job?

✓ List the occupational terms you heard or read while at the job site

✓ Your final thoughts:

Career Readiness Skills

Lesson—Career Ladders

Learning Objective:	To help me think about long term about job objectives.
Materials Needed	Access to Career Sites.
Vocabulary	Mapping, promotion, advancement, wage, lateral movement, horizontal movement, tuition reimbursement, human resources department, personnel.
SCANS Competencies	Systems: Understands Systems, Information: Interprets and Communicates Information, Thinking Skills: Seeing Things in the Mind's Eye.
Methodology	Group discussion.
Time	45-60 Minutes.

Instructions:

- Prior to the lesson, review the sample career ladders and career sites.
- Identify career ladders and share with trainees.
- Trainees understand the possibilities for promotion or movement within a particular field or company.
- Trainees entering the workforce for the first time or seeking a better job can benefit by understanding that a career ladder is a step-by-step wage and skill progression in a job category or within a company.
- Trainees understand that they can move across occupations within an industry or sector. For example, within the humanities field, a person can move from classroom instructor to a researcher, within the health care setting, a worker can move from a position in environmental services to patient care.

Extension/Independent Activities:

Trainees perform informational interview with a human resource representative to learn more about career paths for an occupation.

For trainees with a work history, they map their career path to the present, and add the career they aim for.

- Trainees write about steps they will take to reach the goal of the career.

Career Readiness Skills

Lesson—Exploring Options for Further Education

Learning Objective:	To help me learn about the various types of postsecondary schools and institutions that provide further education and to understand the advantages and disadvantages of each.
Materials Needed	Handouts: “What are My Options,” “Private Occupational School Learner,” “Proprietary Schools,” and “Comparing Schools: What’s Important to You.”
Vocabulary	Earning potential, Proprietary school, Trade, Accredited, License, Post-Secondary.
SCANS Competencies	Thinking Skills: Creative Thinking; Decision Making, Information: Acquires and Evaluates Information.
Methodology	Group discussion.
Time	45 Minutes.

Instructions:

- Trainees brainstorm a list of schools that they know people attend for further education or skills training to get a job in a specialized field.
- Trainees create a list by categories - education/skills training programs, community colleges, four-year colleges/universities, proprietary schools.
- Trainees discuss the distributed handout, “What are My Options?”

Extension/Independent Activities:

- Company representatives speak about available opportunities.
- Former trainees who have completed skills training programs, or who are attending the training programs speak to the class.

What Are My Options?

Proprietary Schools (Technical Schools, Trade Schools, and Institutes)

- Offer training programs for specific careers, such as culinary arts, beauty – makeup artists, and others.
- In general, these are short-term programs that last 3 to 18 months.
- When you complete one of these training programs, you receive a certificate or diploma in the career field. You do not receive a college degree.

Trainees discuss why one might consider this option: For example, if someone knows the career field the person wants to enter but life circumstances would make it difficult to invest more time and money in longer term education at this time.

Two-year Community Colleges

- Offer career certificates, associate degrees, and prepare you for certain careers or to enroll in a four-year college or university.
- In general, to apply to a two-year college, you only have to submit an application, the application fee, and proof that you have a high school diploma or GED. Sometimes there are other conditions.

Trainees discuss someone might consider this option: For example, if the person's chosen career requires an associate degree or the person wants more time to prepare for entering a four-year college.

Four-year Colleges and Universities

- Offer a bachelor's degree and prepare Trainees for a variety of professional careers.
- Required by most new jobs in the current economy and in the future.
- Provide opportunities to explore new subjects and career options, and to develop broad learning and transferable skills, such as critical thinking, communication, research, and writing.

Trainees discuss why someone might consider this option: For example, someone's long-term career goal requires a bachelor's degree or advanced degree, and the person is committed to the long-term endeavor.

Adapted from "Get Ready for College," a workbook from TERI College Access.

Study Skills	Videos
Self-evaluation: My Study Habits (2 hours) Self-evaluation: My Short-Term Memory Self-evaluation: My Short-Term Memory My A.S.P.I.R.E. Plan Discussions: Overcoming Anxiety	Memory https://www.youtube.com/watch?v=uoqSxfiBW0o How to Manage Test Taking or Interviewing Anxiety https://www.youtube.com/watch?v=3t5Pfcj53g Study Skills & Test Taking Anxiety https://www.youtube.com/watch?v=uEDzGibAXH4&feature=youtu.be

Courtesy: Career Edge Lesson Plan provided by DC Department of Employment Services.

Note: The A.S.P.I.R.E. study system was created to help students succeed as they studied. Each aspect of the system looks at different approaches and perspectives to increase learning potential.

A: Approach/attitude/arrange.

Approach your studies with a positive attitude.
 Arrange your schedule to eliminate distractions.

S: Select/survey/scan

Select a reasonable chunk of material to study.
 Survey the headings, graphics, pre- and post-questions to get an overview.
 Scan the text for keywords and vocabulary: mark what you do not understand.

P: Put aside your books and notes

Piece together the parts:

Piece together what you have studied, either alone, with a study pal or group: summarize what you understand.

I: Investigate/inquire/inspect:

Investigate alternative sources of information you can refer to: other textbooks, websites, experts, tutors, etc.

Inquire from support professionals (academic support, librarians, tutors, teachers, experts,) and other resources for assistance

Inspect what you did not understand.

R: Reexamine/reflect/relay Reexamine the content | Reflect on the material | Relay understanding:

Reexamine: What questions are there yet to ask? Is there something I am missing?

Reflect: How can I apply this to my project? Is there a new application for it?

Relay: Can I explain this to my fellow students? Will they understand it better if I do?

E: Evaluate/examine/explore:

Evaluate your grades on tests and tasks: look for a pattern

Examine your progress: toward achieving your goals

Explore options: with a teacher, support professional, tutor, parent if you are not satisfied.

<p>Becoming an Effective Online Student/Trainee</p>	<p>Welcome to Online Learning https://www.youtube.com/watch?v=ialJwozzWnQ</p> <p>How Do You Learn? https://www.youtube.com/watch?v=Z5E0F0as2qA</p> <p>Online Learning in Real Time https://www.youtube.com/watch?v=i34dPuyuoEQ</p>
<p>Exercise</p> <p>Learning Style Assessment The Socratic Technique Formal vs. Informal Communication My Online Communication My Online Readiness</p> <p>Discussion</p> <p>Learning Modalities Avoiding Negativity</p>	<p>Objective</p> <p>Compare and contrast traditional vs. online learning and success factors associated with online learning. Describe your learning style and identify strategies to maximize your effectiveness as an online student. Identify hardware and Internet speed requirements necessary to access your online courses. Understand how to effectively manage time as an online student. Communicate appropriately and participate effectively with your online community.</p>

Courtesy: Career Edge

Career Readiness Skills

Lesson—Smart Consumer of Education

Learning Objective:	To help me why learn why it is essential to be a good consumer of education and what information is needed to make a good decision on educational choices.
Materials Needed	Handout: “Be a Good Consumer of Education: Ask Questions.”
Vocabulary	Consumer, Bargain, “good buy,” “Return on Investment,” Afford, Income, Campus, Transfer.
SCANS Competencies	Basic Skills: Listening; Speaking, Thinking Skills: Decision Making; Reasoning.
Methodology	Group discussion.
Time	45 Minutes.

- **Instructions:**
- Instructor explains to trainees the need to understand that just like we shop for products (e.g., clothes, food, electronics) that are “good deals,” we should also shop for good deals on education and training programs.
- Trainees discuss what they would do if they were buying a new car—what steps would they take?
- Trainees record this information in their training journal.
- Trainees understand the point that buying a car is expensive and going to college or attending a proprietary school can be as well. Trainees understand that sure that the choice of making a good investment with time and money. Going to college is a financial investment. Trainees discuss what the return on their investment would be.
- In pairs, trainees brainstorm a list of questions about going to college.
- Trainees might learn about colleges or training programs, noting that it is similar to the process of researching information on a car.
- Trainees discuss the handout, “Be a Good Consumer of Education: Ask Questions!”

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Extension/Independent Activities:

- Guest speaker from the local community college or college addresses some of the questions on the list.
- Trainees modify the questions to better fit asking about ABE/ESOL and skills training programs.

- Trainees visit an education program or proprietary school, ask these questions, and report back to the class.

Be a Smart Consumer of Education: Ask Questions!

Before visiting a college or vocational institution to find out more about what it has to offer, prepare a list of Questions, like the ones on this list, that you will want to ask the representatives. Take note of the answers to your questions.

1. Ask questions about financial aid

- What percentage of students at this institution receive financial aid?
- Does applying for financial aid affect a student's chances of being admitted?
- Does your institution meet 100% of a trainee's financial aid needs?
- What scholarships are available?
- Do you have a work-study program?
- How would that fit into my schedule?
- What are important dates for financial aid deadlines?

2. Ask questions about the admissions process

- What placement tests are required?
- What is the retention rate? (What percentage of students return each year?)
- What qualifications does a student need to be accepted by this institution?

3. Ask questions about the class schedule

- When do classes start for the second semester of his academic year?
- What is the summer schedule like?
- When do classes begin next September?
- Are there classes at times that would fit my schedule?

4. Ask questions about what kinds of trainee support services the college has

- Do you provide tutors or individual learning labs/resource centers? What is the student-to-advisor ratio?
- Do you have support for non-traditional students who may be older and returning to college? How do you help students pick a major?
- How do you help students who are struggling academically?
- Are there computers available on campus for student use?
- How do you help students plan for a career or find a job after college?

5. Think about your goals and what course of study you are interested in

- Does the institution offer a degree or certificate in my field of interest?
- What are the prerequisites?
- What types of skills and courses are needed to succeed (e.g., is it heavy in math, writing, etc.)?
- How many students enroll each year in this field of study?
- How many students earn a degree or certificate in this field?

How does this field of study compare to others at the college in terms of number of faculty, students, and classes offered?

What are the best programs at this institution?

What is the average length of time it takes to complete a major if attending part-time?

If a state exam is required to work in the field, how many students from the school have passed the exam?

How many had to retake the exam more than once?

6. Ask questions about transferring from a two-year program to a four-year program

What courses would transfer from a community college to the four-year program in which I'm interested?

Does this school have an agreement with other community or four-year colleges and universities?

7. Ask questions about the trainee body and the campus

How many students attend part time? Full time?

What percentage of students work while attending this college?

What percentage of students live on campus? What percentage commute? What is the average age of students attending the college?

What is the campus culture like?

What kinds of extracurricular activities and student groups are on campus

8. Ask about other important dates and deadlines

9. Get a catalog

From Integrating Career Awareness Into the ABE & ESOL Classroom, Martha Oesch and Carol Bower, National College Transition Network and System for Adult Basic Education Support, 2009.

Career Readiness Skills

Lesson—Setting Goals

Learning Objective:	To help me understand what a goal is and the criteria for a SMART goal.
Materials Needed	Handouts: “About Setting Goals,” “Setting SMART Goals,” and “SMART Goal Worksheet.
Vocabulary	Goal, criteria, specific, measurable, achievable, realistic, timely.
SCANS Competencies	Thinking Skills: Reasoning; Seeing Things in the Mind’s Eye, Information: Interprets and Communicates Information.
Methodology	Group and paired peer discussion.
Time	60 Minutes.

Instructions:

- As a class, trainees read and discuss the “About Setting Goals” handout. The instructor asks trainees to give examples of their goals. Trainees identify both short- and long-term goals.
- Trainees receive and discuss examples of goals using the handout “Setting SMART Goals.”
- Trainees receive “SMART Goal Worksheet.” In pairs, trainees identify one goal for the class and work together to complete the worksheet.
- In pairs, trainees share their goals with the larger group.

Extension/Independent Activities:

Trainees write a long-term goal and then break it down into 4–5 short-term goals. Trainees write about a goal they had set for themselves and met in the past. How did they go about achieving the goal? Was the goal SMART?

Exercise	Videos
My Accomplishments	Setting Smart Goals
Self-Evaluation: My Direction	https://www.youtube.com/watch?v=6hJBQ3UUQKA&feature=youtu.be
Motivation	The 5 R’s of Goal Setting
My Short-Term Goals	https://www.youtube.com/watch?v=wc30Cs1uLjE&feature=youtu.be
My Long-Term Goals (Ten Keys to Effective Goal Setting
	https://www.youtube.com/watch?v=X0ANb3Jp7mc&feature=youtu.be
Discussions	Stay Focused
Create Life Goals	https://www.youtube.com/watch?v=fTsnPm-tvSg
Five Steps to Setting Goals	Five Steps to Goal Setting
	https://www.youtube.com/watch?v=JXxpptNpqzM&feature=youtu.be

Courtesy: Career Edge

About Setting Goals

What is a goal?

- A goal is something we set for ourselves.
- A goal is something we aim for.
- A goal is important for achieving success.
- A goal can help us measure our progress, to see if what we are doing is moving us closer to or further from our ultimate ambition.
- A goal can be small: “I will wash my car Saturday morning.”
- A goal can be big: “I will become a nurse in the next three years.”
- The big goals can be broken up into smaller ones:
 - “I will increase my English by one level by the fall.”
 - “I will graduate from high school or pass my GED test by this summer or expected year-.”
 - “I will enroll in a vocational program by next spring.”
 - “I will continue enrolling in Summer Job program next year.”

Tips to help you set goals:

- Keep it simple—just a few sentences for each goal will be plenty.
- Write your goals down! “The discipline of writing something down is the first step toward making it happen.” (*Lee Iacocca*)
- Make a commitment to review your goals regularly.
- Allow your goals to reflect your values. Let your sense of “inner purpose” guide you.
- Visualize achieving your goal. See it, taste it, smell it. Feel your goal before it happens.
- Use motivating, positive language.
- Make your goals emotional. Use words that have an impact on you—energizing, compelling, inspiring words.
- Share your goals with others and ask for their support.
- Reward yourself along the way. Even small achievements deserve recognition.
- Create goals for different increments of time (one week, one month, three months, one year, five years, 10 years, etc.).
- Make sure your goals are yours—not just what others expect of you.
- Be sure to track your progress along the way.

Setting goals is an ongoing process:

- You need to practice setting goals to learn how to get better at it.
- Keep reviewing your goals and the steps you are taking to reach them.
- Are your actions moving you closer toward your goal or further from it?
- If your actions are not moving you closer toward your goal, you need to look again at the goal you have set and the steps you need to take to get there.

Setting SMART Goals

People often set strong work-related goals and neglect to do it for any other area of their life. While career is typically the most structured part of life, it does not have to be the only one that benefits from clearly defined goals. Instructors will encourage all trainees to take the time to establish at least one solid goal for each area of their life. Here are some examples (some of these may not apply):

- Professional
- Relationships (family, friends, co-workers)
- Fitness/Health
- Intellectual
- Community Involvement
- Financial
- Education
- Artistic

A "good" goal has 5 distinct elements. To define them we are going to use the SMART acronym:

Specific

What do you want to achieve? How will you achieve it? Why is it important to you? Clearly define the outcome you want.

Measurable

Establish concrete criteria for measuring your success. Use actual numbers, target dates, or specific events to indicate when your goal has been achieved.

Achievable

Your goals should push you past your comfort point, but you should still be able to attain them with effort and commitment.

Relevant

Your goals should be important to you and the outcome should impact your life. Likewise, you should have the ability to directly impact them. Do not set goals that are not significant or that you cannot do anything to control.

Timely

Your goals should have a time element established. This will keep you on track and prevent you from simply pushing a goal far into the future. It should matter now, and you should have a sense of urgency about it.

SMART Goal Worksheet

Today's Date: _____ Target Date: _____

Start Date: _____ Date Achieved: _____

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Take action!

Potential Obstacles

Potential Solutions

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Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?

**Expected Completion Date
Completed**

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Career Readiness Skills

Lesson—Making a Career and Education Plan

Learning Objective:	To help me develop next steps in my career and educational planning process.
Materials Needed	Handout: “Career and Education Planning Worksheet.
Vocabulary	Planning, Career Planning, Goals.
SCANS Competencies	Thinking Skills: Problem Solving; Decision Making, Information: Organizes and Maintains Information.
Methodology	Group discussion followed by individual work.
Time	45-60 Minutes.

Instructions:

- The “Career and Education Planning Worksheet” can be the basis for a trainee’s Career and Education Portfolio. Completed worksheets can be included, along with writing samples, notes from Trainee/Instructor Conferences, and any other materials that document a trainee’s career exploration process.
- Trainees may begin filling in the “Career and Education Planning Worksheet” as they progress through the lessons in Career Readiness Skills.
- If trainees are working on only a portion of the worksheet at a time, the instructor should briefly review the remaining sections. If trainees are completing the worksheet all at once, instructors should allow time for trainees to complete each section before moving on as a group to the next section.
- When all trainees have completed the worksheet, they should share some of their long-term goals and next steps.
- The instructor interfaces with trainees on a regular basis to review the “Career and Education Planning Worksheets” and help trainees develop realistic steps and timelines.

Career and Education Planning Worksheet

Name: _____ Date: _____

Program/Class: _____ Teacher: _____

Self-Exploration

My favorite school subjects are:

1. _____
2. _____
3. _____

My job and work values are:

1. _____
2. _____
3. _____

Three skills I have are:

1. _____
2. _____
3. _____

Three occupations that I would like to explore further that support my values are:

1. _____
2. _____
3. _____

Occupational Exploration

For each of the three occupations listed above complete the following section: (Use the worksheets from lessons on using the Internet to learn about occupations, job & career fairs, and informational interviews)

Occupation Title: _____

Average Annual Salary: _____

List some things that a person in this type of occupation does:

1. _____
2. _____
3. _____

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?

1. _____
2. _____
3. _____

This occupation matches my job values, interests, and skills in the following ways:

1. _____
2. _____
3. _____

Jobs I am looking for now or in the future:

1. Where will I look? _____
2. To whom will I talk? _____
3. What do I hope to earn? _____
4. What contacts do I have to help me continue my education or get a job?

New Skills

Three skills that I would need to develop for the occupations I am interested in are:

1. _____

I will develop this skill by doing the following: _____

2. _____

I will develop this skill by doing the following: _____

3. _____

I will develop this skill by doing the following: _____

Education Planning

For each of the three occupations listed in above in part one, complete the following section:

What training or degrees do you need for this career? _____

Do you need a license to work in this career? If yes, what license do you need? _____

What educational steps do you need to take to prepare for this career?

Where will I get it? _____ How long will it take? _____

What will it cost? _____ How will I pay for it? _____

My Goals

Use the SMART Goal Worksheet from the lesson on Setting Goals.

Short-Term Goal (6 months–1 year): _____

Long-Term Goal (2–5 years): _____

Preparing to Enter the World of Work (25 hours)

Lesson—What a New Worker Needs to Know

Learning Objective:	To identify and evaluate the skills and attitudes I bring to the workplace.
Materials Needed	Handout: “What a New Worker Needs to Know.
Vocabulary	Employability, Attitude, Calculated.
SCANS Competencies	Thinking Skills: Reasoning; Personal Qualities: Self-Management; Basic Skills: Reading.
Methodology	Group discussion followed by individual work.
Time	60 Minutes.

Instructions:

- Trainees brainstorm on skills and attitudes. Instructor asks trainees what skills and attitudes employers want in a new employee.
- Instructor records answers on the board. Trainees’ answers are grouped into categories of skills and/or attitudes.
- Trainees share examples of skills they have used on a job.
- Trainees receive the handout “What a New Worker Needs to Know.”
- Instructor reviews information with trainees.
- Trainees complete the handout in class.
- Instructor leads discussion using these questions or more:
 - What are your strongest skills?
 - How do you know you have those skills?
 - How did you learn those skills?
 - What are some skills you are not sure whether you have or not?
 - What are some ways to evaluate yourself on those skills?
 - Which skills would you most like to improve?
 - How can you increase those skills during this training program?
 - What jobs use these skills?

Extension/Independent Activities:

- Trainees write a paragraph or essay about the skills they most want to improve and why, and ways they can learn those skills in the job readiness program. What jobs in which they are most interested need these skills?
- Guest speakers come to talk about the skills and attitudes they look for in new employees.

What a New Worker Needs to Know

Before you can convince an employer to hire you, you need to learn how to describe yourself

to the employer. You need to be able to describe what skills and talents you bring to the workplace that would make you a better worker than the next person.

Look at the following statements and write **yes**, **no**, or **do not know** next to each to identify the skills and attitudes you would bring to the workplace. Remember to write the word that best describes your skills and attitudes.

Employability Skills	Yes/No/Do not Know
Communication	
I can speak and write clearly so that others can understand	
I can read and understand information in words, charts, or graphs	
I can listen and ask questions to better understand instructions and other's ideas	
I can share information using voicemail, e-mail, and computers	
I can figure out when something needs to be measured or calculated.	
Thinking	
I can figure out what is happening in a situation and identify problems and solutions	
I am not afraid to try new and creative things	
Learning	
I like to learn new things	
I like to set goals to improve myself	
I learn from my mistakes and the advice of others	

Attitudes and Behaviors	
I am a confident person	
I am an honest person	
I am a responsible person	
I can adapt to changes and new information	
I plan and manage my time, money, and other resources	
I am motivated and have the energy to get the job done	
I respect the thoughts and ideas of others	
I do a good job of balancing work and home	
Working With Others	
I enjoy being on a team	
I like to contribute to common goals	
I try to understand the needs and styles of others	
I value and respect differences	
I take instructions and follow through	
I do whatever is needed to get the job done	

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Preparing to Enter the World of Work

Lesson—Understanding Employer Expectations

Learning Objective:	To understand employer expectations in the workplace
Materials Needed	Handout: “Understanding Employer Expectations.”
Vocabulary	Expectations, Appropriate, Professionalism, Slang
SCANS Competencies	Systems: Understands Systems; Thinking Skills: Creative Thinking; Basic Skills: Speaking
Methodology	Group discussion
Time	45 Minutes

Instructions:

- Instructor and trainees brainstorm on the do’s and don’ts of how to behave on the job. The instructor records these on the board.
- Trainees receive the handout “Understanding Employer Expectations.” Instructor reviews the contents with trainees, noting any overlap with the list trainees generated. Trainees discuss any experience they have encountered with co-workers or peers displaying these behaviors.
- For point number 3, generate a list of slang words.
- For point number 4, ask for examples of good manners on the job.

Extension/Independent Activities:

- In pairs, trainees share a time they acted professionally, either in a job, in a volunteersituation, or at school.
- If trainees have held a job, they should write about the expectations of their employer, expectations discussed in class, which ones were/are most important to their employer andwhy?
- For trainees with either no or limited work experience, they should interview a friend or familymember about a work experience and the expectations of the person’s employer.

Understanding Employer's Expectations

One of the most important things that your employer will expect of you is that you conduct yourself appropriately in the workplace. This means that you get to work on time, dress appropriately, do your job correctly, and demonstrate maturity and professionalism.

Follow these tips, to avoid acting inappropriately at work:

1. Talk in a conversational tone of voice. Do not talk in a loud manner that may disrupt the work of other workers and customers.
2. Avoid laughing and joking when you should be working. You can have fun and be more relaxed during breaks, but always maintain self-control from the time you arrive until your shift is over.
3. Watch your language! Using curse words or calling people names is never appropriate. Using slang can make it difficult to have good communication with co-workers and customers.
4. Always behave professionally with customers. Use good manners and try to be as helpful as possible.

Write examples of slang that might confuse co-workers or customers:

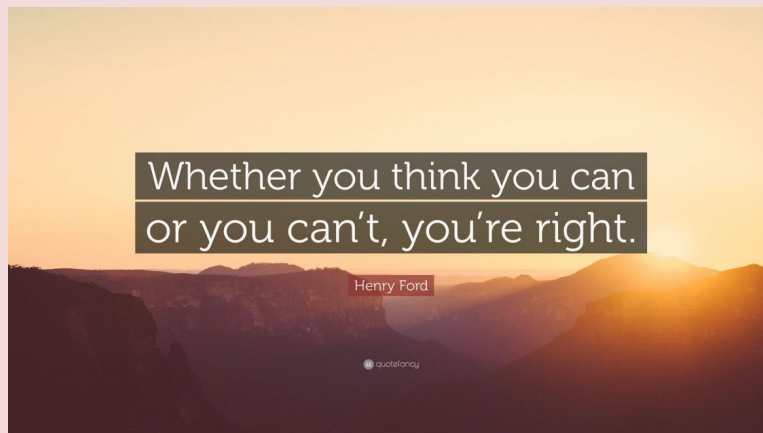
Preparing to Enter the World of Work

Lesson—Your Attitude

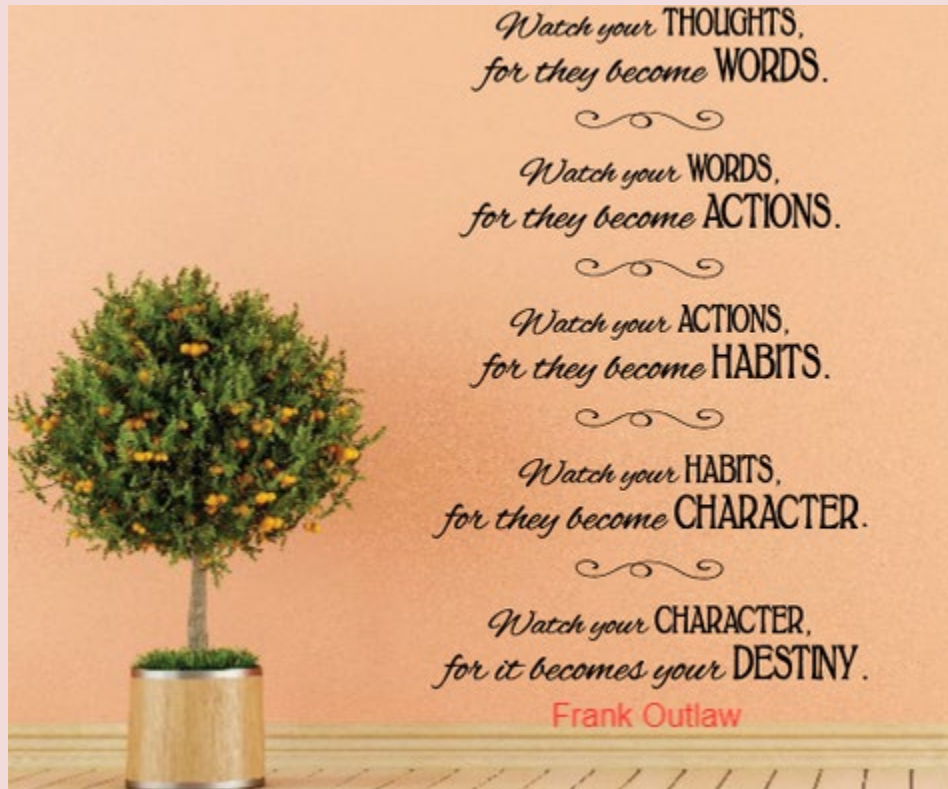
Learning Objective:	To understand what attitude is and its impact in the workplace.
Materials Needed	Handout: “Positive Attitudes and Behaviors” and “Attitude Self-Awareness Assessment.”
Vocabulary	Assessments.
SCANS Competencies	Interpersonal: Participates as a Member of a Team and Exercises Leadership; Information: Interprets and Communicates Information.
Methodology	Group discussion, small group discussion and individual work.
Time	60-90 Minutes.

Instructions:

The instructor writes one of the quotes below, and asks the trainee what it means. How does it relate to attitude?



- Trainees receive handout “Positive Attitudes and Behaviors.” Instructor reviews and discusses the sections, “How We See Ourselves” and “Definition of Attitude” with trainees
- In small groups (3-5 people), trainees discuss their answers to the three questions.
- Each group briefly shares highlights from their conversations.



Extension/Independent Activities:

- Trainees receive the handout "Attitude Self-Awareness Assessment." Trainees complete in class and then discuss as a group or trainees complete it for homework.
- Trainees choose two attitudes they checked as feeling "always" or "frequently." Trainees write examples of situations in school, community, or on the job when they have felt that way and demonstrated that attitude.

Positive Attitudes and Behaviors

How We See Ourselves: The view that we have of ourselves affects not only our attitudes and behaviors, but also our views of other people. Our attitudes determine our responses to about everything.

Our attitudes affect how we look at the world and behave. They are reflected in how we think and feel about what happens to us in life. They include our mindset, our perceptions, our disposition, our opinions, and our approach to dealing with ourselves and others.

Definition of Attitude: a way of acting, feeling, or thinking.

Discussion Questions:

1. How do you think we end up with the attitudes we have?

2. Do you know more people who look at life as mostly good or mostly bad? Who do you enjoy being with most? Why?

3. It is possible to change our attitudes. If so, how difficult is it?

Attitude Self-Awareness Assessment

To determine my own level of awareness, read the items below and place a check mark (√) in the blank that you think describes how often you feel this way.

	Always	Frequently	Sometimes	Rarely	Never
I am eager to learn					
I am excited about working					
I am willing to listen with an open mind					
I constantly have new ideas					
I like taking direction from people who know something I do not					
I try to look at the world through the eyes of the other person					
I believe each person is unique					
When someone is talking to me, I really listen					
I am honest with others and myself					
I have thought about my own strengths and weaknesses					
I am sensitive to other's needs					
I care for and am concerned about others					
I recognize that others may not always agree with me					
I adapt easily to new environments and situations					

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Preparing to Enter the World of Work

Lesson—Do’s and Don’ts in the Workplace

Learning Objective:	To understand what how action in the workplace can build character.
Materials Needed	Handout: “Do’s and Don’ts for Building Character in the Workplace”.
Vocabulary	Character, Integrity, Loyalty.
SCANS Competencies	Basic Skills: Listening and Speaking; Information: Acquires and Evaluates Information.
Methodology	Group discussion.
Time	30-60 Minutes.

Instructions:

- The instructor leads discussion on what character is and how we demonstrate it.
- Why is it important in the workplace?
- Trainees receive the handout “Do’s and Don’ts for Building Character in the Workplace.”
- The instructor leads discussion using the following guiding questions to elicit answers from trainees:
 - Do you agree or disagree with the categories and the do’s and don’ts of each?
 - What other do’s and don’ts would you add to any of the categories?
 - Describe a time when you have demonstrated reliability, honesty, integrity, or loyalty at home, in your community, at school, or on a job.
 - If trainees have work experience, what do’s and don’ts do they think are most important to employers?

Extension/Independent Activities:

- Trainees assess their character skills using the checklist. They write a paragraph about their strongest skill and how they have demonstrated it. They write a paragraph about their weakest skill and how they can improve on it.
- A guest expert on human resource talks to trainees about which of these attributes are most important to them and how they screen for those attributes.

Do's and Don'ts for Building Character in the Workplace

Reliability

Do:

- Be on time
- Keep your promises
- Honor your word and commitments
- Do what you are supposed to do
- Return what you borrow
- Pay your debts
- Be dependable

Do not:

- Leave before you should
- Blame others for your mistakes
- Ignore deadlines
- Leave your team/co-workers hanging

Honesty

Do:

- Tell the truth
- Be sincere
- Be open to new ideas and ways of doing things
- Come forward with information

Do not

- Lie
- Cheat
- Steal
- Be sneaky or tricky
- Work around policies
- Forge information

Integrity

Do:

- Stand up for your beliefs—follow your conscience
- Be honorable
- Live by your principles
- Have the courage to do what is right
- Build and guard your reputation

Do not

- Do things that you know are wrong, even if others are doing it
- Lose your confidence if you fail
- Promise things that you cannot deliver
- Let your team members down

Loyalty

Do:

- Be a good employee
- Keep the confidence of those who trust you

Do not:

- Betray a trust
- Let others down
- Spread gossip
- Ask others to break the rules
- Do or say things just to get ahead

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Preparing to Enter the World of Work

Lesson—Identifying and Coping with Problems on the Job

Learning Objective:	To enable me to consider potential problems I might encounter on the job or in training and plan how to deal with the obstacles.
Materials Needed	Handout: “Scenarios for Role Plays—Problem Solving at the Workplace.”
Vocabulary	Potential.
SCANS Competencies	Interpersonal: Teaches Others New Skills and Works with Diversity; Personal Qualities: Responsibility.
Methodology	Discussions and Role Plays.
Time	1-2 hours.

Instructions:

- Identifying potential problem areas: Trainees brainstorm and list areas of potential problems or actual problems the group members have encountered in school or on the job. These might include fear of asking for help, health and safety problems, unclear instructions, unfair demands, problems with co-workers, unfair pay structure, sexual harassment. (30 minutes).
- Developing solutions: Trainees read or role-play the problem scenarios from the handout “Scenarios for Role Plays—Problem Solving at the Workplace.” Or have trainees develop their own scenarios based on the first activity.
- Trainees discuss ways of handling the problem.
- Trainees discuss solutions and reflect the “Do’s and Don’ts for Building Character in the Workplace” discussed in the previous lesson?

Extension/Independent Activities:

- Trainees write down the solutions for future reference.
- Trainees work in small groups to develop solutions to one or two problems and then share answers with a large group.
- Trainees write about a problem they encountered in school or on the job and how they solved it.

Scenarios for Role Plays—Problem Solving at the Workplace

A Sick Child

Daniel has two children, a 7-year-old, and a 9-year-old, whom he is raising on his own. He has just started working at Polly fast food restaurant. He is already working full time. The boss has told him that they think he would make a good manager, and he is thinking about applying for the training position. His prospects look bright after a long time of unemployment and part-time jobs.

Wednesday when he gets the children up, the younger child complains he does not feel well, but he seems okay. Daniel sends him on to school. At 11:00 a.m., right before lunchtime, Polly's busiest time of day, Daniel gets a call from the school. His son has thrown up twice and has a temperature of 103 degrees.

A Teacher with an Attitude

Becky is attending a medical training program at the community college. She has a good relationship with other trainees, and several of her teachers are friendly and supportive. But she really has trouble with the laboratory instructor. The woman is very cool in her manner, makes no allowances for any problems the trainees might have, "corrects" their speech, and expects them to do a great deal of work at home. She also dresses very expensively and seems to think highly of herself.

Becky is making Bs and Cs in the medical training program, but she wishes to do better. In addition, every time she goes to class, she gets angry at this instructor's attitude. Even though she is doing what she wants, she is thinking of dropping out of the program.

The Ex-Spouse

Benjamin has been working as an aide in a special education program for five months. He really enjoys the work and is considering finishing his college degree so he can become a teacher. Then Miriam, the teacher she works with, tells him the school has received a special grant to work with several more youths and to hire another aide. Benjamin feels good when Miriam asks him to help train the new aide, but when the new aide walks in, Benjamin sees Ricky, the man his ex-wife is married to. How can he train this man? How can he work with him when he has such negative feelings toward him? Is there a conflict of interest?

Speed-Up

Robert has a job cleaning an office building in downtown Washington, DC with three other people. When Jerry, one of Robert's co-workers, gets hurt and must be off for two months, the cleaning company says they do not want to replace Jerry. This means Jerry would lose his job. So, for the next two months (or the time it takes Jerry to get well), the company wants Robert and his two remaining fellow co-workers to clean the entire building. When all four people worked, they

had to move fast to do a good job. They are not sure they can do it with only three of them, but they do not want Jerry to lose his job.

Pizza on the Floor

Suzy has worked at the Pizza Palace for six weeks and has just been promoted to assistant manager. She feels good until one evening, the cook drops a pizza on the floor. He picks it up and heads for the trash can when the manager hollers, "Wait! There is nothing wrong with that pizza. It landed crust side down." When Suzy realizes that the manager means to serve the dropped pizza, she asks him if that is not against company policy (she had been reading the policy manual). He tells her it is against the written policy, but that the real policy is to make as much money as you can, and that if she wants to succeed as an assistant manager, that is the policy (implied) she must follow.

What Stinks?

Jane worked as a receptionist for a law firm. She was excited when the firm moved to new offices. Somehow, she never felt very well after that. She often had headaches and felt sick to her stomach.

Then, after a week or two, a pesticide company was hired and sprayed all the offices, but her office was sprayed particularly heavily. The lawyers' offices all had windows, but hers did not. The next three days Jane was so sick she could barely work. The fourth day she stayed home. She felt fine when she went on the fifth day, at 11:15 a.m., she was sick again. She talked to the office manager about her illness and said she thought it was from pesticides. The office manager said no one else was sick and if she did not want to stay in the new building, she should consider looking for another job.

What Does He Want?

Maggie works for a construction firm. She delivers materials to the sites and keeps track of the inventory - what has been received. When her boss asked her to stay late to go over some records, she did not think anything about it, but somehow being alone with him in the office felt strange. Nothing happened, but his familiar manner toward her made her uncomfortable. The next day he was back to his more formal self.

A few weeks later, he asked her to stay again. This time he kept brushing against her. She finished as quickly as she could but did not say anything to him. The next day he was formal again. Then in another few weeks the boss called Maggie in and told her he was having difficulties with a job in another town and that he needed her to go over the records with him. He told her they would leave after work the next day and be gone overnight. Maggie does not want to go, but she is afraid if she tells her boss "no," she will lose her job.

Coffee, Please

When the local bank expanded, three people were hired as new tellers. Victor is a young

man of 22, Marceline is the 50-year-old widow of a local insurance broker, and Debbie is a 30-year-old single mother. None of them had ever done this kind of work before, but they all did well and enjoyed the job. Of the three, only Debbie had the extra duties of dusting the sitting area every morning and being sure the coffee was made. In every other way, the three were treated the same, and Debbie did not want to complain. She wonders why she has this extra work and begins to resent it.

From "Getting There: A Curriculum for Moving People Into Employment." The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996.

Preparing to Enter the World of Work

Lesson—Time Management

Learning Objective:	To understand why time management is important to career success and to assess my own time management skills.
Materials Needed	Handout: “Managing Time Effectively: How Well Do I Save Time?”
Vocabulary	Task.
SCANS Competencies	Personal Qualities: Integrity/Honesty, Self-Management; Basic Skills: Reading.
Methodology	Discussions and Individual Work.
Time	60 minutes.

Instructions:

- The instructor leads a class discussion on time management with focus on the question, “Do you have time to do everything you want to do?”
- Trainees receive the two-page handout “Managing Time Effectively: How Well Do I Save Time?”
- Trainees complete the self-assessment and total their scores.
- As a group, trainees discuss what they learned about themselves.

Extension/Independent Activities:

- Trainees track their time for one week using the handout “Time Log.” After the time logs are completed, trainees, in pairs, compare their time logs. Each trainee identifies something he or she would like to do but does not usually make time for and decides when to do it during the next week. Pairs can check in with each other during the week.
- The class makes a list of ways in which they manage time and get organized. The list could include using calendars and date books, making “To-do” lists, having special boxes or bags for different jobs, using reminders like refrigerator magnets, and more. Each person tries out a new idea for a week and reports back to the class on how the technique worked.
- The class brainstorms a list of all the tasks that need to be completed to prepare to go to work each day. The list may include making sure lunches are made, having clean clothes for themselves and other dependents, packing work bag (materials or books), getting up in time to shower, making breakfast, and getting to the bus or commuting by car. Then the class may share tips and strategies for getting all the tasks done. Tips may include ironing clothes the night before, packing lunches the night before, and setting the alarm clock a half hour earlier.

Exercise	Videos
<p>My Schedule My Ideal Schedule My Actual Schedule vs. My Ideal Schedule</p> <p>Using Time Wisely My Tasks - Learning to Prioritize My Distractions Am I a Procrastinator? My Rationalizations for Procrastination Are You a Chronic Procrastinator? My Plan</p> <p>Discussions: Beating Procrastination</p>	<p>Time Management https://www.youtube.com/watch?v=s623VVCTYq8&feature=youtu.be</p> <p>How to Prioritize https://www.youtube.com/watch?v=VV4sHKM7Pgg</p> <p>The Four Reasons We Procrastinate https://www.youtube.com/watch?v=9ITT1ZOnUP8</p> <p>How to Time Block https://www.youtube.com/watch?v=8BC5Be3Ekx0</p> <p>Productivity Killers https://www.youtube.com/watch?v=5p8rcPVSS8I</p>

Courtesy: Career Edge

Managing Time Effectively: How Well Do I Save Time?

Give yourself 2 points for each of the following habits you have.

1. I take advantage of my learning style. I know the strategies that help me to learn best, and I use them.
2. I have a monthly calendar to help me keep track of my activities and responsibilities.
3. I have a weekly calendar to help me keep track of my activities and responsibilities.
4. Every morning, I write down a list of the things I must do.
5. Any time there are too many things I must do, I take a few minutes to sit down and organize myself.
6. When I first get to work, I take a few minutes to figure out the things I must do that day.
7. I have all my phone numbers in one place.
8. I have stacks of papers, which represent things I must do.
9. I use self-stick notepapers to remind me of the things I must do.

10. I use the calculator on my phone, so I can do math faster.
11. I am not afraid to ask people for information that I need.
12. I choose to do my work at times when I am most alert.
13. I schedule the tasks I do not like to do between the tasks that I like, so that I work faster on the things I do not like to do to get to the tasks I enjoy doing.
14. I do two tasks at the same time when one of them requires waiting.
15. I make a budget to manage my money. I know how much money to put in the bank and what bills to pay off immediately after getting paid.
16. I know my environmental preferences and make sure I work under those conditions whenever possible.
17. I get enough sleep and exercise and eat good food. I am in good health.
18. I often review my future goals and obligations.

TOTAL POINTS, PART ONE: _____

Part Two: Do I Throw Time Away?

Give yourself 2 points for each of the following habits you have.

1. I am often sleepy at work. I am more of a night owl than a morning person.
2. I get to work and get busy. I do not have time to think of my daily obligations or to plan.
3. I like to do just one thing at a time. When the laundry is going, I take a rest.
4. I spend at least 3 hours a day on electronic media not related to work.
5. When I have a personal or professional problem, it occupies my mind. I can spend hours worrying about something.
6. I am not the most organized person in the world. My drawers are a disaster area, and I spend a lot of time hunting around for things.
7. I do not use a calendar to schedule my time.
8. (If you smoke or drink coffee) I usually spend a good five minutes relaxing with my cigarette or cup of coffee every time I get a chance.
9. I often take personal calls at work.
10. When someone wants to meet with me, I often agree, only to find out later that I am busy at that time. Then I must call up and reschedule. I just cannot keep it all in my head.

TOTAL POINTS, PART TWO: _____

FINAL SCORE:

Part One Points: _____

Part Two Points: _____

(Subtract Part Two from Part One)

Total: _____

What your final score means:

- If you score between 30 and 36, you are excellent at managing your time. Feel free to offer suggestions to others!
- If you score between 22 and 28, you are like most people. Look at the suggestions in Part One to improve your time management skills.
- If you score below 20 you really need to focus on improving your time management skills. You waste a lot of time. Chances are that you are not as organized as you could be. Being disorganized can really work against you on a job and in many other situations.

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Time Log

For the next week, keep track (as a trainee) on how you spend your time. Mark how much time in minutes and hours that you spent doing the following:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sleeping							
Eating							
In school							
Working							
Homework							
Commuting							
Using electronic media							
Relaxing							
Exercising							
Cleaning							
Visiting							
Partying							
Shopping							
Family							
Nothing							
Other							

Preparing to Enter the World of Work

Lesson—Dress for Success

Learning Objective:	To learn how to dress to visually present myself for work.
Materials Needed	Magazines to cut-up, small poster board, scissors, Handouts: “Basic Guidelines for Dressing for Interviews,” “Dressing on a Tight Budget.
Vocabulary	Guidelines.
SCANS Competencies	Thinking Skills: Reasoning; Basic Skills: Speaking; Resources: Materials and Facilities.
Methodology	Making a poster board and group discussion
Time	45 minutes.

Instructions:

- On the board or video/ zoom screen, the caption should be the quote written or shown: **“You never get a second chance to make a good first impression.”** Trainees discuss what they think this means when it comes to a job interview. Answers are recorded.
- Distribute magazines, small poster board, and scissors to small groups (3-4 people). Each group cuts pictures of people dressed appropriately for an interview (both women and men). Or, if not actual pictures of people, then pictures of clothes grouped together for an outfit.
- Each group shares its poster board and tell why the clothes are appropriate for an interview.
- Trainees make a list of tips for how to dress. Trainees to share their experiences of dress codes while working.
- Trainees receive the handouts “Basic Guidelines for Dressing for Interviews.” Compare those tips with the group list.

Extension/Independent Activities:

- Trainees receive the handout “Dressing on a Tight Budget.” Instructor and trainees review the contents. Instructor encourages trainee to share additional tips for finding inexpensive interview or work clothes.
- Trainees research other tips and ideas on one of the websites from the handout “Dressing for Success Resources.”
- A guest expert on human resources talks to trainees about how to dress for an interview and what recruiters look for when interviewing.

Basic Guidelines for Dressing for Interviews

- Select clothing, fragrances, jewelry, hairstyle, etc. that do not detract from your professional image. The interviewer's attention should be focused on what you say and your skills and talents.
- Make sure your hair is clean and neatly styled. Avoid styles that cover your face or that you must brush back.
- Remove facial and body piercings, other than single ear jewelry, for interviews.
- Visible tattoos should be covered to avoid distraction.
- Make sure that your clothing is clean and neatly pressed.
- Your clothing should fit well and remain in place while sitting and/or walking.
- Choose professional attire that is appropriate for the industry or specific company.
- Less is more. Keep your appearance simple; if possible, learn something about the company's dress code.

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DRESSING ON A TIGHT BUDGET

- There are several organizations that provide clothing to individuals in need for job interviews. Teams can search and identify other less expensive outlets.
- Remember that self-confidence is your primary goal when selecting your attire for job interviews. You may choose clothing with multi-use.
- Get durable, classic, well-made items that can be combined for a “professional” or “casual Friday” look.
- Colors like black, dark gray, and navy are standards.
- Purchase matching components. Having options such as wearing a skirt or pants with a jacket multiplies combinations.
- Use shirts/blouses/sweaters to create a variety of visual effects.
- Suitable traditional attire is fine, especially when diversity is the norm, including from the World Bank to the US congress.
- Consider thrift stores if that is what you can afford.

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Preparing to Enter the World of Work

Lesson—Planning Ahead

Learning Objective:	To help me identify potential barriers and solutions to pursuing a career.
Materials Needed	Handout: “Planning Ahead.”
Vocabulary	Barriers, Solutions, Alternatives, Challenge, Obstacles, Advise, Potential, Community Resources.
SCANS Competencies	Thinking Skills: Problem Solving, Knowing How to Learn, Decision Making.
Methodology	Group discussion and Individual work.
Time	45 minutes.

Instructions:

- Trainees brainstorm on potential problems workers may encounter (childcare, caring for sibling, transportation, money) as they prepare to enter the world of work or further education and training. Instructor records the items on the board or screen.
- Instructions place emphasis on that people may have current solutions, but then something falls through. Trainees discuss contingency plans.
- Following the format in the handout “Planning Ahead,” trainees go through several of the problems named they have named. They identify a solution, a “what if” scenario, and another solution. For example, needing childcare, having a sister take care of the child, the sister gets sick and cannot take care of the child and having an aunt or another relative as a contingency plan. Another example, a car breaks down. Get up early to take public transportation.
- Trainees complete the handout for homework based on their own potential problems.

Extension/Independent Activities:

- Invited guest speakers from local resource center talk about childcare, transportation, or any other solutions to identified problems.
- Trainees pair up and share homework solutions and add other ideas for resources and ways to solve the problems.

Planning Ahead

Try to complete the transportation examples. Add your own examples.

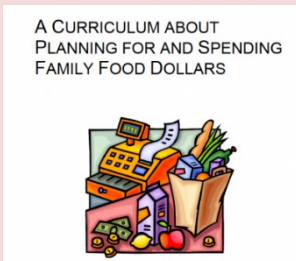
Problem	Solution	What If	Another Solution
I have a 2-year-old who needs care from 7:30 a.m. to 5:00 p.m. while I work.	I leave him with my mom.	Mom gets sick.	I could arrange with my sister to take him on those days.
I attend a skills training program at a community college and live 20 miles from campus. The transmission went out on my car.			
I am attending high school, and I have transportation.			
I must look after my younger siblings, which makes it difficult to attend training.			
My family has financial problems, so I must work and cannot afford to be consistent for further training.			

Preparing to Enter the World of Work

Lesson—Budgeting for Food and Nutrition

Learning Objective:	I will demonstrate how to use the envelope method to manage food money for a week or month.
Materials Needed	Food Shopping Cards: make one set for each “family” (group of five Learners), practice envelope with “food money” record glued on the front (one for each family), play money.
Vocabulary	
SCANS Competencies	
Methodology	
Time	

Note: The consolidated activities and materials are based on lesson from “Money for Food” curriculum. This lesson is designed to give trainees actual practice using the envelope method to keep track of money set aside for food and to record how the money is spent. The Shopping Cards (examples of grocery buying, eating out, “run to the store” situations, and buying nonfood items) are used to illustrate purchases that **should** and **should not** be paid for with money and food stamps.



“Money for Food” curriculum that can be downloaded from the United States Department of Agriculture and prepared by the Wisconsin Nutrition program/ United States from

<https://snaped.fns.usda.gov/library/materials/money-food>

The goal of the Money for Food Curriculum is to help families with limited resources become more food secure. The lessons are focused on managing family resources to better enable participating families to purchase adequate, nutritious food throughout the month. The lessons are designed for use with food stamp-eligible families but are usable by anyone with limited resources. Money for Food is a series of short, interactive lessons to teach about planning meals and spending money for food. Most lessons are designed to be taught in 20 minutes or less.

Extension/Independent Activities:

- Trainees read and complete the online activity, “Eat Well for Less: Stretching Your Food Dollars.” Trainees make presentation to the class on what they learned.

Note: Food Shopping Cards

Buy milk, bread, and soda at convenience store.

Spend \$6.00

Pick up fried chicken on your way home.

Spend \$8.00

Buy 10 pounds of potatoes from a roadside stand.

Spend \$2.50

Buy one can of soda each day from vending machine at work.

Spend \$3.75

Buy a hamburger and noodles for the next meal.

Spend \$4.50

Buy groceries.

Spend \$18.50

Pick up two pizzas for children and their friends.

Spend \$11.00

Discover you are out of lunch meat. Pick up a sandwich and soda on your way to work.

Spend \$5.50

Buy ingredients for tuna casserole.

Spend \$4.50

Get hot dogs and soda at Quick
Trip on way to ball game.
Spend \$5.25

Buy lunch at fast food restaurant
near work.
Spend \$6.50

Buy groceries.
Spend \$9.00

Go to the farmer's market.
Buy tomatoes, carrots, and
squash.**Spend \$5.00**

Buy a newspaper and some gum.
Spend \$1.00

Buy a large box of diapers.
Spend \$9.00

Buy lottery tickets.
Spend \$2.00

Buy Cigarettes.
Spend \$6.00

Buy laundry detergent.
Spend \$4.00

Put gas in the car.
Spend \$15.00

Buy a birthday card for your
sister.
Spend \$2.50

Buy shampoo.
Spend \$3.00

Buy cat food.
Spend \$4.00

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills (30 hours)

Lesson—What Did You Hear?

Learning Objective:	To understand there is often a gap in communication between intent and effect.
Materials Needed	Sheet of note paper for each.
Vocabulary	Intent, Effect.
SCANS Competencies	Basic Skills: Listening; Thinking Skills: Seeing Things in the Mind's Eye; Information: Acquires and Evaluates Information.
Methodology	Group Activity.
Time	20 minutes.

Instructions:

- Each trainee has a sheet of paper. The instructor keeps a sheet and models the instructions that follow.
- Trainees close their eyes and keep them closed for the entire process.
- Trainees fold the paper in half.
- Next, trainees tear off the upper right-hand corner.
- Next, trainees fold the paper in half again.
- Next, trainees tear off the lower left-hand corner.
- Next, trainees fold the paper in half one last time.
- Finally, trainees tear off the upper left-hand corner (this may be more difficult).
- Trainees open their eyes, unfold their papers, and hold them up high so that all can see. Compare to your model.

Instructor debriefs by noting:

- Look around the room, and you will discover that each paper is different and not one looks like mine.
- We all heard the same instructions, and yet each paper is different.
- As the messenger of the instructions, I thought that I was communicating clearly.
- Instructor asks, “What could I have done to close the gap between what I intended (for everyone’s paper to look like mine) and the effect (they are all different)?”
- Instructor records the suggestions that trainees offer and add any may add his/her own.
- Instructor asks, “As the receivers of the message, what could you have done to close the gap between intent and effect?” Instructor records all suggestions.

- Trainees discuss how often in communication there is a gap between intent and effect. The skills learned skills in this section are intended to help close that gap to make us better communicators and more productive employees.

Extension/Independent Activities:

- Trainees engage in this activity with at least two friends or family members, and to use some of the suggestions identified in class to close the gap between what is intended and the effect. Trainees report back on the experience and indicate which suggestions worked best.

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Being Assertive, Not Aggressive

Learning Objective:	To understand the difference between assertive and aggressive behavior.
Materials Needed	Handout: “Tips for Being Assertive.
Vocabulary	Character.
SCANS Competencies	Interpersonal: Participates as Member of a Team, Negotiates, Exercises Leadership.
Methodology	Group discussions and small group work.
Time	1-2 hours.

Instructions:

- Trainees brainstorm the definitions of assertive and aggressive behavior.
- The instructor summarizes with the following points:
 - There is a big difference between aggressive and assertive behavior.
 - Aggressive behavior is behavior that includes intent to do harm or cause unnecessary aggravation or damage to another person.
 - Assertive behavior involves making one's presence felt or views heard without the intent of causing harm. Fair play, self-control, and rules are observed in assertive efforts. Generally, to say someone is aggressive is not a compliment to that person's character.
 - Aggressive behavior shows a lack of respect for rules and a lack of regard for the safety of others. Aggressive behavior may be warranted in the defense of one's own or another's life or rights,

not in the workplace or as a means of solving conflicts.

- Trainees discuss topics on the distributed the handout, “Tips for Being Assertive.”
- In small groups, trainees complete the handout, “Communication Styles Exercise.”
- The instructor debriefs by reviewing each statement as a large group and noting answers from each group.

Extension/Independent Activities:

- Invited expert from our human resources representative to speak to the class about communicating in the workplace. The speaker has a copy of the two handouts in advance.
- Trainees write about a time when they communicated in an assertive manner. Next, trainee identify which “Tips for Being Assertive” they used in the communication.

Tips for Being Assertive

1. Eye Contact

Avoid harsh stares. Do not stare at people 100 percent of the time.

2. Body Posture

Try to face the person. Stand or sit up tall, but do not be stiff as a board.

3. Distance/Physical Contact

You should not be close enough to be in the person’s face. Keep a comfortable distance.

4. Gesture

Use hand gestures to add to what you are saying, but do not overdo it!

5. Facial Expressions

Your face should match your emotion and what you are saying. Do not laugh when you are upset, and do not frown when you are happy. A relaxed, pleasant face is best when you are happy, a serious face when you are upset.

6. Voice Tone, Inflection, Volume

When you are making an assertive message, you want to be heard. Pay attention to the tone and inflection of your voice and the volume. Use a volume that is appropriate for inside, face to-face conversation.

7. Fluency

It is important to get your words out in an efficient manner. If a person stammers or rambles on, the listener will become bored.

8. Timing

When you are expressing negative feelings or making a request to someone, this is especially important. Seven days later may be too late. Doing it when you are most upset is not the right time either.

9. Listening

An important part of assertiveness. Give the other person a chance to respond.

10. Content

What a person says is one of the most important aspects of the assertive message.

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Communication Styles Exercise

Identify each communication style in the following examples:

P = PASSIVE AS = ASSERTIVE AG = AGGRESSIVE

- _____ 1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"
- _____ 2. "Let's reconsider this response."
- _____ 3. "I will not be able to carpool with you. I sometimes work later than usual."
- _____ 4. "I feel so uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."
- _____ 5. "Gee, thank you for the invitation, but I really don't enjoy jazz."
- _____ 6. "A disco! You must be kidding! We're both too old for that kind of foolishness."
- _____ 7. "I know that you are busy, but do you mind if I bother you for a minute?"
- _____ 8. "This is probably the wrong answer but. "
- _____ 9. "It seems to me that you have a problem."
- _____ 10. "Look, we can do it my way or not at all."
- _____ 11. "I have seen that particular movie, but I guess I could see it again even though I really don't want to."
- _____ 12. "I'll take care of that project. It is obvious that today is not one of your best. You always seem so out of it. I think you should seek some professional help."

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Active Listening Skills

Learning Objective:	To understand what active listening skills are and their importance in the workplace.
Materials Needed	Handout: “Benefits of Active Listening.
Vocabulary	Assumption.
SCANS Competencies	Basic Skills: Listening; Speaking; Thinking Skills: Creative Thinking.
Methodology	Group discussion.
Time	45 minutes.

Instructions:

- Trainees discuss why listening is an important skill in the workplace.
- Trainees explain why they know someone is really listening to them. Examples may include the person who looks at me directly, nods head or verbally acknowledges my point, or ask questions. The instructor records these on the board.
- Trainees discuss questions such as, “how does it feel when someone listens like this”? Instructor explains that the examples given illustrates active listening skills illustrate and briefly describes active listening:
- Active listening is an important skill to develop for effectiveness in the workplace because it is a way of listening and responding to another person that improves understanding. Too often, when people talk to each other, they do not really listen. Using an idiom, they may talk past each other. The phrase describes a situation in which people communicate at cross purposes. The idiom explains what happens when there is a mismatch.



The persons are often distracted, half listening, half thinking about something else—like what they will say next. Sometimes, people stop listening because they assume that they have heard what the other person is saying many times before, so rather than paying attention, they focus on how they can respond to win the argument.

On the other hand, when you develop skills in active listening, you learn to listen and respond in a way that focuses the attention on the speaker. The listener must fully focus on the speaker and then repeat, in his/her own words (if necessary), what he or she thinks the speaker has said.

The listener does not have to agree with the speaker—he or she must simply state what they think the speaker said. This helps the speaker find out whether the listener really understood what the speaker said. If the listener did not, the speaker may further explain.

The instructor distributes the handout “Benefits of Active Listening.” The instructor leads discussions and asks trainees to share examples from school, work, community, gatherings, or home of when they have experienced these benefits.

Extension/Independent Activities

Benefits of Active Listening

- It compels people to listen attentively to others.
- It avoids misunderstandings, as people confirm their understanding of what the other person has said.
- It opens people up, to get them to say more.
- In a conflict situation, people are less likely to act out anger because they feel that their concerns and wants were heard. If both parties in a conflict use active listening, the chances of being able to develop a solution to their problem becomes much greater.
- It reduces the number of mistakes that happen because of assumptions.
- It helps improve the quality of work and service to customers.

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Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Practicing Listening Skills

Learning Objective:	To practice and receive feedback on active listening skills.
Materials Needed	Handouts: “Active Listening – Empathy,” “Ten Skills Associated with Empathy,” “Listening Skills,” “Listening Skills Exercise,” and “Active Listening Observation.”
Vocabulary	Empathy, Cues, In Sync, Perceptions
SCANS Competencies	Basic Skills: Listening; Speaking; Thinking Skills: Knowing How to Learn.
Methodology	Group discussion followed by small group activity.
Time	2 hours.

Instructions:

- Trainees receive handouts “Active Listening – Empathy,” “Ten Skills Associated with Empathy,” and “Listening Skills.” Instructor reviews and discusses the contents with trainees.
- Trainees are grouped into three groups. Trainees receive and review the handout “Listening Skills Exercise” with instructor
- Trainees engage in the exercise.
- Instructor debriefs having each small group share experiences. Use the questions at the end of the handout as a guide for group discussion.

Extension/Independent Activities:

- Trainees complete, outside of class, the handout, “Active Listening Observation.”

Active Listening – Empathy

Think about, or recall, friends, colleagues, family members, teachers, or clergy who have had the biggest impact on you. How would you describe the communication between you and these individuals? Was it helpful? Comfortable? Inspirational?

In one-to-one relationships with someone who knows us well, we are usually so much in sync that communication flows between us without words. Chances are that those who influence us most are powerful listeners. Whether

naturally or through practice, they have developed the skill of empathy.

Professor Emerita of Maine University and researcher, Dr. Marisue Pickering, identifies four characteristics of empathetic listeners:

1. **Desire to be other-directed**—rather than to project one's own feelings and ideas onto the other.
2. **Desire to be non-defensive**—rather than to protect oneself. When you feel the need to protect yourself, it is difficult to focus on another person.
3. **Desire to imagine the roles, perspectives, or experiences** of the other person, rather than assuming they are the same as your own.
4. **Desire to listen as a receiver, not as a critic**, and desire to understand the other person rather than a predetermined focus on either achieving agreement or change the person.

Center for Rural Studies website formerly at <http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>

Ten Skills Associated with Empathy

SKILLS

EXPLANATION

- | | |
|---|--|
| 1. Attending, acknowledging | 1. Providing verbal or nonverbal awareness of the other (e.g., eye contact) |
| 2. Restating, paraphrasing verbal message | 2. Responding to person's basic |
| 3. Reflecting | 3. Reflecting feelings, experiences, or content that has been heard or perceived through cues |
| 4. Interpreting | 4. Offering an interpretation about the other's feelings, desires, meanings |
| 5. Summarizing | 5. Bringing together in some way feelings and experiences; providing a focus |
| 6. Probing | 6. Questioning (in a supportive way) that requests more information or that attempts to clear up confusion |
| 7. Giving feedback | 7. Sharing perceptions of the other's ideas or feelings; disclosing relevant personal information |
| 8. Supporting | 8. Showing warmth and caring in one's own individual way |
| 9. Checking perceptions | 9. Finding out if assumptions and perceptions are correct |
| 10. Being quiet well as to talk | 10. Giving the other time to think as |

Center for Rural Studies website formerly at <http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>

Listening Skills

1. Communicating that we are listening:

Non-verbal skills: Eye contact, body language, use of silence

Verbal skills: Minimal encouragers

2. The art of questions:

Closed questions: Is? Are? Do? Did?

Why questions: Sometimes open, sometimes closed

3. Focus—be aware that the conversation may take on a variety of focuses:

- Open questions: How? What? Could? Would?
- Speaker focus Topic focus
- Other(s) Focus Listener focus

4. Reflections:

- Reinforce and support the speaker
- Clarify the meaning of what was said
- Reflect factual content
- Reflect feeling content

5. Summary:

- Restate what was said for better understanding
- Beginning discussion—remembering where we left off—summarizing in mid-discussion
- Using "I" statements
- Keeping the focus and avoiding "topic jumps"
- Encouraging others to see themselves with clarity.

Center for Rural Studies website formerly at <http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>

Listening Skills Exercise

Objective:

The objective of this practice exercise is to give each person the opportunity to gain experience how to use verbal and non-verbal skills and become a better listener.

Directions:

The class will be divided into small groups of three. There will be three roles in each small group:

- Speaker
- Listener
- Observer

Everyone will take each role once in this practice, so divide into your small groups and decide who is going to take which role first.

Directions for the speaker:

Your task is to talk about something that is important to you: the job you want, your family, a decision, or a question. This practice will be more helpful if you talk about something you really care about, although role-playing is possible.

Directions for the listener:

Your task is to practice good listening skills: eye contact, body language, silences, and encouragement. Do not panic! Just concentrate on following the speaker's train of thought. Try to limit your responses to the skills discussed in this session.

Directions for the observer:

Your task is to observe the listener's verbal and non-verbal skills. Observe and count only as many behaviors (eye contact, body posture, verbal encouragement, topic jumps) as you can manage while still being accurate. You can use the handout, "Listening Skills" as a guide.

Procedure:

The first speaker will talk with the listener for three or four minutes. The listener will then discuss the listening experience with the two other members of the subgroup.

To the listener: What was comfortable? Difficult? Did you stay with the speaker? Then the speaker will share his or her feelings about the listener's listening.

To the speaker: Did you feel listened to? Was it helpful? Did the listener have any habits you found distracting? The observer will then share observations. This sharing process should take about three or four minutes.

Now everyone changes places. Have the listener become the speaker, the speaker the observer, and the observer the listener. Go through the five minutes of talking and listening and five minutes of exchanging remarks twice more so that each person takes each role once. The entire practice session should take about 25 minutes.

When you are finished, return to the large group. The instructor will help you share your practice experiences. How are these skills important in the workplace? Where else would they be useful? Go around the group so that trainees have a chance to share at least one thing they have learned about themselves in this practice activity.

ACTIVE LISTENING OBSERVATION

Observation

A good way to find out about active listening is to observe, and there are many locations and situations from which you can make observations. For example, you could watch television. Are the interviewers on the nightly news or on shows such as *Dateline*, *20/20*, *60 Minutes*, *Good Morning America*, practicing active listening? How about your friends or your instructor?

Select two different examples in which people are talking, listening, and make active listening “observations.” Record your thoughts on a piece of paper during these observations. What did you see? Is active listening taking place? What are the positive elements you observed? What suggestions for improvement would you make?

Observation #1

Date:

Description of the location, setting, scenario:

Observations, reflections, suggestions:

Observation #2

Date:

Description of the location, setting, scenario:

Observations, reflections, suggestions:

(From Center for Rural Studies)

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Body Language: Presenting a Positive Image

Learning Objective:	To understand what body language is and how it communicates information about us.
Materials Needed	Handouts: “Presenting a Positive Image” and “Assertive Body Language.”
Vocabulary	Pace, Affirmatively, Articulate, Gestures, Project, Mumble.
SCANS Competencies	Information: Interprets and Communicates Information; Interpersonal: Teaches Others New Skills, Participates as a Member of a Team.
Methodology	Group discussion followed by small group skits.
Time	60 minutes.

Instructions:

- Trainees discuss the meaning of the term “body language.” They demonstrate appropriate language for the following situations:
 - listening to a guest speaker
 - watching a movie
 - interviewing for a job
 - discussing a pay raise with their boss
- From the distributed handout, “Presenting a Positive Image,” trainees discuss each suggestion and give examples as needed.
- Trainees are divided into two groups. One group performs a skit where appropriate bodylanguage is demonstrated.
- Another group presents a skit that demonstrates the opposite.
- Instructor leads trainees in discussing specifics after each presentation, highlighting how important appropriate body language is in any situation.

Extension/Independent Activities:

- Trainees receive the distribute the handout “Assertive Body Language Exercise.” In pairs, Trainees discuss their answers. Debrief the answers as a large group.
- Trainees watch the following video about body language and write about two things they learned that are useful for either interviewing or interacting with co- workers/supervisor on the job.
Body Language at Work by Peter Clayton www.youtube.com/watch?v=t-eC2QQ-nSM
- Invited human resources representative or a guest expert talk about handshakes, eyecontact, and how to sit during an interview.

Presenting a Positive Image

SOURCE: Leon County Schools Adult & Community Education, Career Education Guide

- Keep your shoulders back.
- Keep your head erect.
- Avoid folding your arms across your chest.
- Avoid sitting or standing with arms or legs far apart or in what could be described as an “open” position.
- Use gestures that enhance your verbal message.
- Nod your head affirmatively at appropriate times—but do not overdo it.
- Project your voice loudly enough to be heard by the interviewer.
- Articulate clearly—do not mumble.
- Use pauses for emphasis.
- Watch your pace—avoid talking too fast or too slow. Many people talk fast when they are nervous.
- Know yourself and try to regulate your pace accordingly.

From ABE Florida 2001: Workforce Readiness Learning Activities Resource Guide, Leon County Schools Adult and Community Education

Assertive Body Language Exercise

P = PASSIVE

AS = ASSERTIVE

AG = AGGRESSIVE

- _____ 1. Fists on hips
- _____ 2. Touching someone's forearm as you speak with them
- _____ 3. Shifting repeatedly from one foot to another while standing
- _____ 4. Constantly nodding head up and down while someone is speaking to you
- _____ 5. Leaning back, propping feet on desk, grasping hands behind head
- _____ 6. Looking down while speaking
- _____ 7. Standing with arms folded while listening
- _____ 8. Standing with arms folded, head tilted, and legs crossed while listening
- _____ 9. Sitting with elbows on table, hands together, chin on hands while listening
- _____ 10. Elbows on table, hands together at fingertips forming a "steeple"
- _____ 11. Voice rising at the end of a sentence or statement
- _____ 12. Unblinking glare or stare; tense look
- _____ 13. Slumped shoulders
- _____ 14. Occasional head nodding
- _____ 15. Curt delivery when speaking

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Body Language: Presenting a Positive Image

Learning Objective:	To identify my personal style and how it contributes to success in the workplace.
Materials Needed	Handout: “Understanding Your Personal Style.”
Vocabulary	Unique, Style.
SCANS Competencies	Basic Skills: Listening, Speaking; Personal Qualities: Self-Esteem.
Methodology	Group discussion and small group activity.
Time	45-60 minutes.

Instructions:

- In a group, trainees discuss “What do we mean by Personal Style?” Instructor encourages trainees to compare the styles of their favorite actors, politicians, authors, public intellectuals, advocates, poet, comedians, or sports celebrities.
- In small of groups of 2-4, trainees receive the handout “Understanding Your Personal Style.” Trainees discuss and complete the handout.
- Instructor debriefs trainees by asking them to share characteristics of their personal work style.

Extension/Independent Activities:

- Trainees take their answers to the questions from the “Understanding Your Personal Style” handout and write a one-page paper describing their personal work style.
- Trainees download a PDF of a personal work style assessment and share their results. This assessment is best for higher literacy trainees who have some work experience.

Personal Work Style Assessment

[Personality Test of Myers & Briggs' 16 Types | TypeFinder® \(truity.com\)](https://www.truity.com/personality-test/myers-briggs-16-types/)

Understanding Your Personal Style

Think about your own personal style by answering the following questions:

- What unique quality would or do you bring to the workplace?
- List several words or phrases that describe how you would do your work.
- If you were to observe yourself from a distance, what is the most interesting thing you would notice about how you work?
- Imagine yourself working with others. How would your co-workers describe you and your way of working with them?
- Again, imagine yourself on the job. How would your supervisor describe you and the way you complete your work?

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Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Working with Diversity

Learning Objective:	To understand types of diversity and how we form our attitudes.
Materials Needed	Handout: “Valuing and Respecting Differences,” “Our Attitudes About Differences,” “Dimensions of Diversity Activity,” and “Tips for Improving Relationships in a Diverse Workplace.”
Vocabulary	Belief System.
SCANS Competencies	Thinking Skills: Creative Thinking, Reasoning; Personal Qualities: Integrity/Honesty.
Methodology	Large group.
Time	60 minutes.

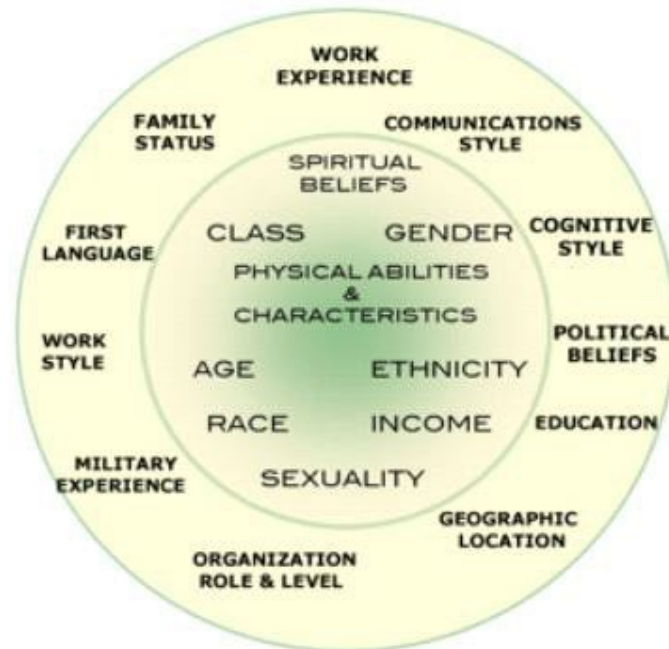
Instructions:

- Trainees brainstorm and record answers to the following questions:
 - What does diversity mean in the workplace?
 - What are the strengths of having a diverse workplace?
 - What are the challenges?
- Trainees receive and discuss contents in the handout “Valuing and Respecting Differences.”
- Instructor leads discussion about belief systems and how they are formed. Trainees express their beliefs systems and how they were formed. Trainees reflect on how their family or others have influenced their attitudes about other cultures. Note that some of their beliefs may be based on how they were raised or on their own experiences.
- Trainees discuss contents in the distributed handout, “Our Attitudes About Differences.”

Extension/Independent Activity:

- The instructor uses the three-page handout “Dimensions of Diversity Activity,” to lead a discussion. Each trainee writes answers to the two questions. Trainees share answers in pairs.
- Based on the content of the distributed handout, “Tips for Improving Relationships in a Diverse Workplace,” trainees write about a time in school, at work, or in the community that they used each of the three tips.
- Invited guest expert speaks to trainees about diversity.

DIMENSIONS of DIVERSITY



Adapted from: *Implementing Diversity* by Marilyn Loden. 1996. McGrawHill Publishing

Valuing and Respecting Differences

In the workplace, diversity refers to the differences we recognize in others and ourselves, such as:

- Gender type
- Culture
- Race
- Ethnicity
- Age
- Religion
- Sexual orientation
- Physical and mental abilities or challenges

When the strengths of a diverse workforce are fully utilized, an organization can gain an effective edge or comparative advantage in today's competitive marketplace. Valuing and respecting differences fosters healthier working relationships that lead to better productivity.

Valuing and respecting differences in the workplace begins with individual self-awareness. It is up to each of us to take a deep look into our feelings and beliefs so that we can understand how we can open our minds and change our behaviors to value the diversity around us more effectively.

Diversity can also be used to describe differences relating to our workplace relationships, such as:

- Management vs. non-management
- Main office/headquarters vs. field/satellite offices
- Technical vs. non-technical
- Employees with families vs. single employees

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Our Attitudes About Differences

Think about your belief systems and how they were formed. Try to think about how your family or others have influenced your attitudes about other cultures. Some of your beliefs may be based on how you were raised or on your own experiences. Here are examples of things that shape our attitudes about differences:

Experiences That Shape Attitudes

- Things that happened to you personally
- Things that you personally observed
- Things that you have heard from witnesses
- Things that you have heard from somebody who heard it from someone else (third hand information).

Family/Association Influences

- Parents/grandparents
- Siblings
- Friends
- School/work associates

- Clubs, faith communities, etc.

Environmental Influences

- Movies, TV, video games
- Newspapers, magazines
- Books and studies
- Political campaigns

Primary and Secondary Dimensions

Primary Dimensions of Diversity Include (The Inner Circle):

- Age
- Ethnicity
- Race
- Physical abilities and characteristics
- Spiritual beliefs
- Sexuality
- Gender

Secondary Dimensions of Diversity Include (The Outer Circle):

- Work experience
- Communications style
- Cognitive style
- Political beliefs
- Education
- Geographic locations
- Organization role and level
- Military experience
- Work style
- First language
- Family status

Instructions:

During this activity, trainees are encouraged and can think about their belief systems and try to identify how they were formed. They think about how their family or others have influenced their attitudes about cultural differences. Some of the beliefs may be based on

how people were raised or on your own experiences. Look at the Dimensions of Diversity Model and answer these questions:

- Which of the dimensions of diversity are a part of your core identity? Which of the dimensions would be part of your inner circle? Write the three most important things below.
- Now think about yourself at work. What are the two or three special contributions that you would bring to the workplace because of your own unique diversity? In what ways would these contributions make the workplace better?

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Exercise	Videos
<p>Assumptions</p> <p>Gender Roles Appropriate Language Analyzing Statements</p> <p>Discussions Making Assumptions Body Language and Gestures</p>	<p>Cultural Diversity Overview</p> <p>https://www.youtube.com/watch?v=6FImIbjB7YQ</p> <p>Appreciation for Cultural Differences https://www.youtube.com/watch?v=8sEODwWviO8&feature=youtu.be</p> <p>Conflict Resolution https://www.youtube.com/watch?v=XS8XuWVdCHo&feature=youtu.be</p>

Trainees describe how cultural differences directly affect communication
 Trainees discuss the ways in which gender stereotypes define traditional roles
 Trainees improve communication by modifying modes of expression

Courtesy Career Edge

Tips for Improving Relationships in a Diverse Workplace

Communication

Utilize all aspects of effective communication, including words, body language, and eyecontact. Practice conscious self-talk to change old assumptions about differences. Key skills are openness, active listening, and respectful language.

Think before you speak

Be sensitive to others. If you accidentally offend someone, apologize immediately. Avoid generalizations. Key skills: avoid using words, images, and

situations that suggest that all or most members of a particular group are the same.

Listen more

When people feel that they are being heard, it increases their self-esteem and confidence. Listening encourages people to be less defensive and to talk through concerns or problems. People are more likely to cooperate with a person who listens.

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Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Accepting Direction/Criticism

Learning Objective:	To learn how to use communication skills to improve giving and receiving feedback.
Materials Needed	Handout: “Tips for Giving and Receiving Feedback,” “What Would You Say?” and “Group Discussion.”
Vocabulary	Clarity, Consequence, Vague.
SCANS Competencies	Thinking Skills: Problem Solving, Reasoning; Basic Skills: Speaking.
Methodology	Group discussion, smaller group work, role-playing.
Time	1-2 hours.

Instructions:

- The instructor gives trainees time to think of a recent experience of someone giving them feedback/direction/criticism whether at school, work, home, or with friends. Next, trainees engage in group discussions have answering the following questions:
 - How was the feedback given?
 - What was the tone of voice?
 - What was the body language?
 - When was the feedback given? Right after something came up? Days or weeks after a behavior was observed?
 - How did you respond?
 - What makes feedback easier to receive?
 - What makes feedback harder to receive?
- Trainees receive handout “Tips for Giving and Receiving Feedback.” Instructor and trainee review the contents, noting the discussion of the ideas and new ideas.

Extension/Independent Activity:

- There are two options for the following activity using the handout, “What Would You Say?”
 - Option 1: Trainees are grouped into small groups of 2-3. Trainees receive the handout. Each group writes answers to the questions. Then each group reports out.
 - Option 2: Trainees use the handout to conduct role play. Two trainees have been chosen. Instructor gives them the background /set-up for role play:
“The team leader enters the room with a booklet in his/her hand. The employee is waiting in a chair and looks up at the team leader with a startled look on his/her face.”

After the first role-play, the two actors to re-do the role-play with these changes:

The team leader speaks in a calm voice saying the same script with one change: the team leader tells the employee what her/his directions had been and which ones the employee did not follow.

- The instructor leads a group discussion using the handout "Group Discussion Questions."

Tips on Giving and Receiving Feedback

When Giving Feedback:

DO

1. Describe the person's behavior that bothers you.
"It bothers me when you finish my sentences for me."
2. Talk to the person right when things come up.
Do not wait until things are likely to have been forgotten.
3. Use "I" messages. Own your feelings.
"I feel bad when you finish my sentences for me."
4. Check for clarity.
"Do you understand what I mean when I say that?"
5. Give consequences if behavior continues.
"If you keep interrupting me, I most likely won't want to spend time talking with you time you in the future."
6. Only bring up behaviors that the person can do something about.
7. Be ready to listen to the other person's point of view.

DON'T

1. Accuse the person.
"You always interrupt me."
2. Bring in third parties.
"John also says that you interrupt a lot."

3. Take for granted that the person understands what you are saying.
4. Give vague consequences.
"That kind of behavior is going to get you in trouble."
5. Bring up behaviors that the person cannot help.
"The way you breathe really bothers me."
6. Deny the other person's feelings.

When Receiving Feedback:

1. Listen to the feedback without getting defensive.
2. Do not blindly accept what you are told as the ultimate truth.
3. Paraphrase the feedback to make sure that you understand correctly what is being said to you.
4. Remember that all feedback is helpful, because it gives you a chance to see how others view your work.
5. Follow through on the areas of improvement that are discussed.

What Would You Say?

Team Leader:

"Is this the report that you gave me to review?"

Employee:

"Yes, I put it on your chair before I left yesterday. Have you had a chance to read it?"

Team Leader:

"I cannot believe that you gave me this report! First, I could not read it because of all the typos, and secondly, you did not follow any of my directions! This is the worst report that I have ever received in my 10 years at the hospital! I need you to re-do this thing before you leave today!"

1. Write an *assertive* response that the employee can say to the team leader.

2. Write an *assertive* version of what the team leader could have said to make her point.

Group Discussion

1. How would you react to the criticism provided in each scenario? What do you think is the right way to handle the situation?
2. How might the criticism each person received affect the way they felt about themselves? 3. How might the team leader's tone and body language—even though the message may have been the same—affect your response?
4. How is asking someone to do something different than telling someone to do something? Which do you prefer?
5. What are some of the factors that affect how you feel about taking directions from others? Factors like their age, race, seniority, personality, etc.?
6. Notice that in the first scenario, the team leader did not tell the employee what to change. How was she supposed to know what to fix? What was needed to close the feedback loop?
7. In general, when is it appropriate to try to figure something out for yourself, and when is it appropriate to ask questions? Who do you ask? Are you afraid of asking a question that you think is stupid? Do you think that asking too many questions might make you look bad?

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Defining Conflict and Its Causes

Learning Objective:	To understand what conflict is and the type of conflicts that arise in the workplace.
Materials Needed	Handouts: “What are Your Feelings About Conflict?” and “Common Causes of Conflict in the Workplace.
Vocabulary	Conflict, Resolution.
SCANS Competencies	Interpersonal: Negotiates, Participates as Member of a Team; Basic Skills: Speaking.
Methodology	Individual and Group Work.
Time	60-90 minutes.

Instructions:

- Instructors explain that trainees are going to explore what conflict is, our feelings about it, and how to respond to conflict in a workplace.
- Trainees receive the handout “What are Your Feelings About Conflict?” Trainees take sometime to answer the questions. Instructor notes the handout will not be collected.
- Instructors debrief trainees by asking if people saw patterns in their response to conflict and what they learned about themselves.
- Trainees are divided into groups of not more than 12 per group
 - Each group identifies a recorder and a reporter.
 - Each group has 20 minutes to create a working definition of either *conflict* or *theworkplace*.
 - Each group spends time brainstorming ideas before trying to write their workingdefinition.
 - Each group produces as many ideas as possible about these terms.
 - Each group has a chance to report out. Instructor captures each definition on a flipchart.
- After groups report out, instructor can refer, as needed, for clarification to these definitions:

Conflict

Conflict definition (Webster’s Dictionary)—a clash, competition, or mutual interference of opposing or incompatible forces or qualities (such as ideas, interests, or wills).

Talking points for instructor:

Conflict exists when there is a disagreement between two or more parties. It may result in harm or good. It may involve many or very few. It may result in a

mutual resolution or require outside help to solve. Conflict may be legitimate or seem petty, misguided, and irrational. Wherever disagreement occurs, you have conflict.

Workplace

A simple definition of the workplace is “the setting in which work is performed.” You may interpret that as the physical location or virtual space where people interact in the process of producing goods or services for an organizational purpose. Today’s workplace is complicated; because of technology you may have to work with others who are separated from the physical setting. Therefore, a more accurate description is “the various arrangements and mechanisms—including physical location or virtual space through which work flows.”

Workplace Conflict

We can define workplace conflict as “disagreements between two or more parties in the workplace”—whether it is a common physical site or another medium through which work is performed.

- Instructor leads discussion on the causes of conflict in the workplace. The instructor records the causes and then notes the three categories they fall into: interests, rights, and power. Trainees receive the handout “Common Causes of Conflict in the Workplace.”

Extension/Independent Activities:

- Trainees write about a conflict they have experienced in school, at work, or with their family, identifying what the conflict was about and their role in resolving it.
- Invited human resources speaker address workers’ rights in the workplace.

What Are Your Feelings About Conflict?

What we have learned along the way about how to deal with conflict, along with our past experiences in dealing with conflict, will have a great impact on shaping our ideas and attitudes in the workplace.

Finish the following sentences:

1. The way that we deal with conflict in our home is...
2. When I was growing up, what I learned about conflict is...
3. The way that my friends and family deal with conflict is to...

4. When I am involved in a conflict, I usually...
5. When I see someone else involved in a conflict, I usually...
6. When people make me angry, I...
7. Conflicts are usually...
8. I think that most people deal with conflict by...
9. The best way to handle a conflict is ...
10. I wish that I could learn...

Common Causes of Conflict in the Workplace

Most conflicts at work fall into one of three overlapping categories: interests, rights, and power.

Interests

Conflicts over interests concern disagreements that affect what people want or need to receive in the workplace. These matters run from general treatment in the workplace to more specific concerns to specific concerns, such as assignments, evaluation, scheduling, promotion, and pay. Conflicts over interests occur among and between employees at all levels across the organization.

Rights

Today, and in the District of Columbia, workers enjoy a myriad of legally protected rights. These rights results from a variety of sources: statues, regulations, and court decisions. In addition, organizations establish their own systems of internal rights, through policies, procedures, or contractual agreement (e.g., policies regarding dismissal, the application of progressive discipline, the rights of employees who are being disciplined).

Power

Often, in the workplace, conflicts involve a test of power. The mere use of power can cause conflicts:

- Who has it?
- When should it be used?
- How should it be used?

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Resolving Conflict in the Workplace

Learning Objective:	To learn ways to resolve conflicts with others.
Materials Needed	Handouts: “Tips for Resolving Conflicts with Others” and “Conflict Resolution Role Plays.”
Vocabulary	Resolution, Strategies; Non-accusatory.
SCANS Competencies	Thinking Skills: Creative Thinking and Knowing How to learn; Interpersonal: Teaches Others New Skills.
Methodology	Group discussion and role plays.
Time	60-90 minutes.

Instructions:

- Trainees receive and discuss the handout “Tips for Resolving Conflicts with others.”
- Trainees role play two situations. For each situation, role players get a copy of only their part.
- At the end of the role plays, all trainees receive the complete handout “Conflict Resolution Role Plays.”

Extension/Independent Activities:

- Invited guest speaker / expert addresses trainees on how to resolve conflicts in the workplace.
- Trainees develop their own role plays with several options for dealing with the conflict.

Tips for Resolving Conflicts with Others

When you are having conflict with someone, consider using the following strategy:

1. Identify the problem. Identify the person with whom you are having trouble. Figure out the specific behavior or attitude that is bothering you and how frequently it occurs.
2. Look at the relationships. Examine how the person interacts with others. Is it the way he or she interacts with you? What makes him/her act that way? Figuring out the causes of someone's behavior helps point the way toward possible solutions.
3. Determine the costs. How does that behavior affect others? Does it cause people

to lose morale? Does it affect productivity? Does it make everyone uncomfortable? If no one is affected by the person's behavior, the behavior should be ignored.

4. Plan an approach. Once you identify that the person's behavior does affect you and others, you need to have a discussion with the person. Plan an approach that fits the nature of the problem, the personality of the person involved and your relationship with that person.

5. Describe the behavior. When you do meet with that person, describe the behavior in a non-accusatory manner and explain why it bothers you. Use "I" statements. For example, "Today during the meeting when I was talking about the budget and you interrupted me before I had finished my sentence, I felt really cut down."

6. State what you want. Next, be clear about what you want. "I hope that the next time I talk, I won't get interrupted".

7. Seek agreement: Be sure the person understands and try to get a commitment to change. "Do you see things the same way that I do?"

Conflict Resolution Role Plays

For each of the following situations, you will be asked to role play using the conflict resolution skills you have learned.

Role Play Situation #1: Dealing With the “Back-Stabber”

Role of Sawyer the “Back-Stabber”:

Vero is determined to get ahead personally by “backstabbing” others. Nothing is too petty or beneath her dignity to use as a tool. She makes up stories, gossips, and spreads little tidbits about everything from work habits to the personal life of others that are twisted versions of the truth or outright lies. To make matters worse, she smiles in your face and is friendly and open because she hopes you will reveal some useful information about yourself.

Role of person responding to Vero and the suggested solution:

Do not go to her level—spreading negative rumors—as revenge about her will only lower people's opinion of you and your ability to deal with conflict. No one will remember who started the conflict, and you both will be viewed as petty and untrustworthy. Prove the negative rumors wrong through your abilities and performance. Take the high ground, even though it may seem hard in the beginning.

Role Play Situation # 2: Dealing with the Too Friendly Supervisor

Understanding the role of the Too Friendly Supervisor:

Your supervisor is very friendly and open with all the details of his private life, and he expects you to do the same. Even when you seem uncomfortable hearing about the last fight with his ex or what his doctor said, you wind up sitting in his office way too long, listening to a lot of unwanted information.

Role of the employee and suggested solution:

Recognize that you are not the one being inappropriate, and do not feel that you must discuss any topics you feel are off limits. Do not encourage him to continue to share personal information by offering advice or asking for more information when he starts telling you about personal things. You certainly are not required to answer personal questions. Sometimes a laugh or joke will get the point across.

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Working with Others on a Team

Learning Objective:	To understand that all employees must work on teams and to learn ways to be an effective team member.
Materials Needed	Handout: “Developing and Maintaining Good Working Relationships.”
Vocabulary	Prioritize, Personal Space, Loyal, Confidential
SCANS Competencies	Basic Skills: Speaking; Listening; Thinking Skills: Problem Solving.
Methodology	Larger and smaller group discussion.
Time	60 minutes

Instructions:

The instructor notes that most workplaces require employees to work in teams at one point or another.

- Instructor leads discussion using the following questions:
 - What kinds of teams could you work on in a workplace?
 - What size may they be?
 - Who may be on the teams?
 - What may the teams be responsible for?
 - Why are teams important in a workplace? (Emphasize answers to this question.)

- The class is divided into small groups of 3-4 trainees. Trainees receive the handout “Developing and Maintaining Good Working Relationships.” Each group reads the tips listed, add any of its own, and prioritizes those that trainees have found most useful at school, work, and in their family.
- Each group reports additions to the lists. The instructor records them, if any, on the board.

Extension/Independent Activities:

- Trainees make a list of all the things that cause them to "lose it" (their triggers). Trainees create a strategy to prevent these triggers from causing them to lose their composure and self-control.
- Trainees focus on values and principles that they feel most strongly about. They write down the most important ones. Next to each one, trainees place a check if their behavior is consistent with the value. What would they need to do differently in order to be true to their beliefs?
- Trainees consider the issues they are willing to stick to “no matter what.” Trainees clarify what is, and is not, worth fighting for.

Developing and Maintaining Good Working Relationships

To Build New Relationships

- Introduce yourself so you know the person's name.
- Say hello and be friendly.
- Make every effort to get to know your co-workers as the individuals that they are. Do not expect them to be who you think they should be.
- Get to know the person before you ask personal questions or tell personal things about yourself.
- Respect people's personal space.

To Improve Relationships with Co-Workers or Team Members

- Spend time talking during breaks and after work.
- Understand the importance of people having friends outside of work.
- Never hang around when you are off and that person is still working.
- Be proactive in your communication.
- Follow through on what you promise.
- Make every effort to resolve conflicts quickly and completely.
- When people share information in confidence, keep it confidential!
- Be true to yourself.

Working In Teams	Videos
Exercises Team Roles Communication Styles. Group Dynamics: Leadership Styles.	There Is No "ME" in Team https://www.youtube.com/watch?v=KSpdFBaNuug The Art of Communicating https://www.youtube.com/watch?v=8jCJ-XWdqIs&t=39s https://www.youtube.com/watch?v=hLjwsnGmbZc

Courtesy: Career Edge

Soft Skills to Get and Keep a Job: Communication and Interpersonal Skills

Lesson—Coping with Change

Learning Objective:	To understand that adapting to change and being flexible are required skills for success in the workplace.
Materials Needed	Flip Chart Paper, Markers.
Vocabulary	Adapt.
SCANS Competencies	Interpersonal: Participates as Member of a Team; Thinking: Reasoning; Basic Skills: Speaking.
Methodology	Smaller group activity followed by larger group discussions.
Time	45-60 minutes.

Instructions:

- Trainees are placed into small groups and given large pieces of paper and markers. Each group makes a list of some of the things they will have to change (or have changed) once they start (started) a job. Each group lists as many as they can in the time allotted.
- Each group reports out and posts its list. As each group posts, instructor circles the new items listed.
- Instructor leads a group discussion:
 - How do you think you would feel if you had to make a change in your routine? (or when you have had to make a change in your routine?)
 - Everyone must go through changes in their work routines; how can you use a change in your routine to your advantage?
 - What role should the supervisor play in helping an employee adapt to a change at work?

Extension/Independent Activities:

- Trainees identify the top five changes in their routines from the lists which they will have to make for a job. They identify the support they will need to make those changes.
- Trainees make plan for changes in how they will get to work on time.
- For those who are working, they write about the changes they had to make when they started a new job.

. There is a saying: A Fool and his or her money are sooner parted.

Financial Foundations for Success (25 hours)

Lesson—Making a Dream Collage

Learning Objective:	To help me identify a starting point to develop specific financial goals.
Materials Needed	Scissors, glue sticks, blank paper or poster board, magazines, Handout: “Writing About Financial Dreams.
Vocabulary	Collage.
SCANS Competencies	Thinking Skills: Creative Thinking, Seeing Things in the Mind’s Eye; Personal Qualities: Self-Management.
Methodology	Individual Activity.
Time	60 minutes.

Instructions:

- Trainees brainstorm and write down their answers, listing anything, to the following questions (list the questions on the board or screen). Imagine your life as you would like to see it 5 years from now, 10 years from now.
 - Where will you live?
 - What work will you do?
 - What will you own?
 - Where do you want to go?
 - What do you want to learn?
- Trainees cut pictures, images, and words out of magazines to make a Dream Collage.
- Trainees can use the Dream Collage as a starting point to develop specific financial goal
- Trainees are encouraged to display them in a place where they will see them daily.

Extension/Independent Activities:

Trainees write about their Dream Collage, identifying financial goals represented in the collage.

Trainees complete the information handout “Writing About Financial Dreams” as homework.

Writing About Financial Dreams

Think quietly and reflect for at least 10 minutes about what you want out of life....

...In 1 year

...In 5 years

In 10 years from now

Financial Foundations for Success

Lesson—Feelings and Values About Money

Learning Objective:	To understand the importance of talking about money attitudes and values to develop financial goals.
Materials Needed	Handouts: “Feelings and Values About Money” and “My Money Values.”
Vocabulary	Prioritize, Influences.
SCANS Competencies	Thinking Skills: Problem Solving, Decision Making; Personal Qualities: Self-Esteem.
Methodology	Group discussion followed by individual activity.
Time	1-2 hours.

Instructions:

- The instructor leads a discussion about why it is important to talk about money attitudes and values. Here are points to include:
 - To clarify them
 - To affirm what is important
 - To recognize the roots of barriers to success and problem behaviors
 - To develop financial goals
- Instructor continues the discussion with questions such as asking:
 - When you were growing up, what messages, values, and lessons did you learn about money?
 - How do the lessons you learned as a child affect how you handle money today?
 - How do your friends and family affect how you think and feel about money?
 - How do the media (TV, radio, magazines, social media, add more.) affect how you think and feel about money?
- From the handout “Feelings and Values About Money,” trainees discuss the six examples and fill in the columns for feelings, actions taken, and alternative actions that could be taken given how the person is feeling. There could be many actions taken.
- Trainees receive the handout “My Money Values.” Trainees complete the distributed handout “My Money Values” individually.
- Trainees discuss in a group they discover.

Extension/Independent Activities:

- Trainees write a paragraph describing what they think is useful for their spending patterns and what they might like to change.

Feelings and Values About Money

Feelings about Money

People have different feelings (emotions) about money. This influences how they spend their money. People may also use money to feel better when things are looking bad. Also, people may use money to change somebody else's feelings.

For examples:

1. LaTonya is having problems at work and buys herself an expensive outfit to feel better.
2. Greg buys his wife, Jane, an expensive gift to make Jane forgive her for real or perceived offense.
3. Nancy is being abused by her partner but remains in the relationship because she is afraid she will not be able to make it on her own.
4. Marjorie is depressed and stops opening her bills.

	Feeling	Action	Alternative
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

Values About Money

Values are people's opinions about what is right and good. Values come from family, friends, church, school, community organizations, and society. People's values reflect what they think is important in life, and influence what to do with their money.

For examples:

1. A girl is part of a family where the father makes all the decisions about money. She is never taught how to manage money. She grows up thinking men should oversee financial decisions.
2. A person who grows up in a community where everyone has debt may not learn to value saving money.

My Money Values

Read the list of items below. If you spend money on activities or items not on the list, add them to the spacesmarked "Other." Cross out the ways of spending that are not important to you. Next, place a star next to spending that you feel you do not control or have no say about. Finally, go through the list and prioritize your spending by writing a "1" next to the most important spending item, a "2" next to the second most important spending item, and so on until the whole list is numbered.

There is no right or wrong way for the list to be arranged.

- Automobile or other transportation _____
- Bills paid on time _____
- Groceries _____
- Housing _____
- Contributions to faith community _____
- Saving for emergencies _____
- Education for children _____
- Cable/Internet/Cell Phone _____
- Clothes and shoes _____
- Family or religious celebrations _____
- Paying off debt _____
- Comfortable furniture _____
- Going on a vacation _____
- Medicine and medical care _____
- Eating out at restaurants _____
- Life insurance _____
- Going out once a week _____
- New or used household appliances _____
- Books, newspapers, magazines _____
- Beer and other alcohol _____

Sports

Retirement

Other

Financial Foundations for Success

Lesson—Budgeting Basics

Learning Objective:	To know what a budget is and to develop one.
Materials Needed	Handouts: “Budget Basics.”
Vocabulary	Cash Assistance.
SCANS Competencies	Basic Skills: Arithmetic/Mathematics; Thinking Skills: Problem Solving; Systems: Understands Systems.
Methodology	Group discussion and pair discussions.
Time	1 hours.

Instructions:

Instructor leads a discussion on what a budget is. Discussion points include:

The term “budget” is used to mean a lot of things. For the purposes of this training, a budget has two parts:

- 1) an itemized summary of all income and expenses
- 2) a plan based on the itemized summary

Points of clarification:

- Income is all money coming in: wages from a job, cash assistance, SSDI, child support, etc.
- An expense is any money going out: spending, investments, loans, credit cards, etc.
- An “itemized summary” means that all income and all expenses are categorized.
- Discretionary income means income remaining after deduction of taxes and other mandatory expenditures available to be spent or saved as one wishes.

In pairs, trainees answer the question, “Why is budgeting important?” Pairs report out and record answers on the board or screen. Answers should include these two main responses:

- So you know where your money is coming from and where it is going.
- So you can set, measure, and achieve financial goals.

Here are more specific responses:

- So you have enough money to pay for all your bills
- So you can see where your spending leaks are
- So you can measure changes in your habits over time
- So you can plan about how much you can spend in each category
- So you can put some money away into longer term goals, like saving for your child’s future, a house, or retirement

Trainees review the items in the handout “Budgeting Basics.”

Extension/Independent Activities:

- Guest experts speak to the class about basic budgeting.

Budgeting Basics

There is no one perfect way to budget. What is important is to commit to a system and adapt over the course of several months so that it works for you.

The basic steps involved in any good budgeting system are:

1. Track all your income and expenses for 1 month.
2. Put all the information from #1 in one place and analyze it.
3. Plan for the next month's expenses and stick to it.
4. At the end of the next month, compare the plan with what you spent.
5. Adjust your plan, and keep adjusting your ideas to develop goals, such as saving for education or an emergency fund

What does this look like in reality?

Assuming you want to start budgeting, and the date is June 15.

- You would begin tracking all income and expenses on July 1 and continue for the entire month of July?
- It is easier to do it month by month?
- You could spend the rest of June getting ready?
- At the end of July, you would enter all your income and expenses into a worksheet?
- You would then analyze the worksheet and plan for August's income and expenses, based on how much your income you think you will receive and how much you think you will spend?
- Then you would stick to that plan, only spending the money you had planned to spend, and hopefully receiving the income you planned to receive?
- You would track all your income and expenses for May and enter that information into the worksheet?
- Then you would compare your plan for August with your actual income and expenses for August?
- Then you would make the necessary adjustments and do it again?

Financial Foundations for Success

Lesson—The Envelope System

Learning Objective:	To learn a simple system for managing cash.
Materials Needed	Handouts: “The Envelope System” and “Tips for the Envelope System.”
Vocabulary	Categories.
SCANS Competencies	Systems: Understands Systems, Improves or Designs Systems; Information: Acquires and Evaluates Information.
Methodology	Group discussion.
Time	45 minutes.

Instructions:

- Trainees receive the handouts “The Envelope System” and “Tips for the Envelope System.”
- Trainees share their own tips for keeping track of cash.

Extension/Independent Activities:

- Trainees find an article on budgeting and give a small presentation to the class.

The Envelope System

- This system is quite easy to set up and use.
- It is designed for people who primarily manage their money in cash.
- It helps people organize income and expenses
- It helps people make and stick to a spending plan.

How to use the envelope system

You will need:

- Envelopes
- A pen
- A box to keep the envelopes organized

Steps:

- 1) Plan your spending, divide it into categories (food, gas, entertainment, etc.), and create an envelope for each category.
- 2) Put the appropriate amount of cash in each envelope. For example, if you decide you will spend \$120 on food for the month,

only put \$120 in the food envelope.

- 3) THIS IS THE MOST IMPORTANT PART: Only pay for your expenses with the cash from the correct envelope. For example, only use the cash in the clothes envelope for clothes; do not use the cash in the food envelope for clothes.

Tips for the Envelope System

- Make the system work for you. If you need to change it, that is fine. A good budget is always evolving. Just make sure you are honest and consistent.
- You may have categories that do not work with the envelope system. That is OK. You can still use the system for the expense categories that do work for you.
- If you cannot fill all your envelopes up, keep track of how much you put into them by writing on the envelope or on a worksheet in the envelope. For example, let us say that you want to put \$100 in the food envelope, but you only have \$20 to put in there right now. Write down that you put in \$20 so you will know you still have \$80 to put in.
- There is an advantage to only paying for certain items in cash, because spending cash “hurts more” psychologically than just swiping a plastic card.
- Do not forget to budget for fun expenses. Otherwise, your budget will not be realistic.
- When it is gone, it is gone. Once you have spent all the money in each envelope you are done spending in that category.
- Decide on what to do with extra money ahead of time. One idea is to put it in an emergency fund envelope.

Financial Foundations for Success

Lesson—How to Budget

Learning Objective:	To learn how to prepare and track a budget.
Materials Needed	Handouts: “How to Budget,” “Tracking Income and Expenses,” “Personal Budget,” “Expense Worksheet,” and “Income Worksheet.
Vocabulary	Income, Expense.
SCANS Competencies	Information: Acquires and Evaluates Information, Organizes and Maintains Information; Basic Skills: Arithmetic/Mathematics.
Methodology	Group discussion and Individual work .
Time	45 minutes.

Instructions:

- Trainees receive and discuss the handouts “How to Budget” and “Tracking Income and Expenses.”

Extension/Individual Activities:

- Trainees complete drafts from handouts “Personal Budget,” “Expense Worksheet,” and “Income Worksheet.”
- Trainees enter their personal budget into an Excel spreadsheet.

How to Budget

The budget worksheet can be used in combination with the envelope system to track and plan income and expenses. The budget worksheet can either be a piece of paper or created using a program like Excel.

You will need:

- Budget, income, and expenses worksheets (see Resources section at the end of this module)
- Envelopes
- A box or divider to keep your paperwork organized

Step 1: Track and categorize all your expenses and income for one month.

Step 2: Analyze your income and expenses.

- Are spending more than you earn?
- Look for expense categories that you can reduce.

- Look for income categories that can increase

Step 3: Make a spending plan for next month by using the *proposed* column on the budget worksheet.

Step 4: STICK TO YOUR SPENDING PLAN!!!

Step 5: Repeat Step 1, then compare with your spending plan.

- Where did you spend more than you planned?
- Where did you spend less than you planned?
- What adjustments do you need to make?

Step 6: Keep repeating and refining the process.

Tracking Income and Expenses

To track income:

- Every time you get paid or receive income, write down the amount and date on the income worksheet.
- Add up and categorize your income at the end of the month under the *actual* column of the budget worksheet.
- Use direct deposit for paychecks, because then your income will be summarized on your account statement every month.

To track expenses

- Get a receipt for everything you can, and put them in an envelope labelled receipt.
- For expenses that do not produce receipts (like bills), write down the amount and date of the expense on the expense's worksheet.
- Use your account statement(s).
- At the end of the month, add up and categorize all your expenses under the *actual* column of the budget worksheet.

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Personal Budget

(round to the nearest dollar)

Month: _____

	Proposed	Actual		Proposed	Actual		Proposed	Actual
HOME			ENTERTAINMENT			VACATION*		
Mortgage/Rent			Cable TV			Plane, train, bus, rental car		
Electric			Internet			Accommodations		
Gas/Oil			Video/DVD rentals			Food		
Water & sewer			Movies			Souvenirs		
Home phone			Newspaper			Movies, shows, parks, etc.		
Cell phone			Magazines			VACATION TOTAL	0	0
Garden/lawn/snow			Bar/Cafe/Club					
Home repairs			Coffee, muffin, etc.			FINANCIAL		
Property taxes			Lottery			Credit Card Payments		
Home insurance			Cigarettes/Alcohol			Trainee Loan Payments		
Other			Books			Savings (IDA)		
TOTAL HOME	0	0	Music (CDs, downloads)			Retirement (401k, IRA)		
			Gifts (holidays, birthdays)*			Personal loans		
FOOD			Car wash/detailing			Other		
Groceries			Other			Charitable/Religious Contrib.		
Lunch out			Other			FINANCIAL TOTAL	0	0
Dinner out			ENTERTAINMENT TOTAL	0	0			
FOOD TOTAL	0	0				OTHER EXPENSES		
			PERSONAL			Other		
TRANSPORTATION			Laundry			Other		
Car payment			Clothing			OTHER EXP. TOTAL	0	0
Car insurance*			Salon/barber/nails					
Gas			Gym membership			NET INCOME		
Car repairs*			Other			Wages (after taxes)		
Parking			PERSONAL TOTAL	0	0	SSDI		
Public transportation						Child Support		
TRANSP.TOTAL	0	0	KIDS			Alimony		
			Childcare			Food Stamps		
HEALTH			Allowance			Other		
Ins premium & co-pays			Toys & books			Other		
Dental & vision			Sports equip, team dues			Other		
Prescriptions			School supplies			TOTAL INCOME	0	0
Over-the-counter drugs			Diapers					
Drugstore purchases			Other			TOTAL EXPENSES	0	0
Veterinarian/pet meds			Other			TOTAL INCOME	0	0
HEALTH TOTAL	0	0	KIDS TOTAL	0	0	CASH SHORT/EXTRA	0	0
Asterisk (*) means take the annual expense for this item and divide by 12 (for monthly) or 52 (for weekly)								

THE BEAN GAME

Living on a "20 Bean Salary"

Recreated and Reproduced by
Jana Darrington, M.S.
Family and Consumer Science Agent
Utah State University Extension, Utah County



Game Instructions

Purpose

Managing money means making choices. There is never enough money available for all of the things we'd like to have or do. This game will help you decide what is most important to you.

How to Play

This game may be played individually, but optimum results come from playing in a group of 2 or more. Divide participants into groups of at least 2 and not more than 5. Each individual/group receives 20 beans and a set of spending category sheets. The individual/group must decide how to spend their "income" based on life circumstances, values and goals. Each item has a set number of squares which indicates how many beans are needed to "pay" for that item.

ROUND #1

First, each individual/group must select one item in each of the categories with the gold stars (Food, Housing, Furnishings, Transportation, Insurance and Clothing & Laundry). Once you have finished selecting items in the required categories, continue selecting items until you have used up your 20 bean income.

DISCUSSION QUESTIONS

Why did you choose the items you did? In what ways were you influenced by your values? Your goals? Your previous experiences? Compare what you spent your beans on with another individual/group.

ROUND #2

Your income has just been cut to 13 beans. What will you give up? What changes will you make? Make changes until you only have 13 beans on your spending sheets.

DISCUSSION QUESTIONS

What kinds of items did you choose to give up? Why? What did you learn about yourself and money in this process? Compare your budget-cutting choices with another individual/group.

OTHER CHOICES you may have to make...

- 1) Someone in the family just broke their leg. If you have insurance, you don't need to do anything. If you don't, take off 3 beans.
- 2) Your mom or dad just got a 2 bean raise! Decide where it should be spent.

Resources:

Parker, L. (n.d.). *The Bean Game*. Washington State University Extension, Family Resource Management Specialist.


Office of State Treasurer John Perdue. (n.d.). *The Budget Game: Living on a 20 Square Salary*. Financial Education Programs, Charleston, WV. Retrieved October 26, 2008 from <http://www.wvtreasury.com>.

Distributed by:


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Housing with Utilities





live with relatives sharing cost of utilities (no phone)

share an apartment or house with others, including basic utilities (no phone)

rent place of your own, including basic utilities (no phone)

Insurance

Auto

Liability coverage only

Complete coverage

Health and Disability

No coverage **No Cost**

Fringe benefits of job


Basic health coverage

Individual health & disability coverage

Renters

Property and liability coverage

Communications




No phone **No cost**

Phone with limited long distance calls


Phone with many long distance calls

Cell phone

High-speed Internet



Gifts





Make your own

Purchase cards or small gifts occasionally

Purchase frequent gifts for family and friends

Savings

Change in piggy bank **No cost**



Five percent of income

Ten percent of income

Invest for retirement

Contribution to charities and religious groups

Furnishings

Borrow from relatives or friends **No cost**

Rent furniture or live in furnished apartment

Buy at a garage sale or thrift shop

Buy new furniture

Check Out These Budgeting Tips

- ◆ **Wants vs. Needs** — A *need* is a necessity, such as housing or food. A *want* can be anything and may not be a necessity. Be careful when spending on wants.
- ◆ **Pay Yourself First** — After budgeting for necessities and before spending anything for wants, always tuck away some money from each paycheck for emergencies into a rainy day savings account.
- ◆ **Before Charging** — Ask yourself: 1) Do I really *need* it? and 2) Will I still have this 5 years from now? If the answers are *No*, then wait until you can pay cash.
- ◆ **Rule of Percentages** — A good rule of thumb for budgeting your salary is: 70% pay current bills, 20% save for future purchases, 10% invest for long term.
- ◆ **Money Tracking** — We often spend money without thinking about it. Keep track of all your expenditures (cash, checks, debit cards, ATM withdrawals and credit cards), even the smallest ones. Record them every time in a notebook or register. Review them regularly to make yourself aware of where your money goes.
- ◆ **Fixed, Flexible or Luxury?** – Categorize the expenses in your budget. Is it *fixed*, such as rent or a car payment? Is it *flexible* such as groceries, gas or long distance use? Or is it *luxury*, such as entertainment or going out to eat?
- ◆ **Rule of 72** (to double your money) — If you know the interest rate you can get, divide 72 by the known interest rate and it will give you how many years it will take to double your money. If you know how many years you have, divide 72 by the number of years and it will tell you what interest rate you must have to double your money.

Examples: If interest rate is 6%. $72 \div 6 = 12$ years. If time is 10 years. $72 \div 10 = 7.2\%$ interest rate needed.

Average Expenditure Breakdown for Total Household Income	
30%	Housing
18%	Transportation
16%	Food
8%	Charity / Misc.
5%	Clothing
5%	Medical
5%	Recreation
5%	Utilities
4%	Savings
4%	Other Debts



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Financial Foundations for Success

Lesson—S.M.A.R.T. Financial Goals

Learning Objective:	To learn a method for setting clear financial goals.
Materials Needed	Handouts: “S.M.A.R.T. Financial Goals” and “S.M.A.R.T. Financial Goal Chart.
Vocabulary	Framework.
SCANS Competencies	Basic Skills: Writing; Thinking Skills: Reasoning; Information: Interprets and Communicates Information.
Methodology	Group discussions followed by individual and pairs work.
Time	60-90 minutes.

Instructions:

- The instructor and trainees review and discuss the handout “S.M.A.R.T. Financial Goals.” with trainees
- Trainees receive the handout “S.M.A.R.T. Financial Goal Chart.” Trainees have 15 minutes to start filling in the chart.
- Trainees are grouped in pair. They share their charts and receive feedback on ideas for resources.

Extension/Independent Activities:

- Trainees watch a video on setting S.M.A.R.T. goals and write a paragraph.
www.youtube.com/watch?v=hea8D64RpGI
www.youtube.com/watch?v=qW1Eiqap7uU
- Trainees revise their “S.M.A.R.T. Financial Goal Chart” and turn it in for feedback.
- Invited guest speaker talks about setting financial goals.

S.M.A.R.T. Financial Goals

One of the main reasons to budget is to set and achieve financial goals. The most important thing about financial goals is to make them clear and then to stay committed to them.

Although it may sound clichéd, the **S.M.A.R.T.** framework can be extremely useful by asking difficult questions about financial goals and forcing you to sharpen your thinking about how you plan to achieve them.

Specific:

- Covering all the details: who is involved in pursuing this goal, what exactly does this goal look like, what resources can you use, what are the potential obstacles, etc.?
- “I want to find a one-bedroom apartment that is close to the 39 bus and a grocery store”

is more specific than “I want to find a place to live.”

Measurable:

- You have clarified the numbers and broken down the steps involved so that you can track progress. If a goal is measurable, you know how far you have gone and how far you must go.
- “I want to save \$75 a month for 6 months” is more measurable than “I want to save some money for a down payment.”

Achievable:

- The goal is realistic. You do not want to set yourself up for failure.
- What is achievable depends on each person’s situation, though they may need a reality check.

Results-oriented:

- The goal will produce real results.
- “I will check all three of my credit reports and begin dealing with them by disputing any errors and calculating my total debt” vs. “I’ll take care of my credit reports.”

Time-bound:

- The goal has a deadline, or a series of deadlines.
- “I want to pay off all of my debt in 10 years” vs. “I want to pay off all of my debt someday.”

S.M.A.R.T. Financial Goal Chart

My overall financial goal is: _____			
Step	Resources to help complete that step	Challenges to completing that step	Deadline

Financial Foundations for Success

Lesson—Credit and Debt

Learning Objective:	To define credit and debt and to understand how credit scores and reports can impact your financial goals.
Materials Needed	Handouts: “Debt and Credit” and “Credit Reports and Credit Scores: Why They Matter.”
Vocabulary	Interest rate, goods, services, assets.
SCANS Competencies	Thinking Skills: Creative Thinking; Basic Skills: Reading and Speaking.
Methodology	Group discussions and Expert Guest Speaker.
Time	60-90 minutes.

Instructions:

- Distribute and discuss the handouts “Debt and Credit” and “Credit Reports and Credit Scores: Why They Matter.”
- Generate a list of questions Trainees have for a guest speaker.

Extension/Independent Activity:

- Expert Guest Speaker teaches about credit and debt. He/she uses list of questions generated by trainees and his/her on material.
- Trainees apply for free credit reports from the three main credit reporting agencies.

Responsible Borrowing and Budgeting	Videos
Exercises My Student Loan Payment My Credit Card My Personal Loan	Managing Student Loans https://www.youtube.com/watch?v=_ThAn2jb0iM&feature=youtu.be Scholarships https://www.youtube.com/watch?v=w8xrusErl1I&feature=youtu.be Budgeting https://www.youtube.com/watch?v=IAPwZD6AUxk&feature=youtu.be

Courtesy: Career Edge

Professor Theresia Wansi Lectures

[Financial Literacy Lesson - Jah Kente International Financial Literacy Program with Professor Wansi.ppt](#)

Debt and Credit

Debt is money owed to another company or person.

Credit is the money available to a person to obtain goods or services before payment, based on the trust that the payment will be made in the future.

If a credit card company gives you a \$5,000 credit limit, you can borrow up to \$5,000 from them. If you then max out your credit card and spend \$5,000, you now have \$5,000 worth of debt.

Good Debt vs. Bad Debt

Good debt...

- Is for purchases that increase in value over time (assets)
- Usually has a lower interest rate
- Examples: education, housing, small business.

Bad debt...

- Is for purchases that lose value over time
- Usually has a higher interest rate
- Examples: credit cards, auto loans, purchases of everyday items, for vacations, etc.

The bottom line is that credit should ideally be used as a tool only when buying something that will grow in value over time and help accumulate wealth, and there should be a good reason for taking on debt.

Credit Reports and Credit Scores: Why They Matter

A **Credit Report** is like a financial fingerprint: a history of your financial summed up on one document.

Credit reporting agencies analyze all the information on your credit report and turn that information into your **Credit Score**.

Credit reports and scores are important because:

- They reveal a lot of your financial information to banks, credit unions, utility companies, landlords, car dealers, cell phone companies, employers, and others.
- They are used as a screening tool to determine how “risky” you are as a customer (whether you will pay back money that is loaned to you).
- A good report and score open financial opportunities, while a bad report and score limits opportunities.

The bottom line: your credit report and score affect:

- Whether you get a credit card and what interest you will pay on it (how much you have to pay to borrow money).
- Whether you get a student loan, mortgage, car loan, etc. and what interest you will pay on them.
- Whether you get a car, renter, and other insurance, and what your rate will be.
- Some landlords’ decisions whether to rent to you.
- Some employers’ decisions whether to hire you.
- Some utility companies’ decisions whether to let you open an account.

Financial Foundations for Success

Lesson—Banking Fundamentals

Learning Objective:	To learn about financial institutions and how to choose one that best meets your needs.
Materials Needed	Handouts: “Mainstream vs. Alternative Financial Institutions.
Vocabulary	Mainstream, Alternative.
SCANS Competencies	Information: Acquires and Evaluates Information and Interprets and Communicates Information; Basic Skills: Speaking.
Methodology	Group discussions.
Time	45 minutes.

Instructions:

- The instructor leads trainees on brainstorming on a list of the diverse types of financial institutions people use. Instructor records the types. Trainees identify the services provided and the differences among the institutions. What are some of the pros and cons?
- Trainees receive and discuss the handout “Mainstream vs. Alternative Financial Institutions.”
- Trainees generate a list of additional questions.

Extension/Independent Activity:

- Guest speaker from a local bank or credit union presents information.
- Trainees visit different banks to collect information on their rates and services. Trainees make a graph showing the differences and present it to the class.

Mainstream vs. Alternative Financial Institutions

Mainstream Financial Institutions

Banks

A bank is a business that offers a place to keep and manage your money. Banks then use your money to make more money. Common services that banks provide include savings and checking accounts; check cashing and money orders; ATM cards; direct deposit; internet banking; safe deposit boxes; loans (such as automobile and home loans); and credit cards. The Federal Deposit Insurance Corporation (FDIC) protects money that you deposit in your checking and savings accounts. The FDIC insures your deposit up to \$250,000.

Credit Unions

Credit unions offer many of the same services that banks do. The National Credit Union Association insures credit union deposits up to \$250,000. There are some key differences between banks and credit unions. Credit unions are not-for-profit organizations whose mission is typically related to community development and “people helping people,” while banks are businesses whose mission is to maximize profits. Credit unions can offer low-cost financial services because they are owned and operated by members.

Alternative Financial Institutions

Check Cashers

Check cashers cash personal, payroll, and government checks. The fee for these services varies widely, though it can be extremely high. Check cashiers now offer many other services, such as: buying travelers checks and money orders; sending money overseas (remittances); notarizing documents; paying bills and utilities; and automobile license renewal.

Payday Lenders

Payday lenders offer small loans (\$100-\$500) using the borrower’s next paycheck as collateral. The borrower gets the cash by writing a post-dated check for the loan plus fees. If the borrower does not show up to pay, the payday lender simply cashes the borrower’s post-dated check. These loans are tightly regulated.

[Payday Loan Laws | Bills.com](#)

In the District of Columbia, Pay Day Loan is prohibited.

[District of Columbia Payday Loan \(DC\) \(samedaypayday.com\)](#)

Pawnshops

Pawnshops offer small, short-term loans using personal items as collateral. These loans are offered at exceedingly high interest rates. Auto Title Lenders These lenders are a variation of pawnbrokers in which the collateral is the borrower’s car. Interest rates and fees are typically exceedingly high. The major danger with these loans is that failure to repay leads to the loss of the borrower’s car. These businesses are tightly regulated.

[District of Columbia Pawn Shop Laws - National Pawnbrokers Association](#)

Rent-To-Own Centers

These centers lease merchandise, such as furniture and home electronics, for weekly or monthly payments that can be applied toward ownership. Consumers typically pay two to three times the retail price. No equity builds until the final payment. This means that failure to make a monthly payment can lead to total loss of the merchandise.

Job Search and Retention (25 hours)

Lesson—The Hidden Job Market

Learning Objective:	To understand that many jobs today are not published and to begin to learn new ways of identifying job openings.
Materials Needed	Handout: “The Hidden Job Market.”
Vocabulary	Qualifications, Traditional, Recruitment Specialist, Headhunter, Network.
SCANS Competencies	Information: Acquires and Evaluates Information, Interprets and Communicates Information; Thinking Skills: Reasoning
Methodology	Group discussions.
Time	30 minutes.

Instructions:

- Trainees brainstorm and record all the ways to find jobs.
- Trainees identify the ones they think are most effective. For those who are working, they may identify which methods may work best for them.
- Trainees receive and discuss the handout “The Hidden Job Market.” Instructor and trainees compare trainees’ answers and rankings of those in the diagram.

Extension/Independent Activities:

- Trainees survey family and friends as to how they found jobs. They assemble the information and develop a graph. Trainees put the graph into an Excel spreadsheet.
- Trainees may visit local Career Centers to find out where they recommend looking for jobs and report back to the class.

In the traditional approach to a job search, you write a resume, search the Internet and newspaper classifieds and job listings, print up cover letters and envelopes, and send your resume out to the world to let employers know your strengths and job qualifications. There are benefits this traditional approach:

- Learning general information about the job marketplace.
- Acquiring information about starting salaries for specific jobs or industries.
- Identifying key hiring contacts within an organization, such as a recruitment specialist.

However, this approach is far from the best job-search strategy for several reasons:

- The size of the job applicant pool with whom you are competing can be quite large.
- A busy recruitment specialist can easily overlook your resume.
- Jobs posted in classifieds are sometimes filled by the time they reach publication, because they have been filled by job seekers who are savvy about tapping into the Hidden Job Market.

Approaches to Job-Seeking, From U.S. Department of Labor Bulletin number 1886
My Story, My Path to Self-Sufficiency, Woman to Woman Program, Crittenton Women's Union, Boston, MA, 2009.

What is the Hidden Job Market?

BY ALISON DOYLE

[HTTPS://WWW.THEBALANCECAREERS.COM/WHAT-IS-THE-HIDDEN-JOB-MARKET-2062004](https://www.thebalancecareers.com/what-is-the-hidden-job-market-2062004)

Updated January 21, 2022

What is the hidden job market, and how can it help your job search? The **hidden job market** is a term used to describe jobs that aren't advertised or posted online. Employers might not post jobs for a number of reasons—for example, they might be trying to save money on advertising, or they might prefer getting candidates through employee referrals.

This job market might be “hidden,” but it is possible for you to find out about these jobs. You might be more likely to score a job through the hidden job market than through regular channels. Many jobs are found through networking rather than traditional job searching.

Jobvite's 2019 Job Seeker Nation Survey reports that even though most applicants apply for jobs on a job board or employer career site, 35% found job postings on social

media, 50% of respondents heard about jobs from friends, and 37% say they also learn about jobs from professional networks.¹

Find out why employers sometimes skip posting jobs online, and how you can tap into this hidden market to find a job that is right for you.

Why Employers Use the Hidden Job Market

Many employers use the hidden job market to avoid the lengthy and expensive process of open online applications. Instead of posting a job opening, employers can choose alternatives such as hiring internally, using a recruiting firm or headhunters and relying on referrals from current employees.

The hidden job market has several advantages for employers:

- It is cheaper than listing jobs online or in print via a paid service.
- Some companies want to keep hiring decisions as quiet as possible, so they avoid posting jobs online. The company is opening a new branch, for example, but does not want to share this information with the public just yet.
- Companies are more likely to get high-quality applicants from current employees, who both understand the needs of the job and have a vested interest in recommending good candidates – especially if they'll be working with whoever gets the job.
- Employees are also motivated to give good referrals if the company offers a bonus to employees who recommend the applicant who is hired.

Tap the Hidden Job Market Through Networking

It is possible to find these opportunities by expanding your network connections and sharing your professional objectives. Your first step should be to make sure you are reaching out via as many avenues as possible.

See tips on how to expand your network and learn about those hidden jobs:

Network traditionally. If you are not already, make sure you are networking in some of the more traditional ways. Attend formal networking functions like career fairs,

conferences, and chamber of commerce events. Reach out to people in your networks, including college alumni and LinkedIn connections. Set up informational interviews with contacts in your industry. Consider sending a message to friends and family letting them know about your job search. All these traditional networking strategies can lead to information about job openings.

Say yes to invitations beyond traditional networking functions. Go to the ballgame with your college roommate. Go to your cousin's baby shower. Be available to swing by your neighbor's barbecue. Once you are at these events, be social and introduce yourself to people you do not know. You never know when you will meet the person who knows someone with an in.

Practice your elevator speech. What do you want from your career? What do you have to offer an employer? What does your dream job look like? Do not worry – no one is suggesting you become the kind of bore who is always cramming your professional goals down everyone's throat. Just be on the lookout for opportunity, and do not be afraid to put yourself forward if one presents itself. Remember: if someone's hiring, they need a quality candidate as much as you need a job. You might be solving their problem as well as your own.

Update your social networks to reflect your new mission. This can be tricky, of course, if you are still employed and hoping to move on. If you are cautious and change details slowly, you can buff up your online profiles without jeopardizing your position. Make sure your online networks reflect your latest skills and experiences. By building a strong professional brand online, you increase your chances of impressing someone in your network.

Other Ways to Tap the Hidden Job Market

Networking is not the only way to access the hidden job market. Try these strategies to hear about unadvertised jobs:

Contact employers of interest. If there are companies you are interested in working for, do not wait for them to post job openings. Reach out by either visiting the office in

person, making a cold call, or sending a letter of interest.

Volunteer at companies of interest. One way to make connections at a company is to volunteer for that company. If the organization is looking for volunteers (even if it is not in your specific field of interest), consider signing up. This will give you an “in” with the company. As you get to know the employees, express your interest in working for the organization.

Dig around at your own company. If you are interested in staying at your company, but in a different position, quietly ask around about job openings in other departments. Make sure to be discreet though—you do not want your employer to know you are thinking of leaving your position.

Subscribe to news alerts. Follow companies of interest on LinkedIn, and consider subscribing to news alerts (such as Google Alerts) for companies you’d like to work for. This way, you can hear about any big changes in the company, such as a merger, the opening of a new office, etc. These events are often a sign that a company is growing, and therefore might be hiring.

- **Explore around at your current company.** If you are interested in staying at your company, but in a different position, silently ask around about job openings in other departments. Make sure to be discreet though – you do not want your employer to know you are thinking of leaving your position.
- **Subscribe to news alerts.** Follow companies of interest on LinkedIn, and consider subscribing to news alerts (such as Google Alerts) for companies you would like to work for. This way, you can hear about any substantial changes in the company, such as a merger, the opening of a new office, etc. These events are often a sign that a company is growing, and therefore might be hiring.

With a little care and effort, you can find a great new job, even if it is not listed on any job search site. Be willing to persevere, and the hidden job market might just produce the best job you have had so far.

Learning Objectives	Videos
<p>Understand the difference between the hidden and published job markets.</p> <p>Review the most effective strategies for finding your career.</p> <p>Create your brand and learn how to stand out.</p> <p>Exercises</p> <p>My Ideal Business Card (1 hour)</p> <p>Connecting Your Past to Your Future (1 hour).</p> <p>My Personal Brand (1.5 hours).</p>	<p>How to get 500+ LinkedIn Connections in 15 Minutes https://www.youtube.com/watch?v=8RvD_b26Xso&feature=youtu.be</p> <p>Hashtags 101 for #JobSeekers https://www.youtube.com/watch?v=KDkmhvEdptQ&feature=youtu.be</p> <p>Job Searching with a Felony https://www.youtube.com/watch?v=EEY6N-dUE1g</p> <p>Labor Market Information https://www.youtube.com/watch?v=3JOU_0XXk7Y</p> <p>Job Seeker Twitter Tutorial - Career EDGE https://www.youtube.com/watch?v=t0vQwJ1_gl</p> <p>Working While Not Working https://www.youtube.com/watch?v=AwGilqZ5Ndk</p> <p>Social Media for Job Searching Overview https://www.youtube.com/watch?v=Rr0JCVCiZak&feature=youtu.be</p>

Courtesy: Career Edge

Job Search and Retention

Lesson—Networking: Your Path to the Hidden Job Market

Learning Objective:	To understand what networking is and how to develop your own network for job searching.
Materials Needed	To understand what networking is and how to develop your own network for job searching.
Vocabulary	Network, Colleagues.
SCANS Competencies	Systems: Understands Systems, Improves or Designs Systems; Information: Organizes and Maintains Information.
Methodology	Group discussions and Individual Work.
Time	60 minutes.

Instructions:

- Trainees receive and discuss the handout “Networking: Your Path to the Hidden Job Market.”
- Trainees have an opportunity to start identifying their own networks for a job search. Trainees receive the handout “Identifying Your Network.” They review and give examples.
- Trainees have 10 minutes to begin filling in the grid.
- Trainees share some of their network contacts and ideas for categories/places to find people with whom to network.
- The instructor explains that the next step is to develop a plan for contacting people in their network.
- Trainees receive the handout “Networking Plan.” Use an example of someone you have in your network. Instructor explains how to trainees on how to fill in the grid. Trainees provide other examples.
- Trainees brainstorm on how to reach out to someone they do not know well.

Extension/Independent Activities:

- Trainees complete their network grid and develop a more thorough Networking Plan. Share Networking Plans in class. Instructor emphasizes what the trainee has to offer and how to “breakthrough” to the contact.
- Trainees develop a timeline for contacting the first person on their Networking Plan. Trainees report back and then set timelines for the remaining contacts.
- The invited guest speaker makes a presentation on how to network and opportunities for networking at career fair events.

Networking: Your Path to the Hidden Job Market

Networking is the ongoing process of making connections with people who share your values and interests, and who can offer mutual support, help, additional connections, resources, and information.

Your network is larger than you may think. It includes people from all aspects of your life: your family, your friends, colleagues from past jobs, classmates, and now of course, your friends and colleagues at your Community Action agency.

How to Build Your Network

Building your network requires three, ongoing actions:

- Identifying the people in your life who are already part of your network.
- Having a plan for networking: knowing who you want to make a connection with, what you think that they can offer, and what you can offer in return.
- Expanding your network by getting out there and, as the sportswear maker Nike would say: *“Just Do It.”*

Identifying Your Network

In each of the boxes provided below, write the names of people in your current Network.

Friends	Family
Neighbors	Classmates
Co-Workers and Managers	Community/Political
Other Organizations	Religious Affiliations

My Story, My Path to Self-Sufficiency, Woman to Woman Program, Crittenton Women's Union, Boston, MA, 2009.

Networking Plan

In the space provided below, practice writing a Network Plan.

PERSON'S NAME	PURPOSE <i>What do they have to offer?</i>	YOUR OFFER <i>What do you have to offer this person?</i>	HOW <i>How can you break through to this person? What is the best way to network into the relationship?</i>
1)			
2)			
3)			
4)			
5)			

Job Search and Retention

Lesson—Completing a Job Application

Learning Objective:	To learn how to complete a paper job application.
Materials Needed	A variety of paper job applications, Handout: “Tip sheet for Completing an Application.
Vocabulary	References.
SCANS Competencies	Basic Skills: Reading, Writing; Personal Qualities: Responsibility.
Methodology	Group activity.
Time	60 minutes.

Instructions:

- Before the lesson, the instructor collects a variety of paper job applications. The instructor collects one form for all trainees.
- Instructor leads discussion that applying for a job frequently means being asked to fill out a job application form.
- All trainees receive a job application. As a class, trainees complete the application.
- Instructor emphasizes the following tips for successfully completing an application:
 - Read the whole application before you start to fill it out.
 - Complete every blank. If the item does not apply to you, fill in NA for “not applicable.”
 - Print or type the application. Use pen and write neatly.
 - Know your Social Security number and have accurate information (names and addresses) of former employers or references.
 - An arrest is not a conviction. You need not mention an arrest.
 - Check the form when you finish to make sure it is both complete and accurate.
- Trainees receive the handout “Tip Sheet for Completing an Application.”

Extension/Independent Activities:

- Trainees gather a job application from at least one other source and complete it. Share with the class how the applications differ or are the same.
- The invited employer speaks about how they review job applications and what they look for.

<https://www.youtube.com/watch?v=AwGilqZ5Ndk>

- Tips for Filling Out a Job Application.

Tip Sheet for Completing an Application

The employer's first contact with you is through your application. It is important to make a good first impression by:

- **Writing neatly**

Print neatly so that the employer can easily read your application.

- **Making minimal corrections**

To correct a mistake, draw one or two lines through the error; do not scratch through or rip holes in the paper.

- **Keeping the application clean**

Be careful not to smear ink or leave stains on the form from food or dirty hands.

- **Following instructions**

Do exactly what the directions tell you to do. Use a or **X** to mark selections if that is what the directions say.

- **Using complete words**

Avoid abbreviations and be sure to state your full name, not a nickname.

- **Filling in all information**

Answer all questions and do not leave any blanks.

- **Being positive**

Keep your responses positive but be honest. Do not complain about your former boss or co-workers if asked why you left a job. Respond instead that you were looking for a more challenging opportunity.

- **Being accurate**

Be sure all information you give is correct. Employment dates, addresses, and reference contacts must be accurate because they will be checked. Having a personal fact sheet to use when filling out the application will make it easier and less stressful for you.

From ABE Florida 2001: Workforce Readiness Learning Activities Resource Guide, Leon County Schools Adult and Community Education.

Job Search and Retention

Lesson—Completing an Online Job Application

Learning Objective:	To learn how to complete an online job application.
Materials Needed	Materials from the District of Columbia and other websites, computer, projector, laser pointer (or other pointing device), flipchart or white board, markers.
Vocabulary	System requirements.
SCANS Competencies	Thinking Skills: Knowing How to Learn and Seeing Things in the Mind's Eye; Basic Skills: Writing.
Methodology	Group activity.
Time	2 hours.

Instructions:

- Online job applications are increasingly prevalent. Most applications are available online, allowing you to print out a copy. Many companies also use online applications, which you fill out and submit online. If applying online, make sure your computer meets the system requirements of the website before you begin

This website contains information about what to prepare for with online job applications including education, work history, skills and abilities, references and essay questions.

Extension/Independent Activities:

- Check with the local American Job Centers (ACS-formerly called One Stop Career Centers) to see if they provide a workshop on completing online job applications. Set up a time to visit or have them present at the workshop. Find a local ACS here:
<https://www.careeronestop.org/LocalHelp/AmericanJobCenters/american-job-centers.aspx>

Job Search and Retention

Lesson—Developing a Resume

Learning Objective:	To learn about two types of resumes and develop a resume.
Materials Needed	Handouts: “Basic Resume Writing Rules,” “Sample Chronological Resume,” and “Sample Functional Resume.”
Vocabulary	Chronological, Functional.
SCANS Competencies	Thinking Skills: Reasoning; Information: Organize and Maintain Information; Basic Skills: Writing.
Methodology	Group activity.
Time	1 hour.

Instructions:

- Trainees receive 2 samples of resumes. Instructor discusses the differences between the two.
- Trainees discuss when it would be more beneficial to use one over the other.
- Using the sample resumes as a guide, trainees develop their own resumes using the list of skills identified in the career readiness lessons.
- Trainees create resumes on the computer and exchange with each trainee.
- Trainees critique each other’s resumes to make constructive suggestions when needed.

Extension/Independent Activity:

- Trainees attend a resume writing workshop.
- Trainees write both types of resumes.
- Instructors, experts, and trainees review the resume styles.
- Trainees choose a job for which they would like to apply and tailor their resume to match the job profile.

BASIC RESUME WRITING RULES

Make it your own –

You can get someone to help you, but you need to write it yourself.

Make sure it looks good –

Clean, clear, well typed.

No errors!

Have someone proofread it for grammar and spelling mistakes.

No lies –

Do not include jobs you did not hold or degrees you have not earned.

Be brief –

One page is plenty.

Be positive—

Emphasize your accomplishments.

Be specific –

DON'T SAY "I'm a good typist". SAY "I type 60 words a minute."

Learning Objective:	Videos
<p>Compare resume types and create a resume that best suits your situation. Write a professional cover letter. Prepare a professional wardrobe.</p> <p>Exercises Brainstorming Your Resume My Resume: A Snapshot My Cover Letter My Appearance</p> <p>Discussions The Application Process - Following Up Employer Investment</p>	<p>The Value of Video for Job Seekers</p> <p>https://www.youtube.com/watch?v=oonCqYIISKA *Elevator Pitch)</p> <p>https://www.youtube.com/watch?v=VpSiseLJPTE What's Your UVP?</p> <p>https://www.youtube.com/watch?v=JnfsN4Vtu-s&feature=youtu.be What Employers are Looking for in a Resume</p> <p>https://www.youtube.com/watch?v=T5Zptf23IFl&feature=youtu.be Resume Do's & Don'ts</p> <p>https://www.youtube.com/watch?v=Wz-UhJn77do&feature=youtu.be The Purpose of the Cover Letter</p> <p>https://www.youtube.com/watch?v=CNXs-iToqVg&feature=youtu.be</p>

Courtesy Career Edge

Sample Chronological Resume

Martha May
Jump Avenue
Washington, DC 20000

Home: (101) 555-9217
Message: (101) 555-7608

Position Desired

Seeking position requiring script writer. Position could require background in a wide variety of corporate, technical, and entertainment writing. Adept at producing strong content at extremely high volumes and within strict deadlines. Skilled in cultivating a strong network of professional relationships with production staff, management, clients, and other writers in a challenging environment.

Education and Training

Bright Community College, New York. Completed one-year program in Script Writing. Courses included Inspirational Screenwriting. Online Screenwriting

John Brown Adult High School, Washington, DC. Graduated with emphasis on workforce skills Courses include word processing, time management, customer rights, and others.

Experience

2020-2021 Script Writer Assistant, Amaze Studio, Sun City, DC.
Composed television advertisement copy for a variety of businesses and products.
Research previously utilized materials and recommend form and content changes accordingly.
Produce at least eight stories with less than 500 words daily.
Edit and proofread written content for a variety of departments as needed.

2019-2019 Assistant Manager, Claire's Boutique, Orlando, Florida.
Managed sales, inventory, and related tasks. Closed store on weekends.

2018-2019 Various part-time and summer jobs. Learned to meet customers and other skills.

Special Skills and Abilities

100 words per minute on word processor; can operate office equipment.
Able to accept supervision. Good social skills. Excellent attendance record.

Personal

I have excellent references, learn quickly, and am willing to accept responsibility.

Sample Functional Resume

Peter Pan

111 South St., #101, Baltimore, MD 49706

mpan@ymail.com

Cell: 410-000-000

Professional Summary: Reliable, caring **certified nursing assistant** with experience caring for elderly and vulnerable adults. Excellent client care; friendly and compassionate, with excellent interpersonal communication skills.

Licenses and Certifications

- Maryland CNA License in good standing
- CPR Certified

Qualifications

- Comfort, care for and motivate patients
- Ability to follow directions
- Work with minimal supervision
- Comply with OSHA and HIPPA
- Excellent attendance record
- Positive attitude

Communication and Interpersonal

- Offered conversation and companionship to long-term care residents, establishing, and maintaining positive patient relationships and responded to patient calls in a timely and efficient manner. Determined need and provided for care of individuals.
- Related well with team members, residents, and families.
- Provided social and emotional support; encouraged residents who felt sad or lonely; observed physical and emotional changes; reported patient conditions to nurses.

Care and Support

- Assisted residents in the process of getting ready for the day; ensured they were comfortably on time for all meals and activities and helped residents with daily hygiene including showering, oral and pedicure, incontinence care, minimizing rashes, sores and soiling; transferred individuals from bed to chair, bed to commode, chair to commode, using Gait Belts, Hoyer Lifts and EasyStands as needed, ensuring patient safety and comfort.

Organizational Skills

- Visited and evaluated patients daily to determine which patients needed more time to prepare for the day and to respect the needs of each individual, inventoried housekeeping, and personal supplies of residents. replaced or had supplies ordered as needed.

Recreation and Physical Therapy

- Supported residents with field trips, arts and crafts, music, games and reading activities. Ensured participants arrived on time, had needed accommodations and positive experiences; Worked range of motion activities with patients as instructed by LPN or RN.

Professional Experience

Certified Nursing Assistant, Reliable Senior Services, Baltimore, MD, 2012–present.

Certified Nursing Assistant, Central Hospital, Baltimore, MD, 2010–2012.

Education

Graduate, Baltimore Central High School, Baltimore, MD, 2009

American Red Cross, Certified Nurse Assistant, Baltimore, MD 2010

Job Search and Retention

Lesson—Keeping Track of Your Job Search Activities

Learning Objective:	To learn a method for documenting and tracking job search activities.
Materials Needed	Handout: “Sample Job Card Entries,” 3x5 index cards.
Vocabulary	Tracking, Documentation.
SCANS Competencies	Basic Skills: Writing; Thinking Skills: Knowing How to Learn; Personal, Qualities: Self-Management.
Methodology	Discussion and Individual Work.
Time	45 minutes.

Instructions:

- The instructor and trainees discuss that a job card file is a good way to record specific job leads, requirements, employer names, interview information, and personal notes.
- Instructor and trainees discuss and list on the board what information Trainees might like to record after contacting someone in their network or being interviewed for a job.
- Trainees receive sample job card entries.
- Trainees receive index cards and allow. Trainees have time to record information from a recent connection with a network contact, a job application they submitted, or an interview they had
- Trainees share and provide helpful comments as needed.
- Instructor encourages trainees to use a job card file and periodically update activity as they apply and interview for jobs.

Extension/Independent Activities:

- Trainees ask people from their network for other suggestions on how to record jobsearch activities.
- Trainees visit the local Career Center and find other forms for recording job searchactivities and share with the class or an invited guest expert make a presentation to trainees.

Sample Job Card Entries

Today is March 15, 2024. Yesterday I spoke with the manager of Marvin's Dance Company. She seems nice. Her name was Ms. Bebe Manga. She told me to call her back in a week to check on the status of my application. I am interested in the job. She described how I would have to be there at 9:00 a.m. to work closely with instructors, choreographers, or other dancers to interpret or modify their routines before presentations. For 5 hours of work each day, I would get \$100. I am really interested in this job.

Today is Friday, April 12, 2024. Last Friday I met with Dr Jean Pierre, who was interviewing for an office manager. The pay is \$600 a week for eight hours a day, five days a week. It was a good interview. We discussed the office duties, which include answering the telephone, making appointments, taking payments, and keeping up with patient files. Dr. Palmer said that he would call me back later in the week. If I do not hear from him, I will call back the following Tuesday.

Today is May 20, 2024, I just finished interviewing with the principal of the school for a teacher aide position. The pay is \$700 per week for seven hours of work per day. The hours would be from 7:30 a.m. – 2:30 p.m. We talked for over an hour about my duties, which include helping the teacher grade papers, helping the students do their work, and making bulletin boards. It sounds exciting because with children, things are always busy. The principal will call me next Monday.

Adapted from ABE Florida 2001: Workforce Readiness Learning Activities Resource Guide, Leon County Schools Adult and Community Education.

Job Search and Retention

Lesson—Telephone Etiquette

Learning Objective:	To become acquainted with the correct procedure when calling for job information regarding a job opening.
Materials Needed	Handout: “Telephone Etiquette.”
Vocabulary	Etiquette.
SCANS Competencies	Basic Skills: Speaking; Interpersonal: Teaches Others New Skills; Information: Interprets and Communicates Information.
Methodology	Group discussions and role play.
Time	60 minutes.

Instructions:

- Trainees receive the handout “Telephone Etiquette.” Instructor and trainees discuss the contents.
- Trainees use cell phones to practice a phone conversation, paying attention to the correct telephone etiquette.
- Trainees are grouped into two units and develop skits that exhibit proper phone etiquette and skits that do not.
- Trainees discuss why using the proper phone etiquette makes a better first impression.

Extension/Independent Activities:

- Trainees write out a script for a telephone call that they want to make to an education or training program or an employer about a job opening. Make the call and record the response. Share with the class.
- Trainees view these online videos and write a paragraph on what they learned. While one video is focused on customer service telephone skills, it is easily applicable to general telephone etiquette.

8 Tips to Achieve a Great Telephone Etiquette

https://www.youtube.com/watch?v=GKuxVm_jRoo

When the Phone Rings:
Telephone Skills for Better
Service

<https://www.youtube.com/watch?v=Nq65EmDpBA0>

Telephone Etiquette

What impressions have you gotten from people over the phone? Was the person rude? Can you tell how someone feels over the phone even though you cannot see them? What impressions do you get when someone on the phone is rude, uses slang, or chews gum?

Helpful hints:

- Prepare before calling. On paper write down what you will say and what you need to ask. Practice saying it until you feel comfortable. Leave space so you can write an answer next to your questions.
- Do not chew gum.
- Call from a quiet place so that you will be able to hear everything. If there is a lot of background noise, the person on the other end of the phone will be able to hear it too.
- Have paper and pencil ready so you can write down important information.
- Ask for the person who can truly help you. Do not waste time giving information to the receptionist. Instead, say, "I am interested in the job position you are advertising. Can you direct me to the correct person?"
- Introduce yourself to the person, state your reason for calling, and give the name of anyone who may have referred you.
- Get the name of the person you finally end up speaking with and write it down. Ask for the correct spelling if you are not sure.
- Ask me to set up an appointment for an interview.
- Review all the information given to you. Make sure it is correct.
- Be sure to leave your name and telephone number.
- Thank the person for their time and use their name.

Job Search and Retention

Lesson—Job Search on the Internet

Learning Objective:	To learn how to use the Internet to identify job openings.
Materials Needed	Computer lab, Handout: “Job Search on the Internet.”
Vocabulary	Working Conditions.
SCANS Competencies	Technology: Selects Technology; Systems: Understands Systems; Basic Skills: Reading.
Methodology	Group activity with computers.
Time	45-60 minutes.

Instructions:

- The instructor explores the websites with trainees to learn how to identify job openings. Instructor must preview the websites to be familiar with how to navigate them.
- The instructor identifies local employers with websites listing job openings.
- Using the handout “Job Search on the Internet,” the instructor chooses one job opening identified.
- Trainees complete the handout together as a class.

Extension/Independent Activities:

- Using their computers, trainees identify two other job openings, and complete a handout for each.
- Instructor inquires if a local Career Center offers a workshop on performing a job search on the Internet. Alternatively, an invited guest expert delivers the workshop.

Job Search on the Internet

• Website: _____

• Job Position Available:

•

• Hourly Wage or Annual Salary:

• Is it full-time or part-time? _____ How many hours per week?

_____ List skills needed:

• 1.

• 2.

• 3.

• List duties/responsibilities to be performed:

• 1.

• 2.

• 3

.....
4) What education and/or training is needed?

5) List any working conditions noted for this job. For example, does it require working outside or indoors, or evening and weekend work?

6) How do you apply?

Application (paper) _Application (online)

Where do you send application/resume?

Contact name: _____

Title: _____

Company: _____

Address: _____

By what date must you apply? _____

Job Search and Retention

Lesson—Preparing for an Interview Basics

Learning Objective:	To understand that preparing for an interview goes beyond knowing how to answer questions.
Materials Needed	Handout: “Preparing for an Interview
Vocabulary	Well spoken, Portfolio.
SCANS Competencies	Thinking Skills: Problem Solving and Decision Making; Information: Acquires and Evaluates Information.
Methodology	Group discussions.
Time	45 minutes.

Instructions:

Trainees brainstorm and record answers to the following questions:

- What are all the things you need to do to prepare for an interview?
Prompt as needed: Clothes? Transportation? Directions? Documents?
- From the distributed handout “Preparing for an Interview,” trainees discuss the overlap with the group’s list and the handout.
- Trainees identify new items: Is there anything else they would add?
- Trainees review the section on demonstrating communication skills. Are there other skills trainees can identify?

Extension/Independent Activities:

- Trainees make a list of all the things they would need to do. Include a list of documents needed, setting the alarm clock, and having a backup plan, and arranging for a ride or finding a bus route.



7) <https://vimeo.com/522884909>

Jah Kente International. Integrated Arts and Job Interview (Real life interview and hiring of trainee.

Preparing for the Interview

Preparing for the interview.	Videos
<p>Discussions: What Employers are looking for. Useful tool: Portfolio or Portfolio Hiring Authority Fears.</p>	<p>Dealing with FEAR in Job Seekers https://www.youtube.com/watch?v=eDGxlcMaoZg</p> <p>Three Keys to a Successful Interview https://www.youtube.com/watch?v=Rmofll0ssz0</p> <p>Five Keys to a Successful Interview https://www.youtube.com/watch?v=UyYGujEGABo&feature=youtu.be</p> <p>Overcoming Interview Nervousness like MJ https://www.youtube.com/watch?v=1zlwqQNFnUY&feature=youtu.be</p>

	<p>Labor Market Information https://www.youtube.com/watch?v=3JOU_0XXk7Y</p> <p>What Determines Success in the Interview https://www.youtube.com/watch?v=ppJTiyRKsXA&feature=youtu.be</p> <p>Three Purposes of the Interview https://www.youtube.com/watch?v=6u42zAhUT8&feature=youtu.be</p> <p>*Elevator Pitch (also works in Sections 12,15,16) https://www.youtube.com/watch?v=VpSiseLJPTE</p>
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Courtesy: Career Edge

An interview can be very stressful. You only have a few minutes to show an interviewer how capable, confident, and right you are for the job. The interviewer is not just evaluating WHAT you say, but also HOW you say it. She is asking herself: Are you well-spoken? Are your answers clear and to the point?

Here are some tips for preparing for the interview:

- 1 Do a mock interview several days before your scheduled interview. Practice more than once.
- 2 Lay out your clothes the night before. You do not want to be unsure of what to wear on the day of your interview.
- 3 Make sure your outfit is clean and neatly pressed. Take care of other tasks the day before (polishing shoes, nails, etc.)
- 4 Gather the important materials that you will need—put them in a folder or portfolio. Place them where you will not forget them. Include things like resume, letter of reference, directions, identification cards, etc.
- 5 Make sure that you eat something before the interview.
- 6 Make sure that you know how to get to the interview in advance. Allow enough time for driving and parking or public transportation.
- 7 Find out exactly where you will need to go when you get there.
- 8 Be courteous and professional to everyone that you meet, from the security guard to the receptionist
- 9 If you have a cell phone, turn it off.

Here are some tips to demonstrate your communication skills during an interview: Practice describing your skills and talents in under two minutes. • Practice in front of a

mirror.

- Have a friend ask you questions that you expect to encounter in an interview.

Remember to answer clearly and slowly.

- If you do not understand a question, instead of panicking, just ask the interviewer for more details.

- If you find yourself getting nervous, just take a deep breath and relax your shoulders.

- Remember to start with a firm handshake and look directly at the interviewer as you speak. Good eye contact communicates confidence.

- Do not use slang in your interview.

Last, but not least, remember the breath mint!

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

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- If you find yourself getting nervous, just take a deep breath and relax your shoulders.
- Remember to start with a firm handshake and look directly at the interviewer as you speak. Good eye contact communicates confidence.
- Do not use slang in your interview.

Last, but not least, remember personal hygiene.

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional Training Systems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Job Search and Retention

Lesson—Planning a Successful Job Interview

Learning Objective:	To understand the most common questions asked in interviews and how to prepare for them.
Materials Needed	Flipchart, markers, Handout: “Confidence: Anticipating Interview Questions.”
Vocabulary	Competency, Probe, Savvy, Criteria, Portfolio, e-Portfolio.
SCANS Competencies	Basic Skills: Reading and Writing; Thinking Skills: Reasoning.
Methodology	Small group discussions and individual work.
Time	90 minutes.

Instructions:

- In small groups, trainees brainstorm on a list of questions that have been asked or may be asked during an interview.
- Each group reports out a question with each group adding a new question until a full list is compiled. Record the lists of questions on the board or a flipchart.
- Trainees review and discuss the distributed handout “Anticipating Interview Questions.”

Extension/Independent Activities:

- Trainees write their answers on the handout “Anticipating Interview Questions.” Trainees engage in discussions with the opportunity to brainstorm answers to the most difficult questions.

The Interviewing Process	Video
Discussions Mock Interviewing Interviewer Personalities Critique an interview	The Five Interviewer Personality Types https://www.youtube.com/watch?v=KA2IrcyCeDQ&feature=youtu.be Do's and Don'ts of the Interview Process https://www.youtube.com/watch?v=nmUVwl6jiuQ&feature=youtu.be *The Most Cited Reasons for Rejecting Applicants https://www.youtube.com/watch?v=hBf_RMqlpvc&feature=youtu.be
Useful tool e-Portfolio	
Answering Difficult Questions	Video
Discussions Question for the interviewer Video Resume	What's Your Greatest Strength? https://www.youtube.com/watch?v=PHPetm455pg *The Most Cited Reasons for Rejecting Applicants https://www.youtube.com/watch?v=hBf_RMqlpvc Company Culture

Useful tool e-Portfolio	https://www.youtube.com/watch?v=XGBw90giOvQ Capability Statement https://www.youtube.com/watch?v=V9K4ASVPiZ8&feature=youtu.be Power in Selling https://www.youtube.com/watch?v=ph4LHZ_6NMA *CEO Mindset (also works for Section 17) https://www.youtube.com/watch?v=xLFC6Ayx2e0&feature=youtu.be
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Courtesy – Career Edge

Confidence: Anticipating Interview Questions

Write your answers in the spaces provided over the next two pages to plan how you will respond to four kinds of questions:

1. General Questions. These questions are not job-specific; they are general questions about your career and the qualities you bring to the job.

- ◆ Tell me about yourself. (Tip: Practice your “Elevator Speech” and use it as an opening line)
- ◆ Why did you leave your previous employer?
- ◆ Why are you interested in this job or job field?
- ◆ What are your strengths?
- ◆ What are your weaknesses?
- ◆ Describe your career goals and where you see yourself over the next two to five years.

2. Competency-Based Questions. Competency-based questions are carefully designed to probe your past performance using specific job-related criteria. “Tell me about a time when...”

- ◆ “You completed a task or project under a tight deadline”
- ◆ “You had to show attention to detail”
- ◆ “You had to change your work priority in the middle of completing another”
- ◆ “You had to deal with a challenging colleague or situation”

- ◆ *"You were asked to complete a task but not given much direction or information"*

Review the above list of *"tell me about..."* questions, and identify which ones are probing for these characteristics:

- ◆ Working well with others
- ◆ Effectively handling pressure and stress
- ◆ Attention to detail
- ◆ Flexibility
- ◆ Self-starting and self-directing

3. Difficult Questions. Everyone has had difficulty at some point in her career or in a particular job. Savvy recruiters will want to identify and talk about those difficult situations. To help you prepare for these questions, please write your responses to the questions below.

A. Which questions would be most difficult for you to answer? Write them here.

B. How could you professionally respond to these questions? Write your responses here.

4. Inappropriate Questions. Poorly trained interviewers may ask inappropriate questions that have nothing to do with the job or work for which you are applying. These questions might probe your age, birthplace, nationality, race, arrest record, religion, or marital status, just to name a few.

If an interviewer asks an inappropriate question, politely re-direct the conversation by asking, "Is there a job-related reason for this type of question?" and then move on. If you have concerns about whether the question was legal, follow up later with the recruiter's manager; do not deal with it right there in the interview.

Job Search and Retention

Lesson—Mock Interviewing

Learning Objective:	To practice interviewing skills through a series of mock interviews.
Materials Needed	Video camera, video tapes, Handout; “Mock Interview Evaluation Form.”
Vocabulary	Mock.
SCANS Competencies	Basic Skills: Listening and Speaking; Interpersonal: Participates as a Member of a Team.
Methodology	Small group discussions and individual activities.
Time	1-2 hours.

Instructions:

- Trainees are paired into small groups. Half the groups develop and practice an interview demonstrating appropriate behaviors. The other groups develop and simulate an interview demonstrating the wrong behaviors.
- Instructor videotapes groups as they perform. Instructors replay the tape, noting specific behaviors and the importance of positive first impressions.

Extension/Independent Activities:

- Trainees use the “Mock Interview Evaluation Form” to rate the two groups.
- Expert guest instructors conduct mock interviews with trainees. Interviewers complete a “Mock Interview Evaluation Form” for each trainee.
- Trainees complete an evaluation form based on their own self-assessment. This can be compared to the interviewer’s evaluation.
- Other invited human resource representatives may conduct mock interviews.

Mock Interview Evaluation Form

Student's Name
Interviewer Date

KEY:

4= Excellent

3=Very Good

2=Good

1=Needs Improvement

Greeted interviewer with smile and handshake	4	3	2	1
Able to explain purpose of the interview	4	3	2	1
Able to discuss personal strengths and areas for improvement	4	3	2	1
Demonstrated appropriate enthusiasm throughout interview	4	3	2	1
Avoided using slang/street expressions and other inappropriate speech mannerisms	4	3	2	1
Maintained eye contact throughout interview	4	3	2	1
Closed interview in appropriate manner	4	3	2	1

Source: Portland YouthBuilders, Portland, Oregon

Job Search and Retention

Lesson—Follow-Up to Interviews

Learning Objective:	To understand the importance of follow-up after an interview and how to write a thank you letter.
Materials Needed	Handout: “Thank You Letter for an Interview.
Vocabulary	Salutation, Impression.
SCANS Competencies	Information: Interpreting and Communicating Information; Basic Skills: Reading and Writing.
Methodology	Group discussions, individual, and pairs work activities.
Time	60 minutes.

Instructions:

- The instructor leads group discussion on the benefits of why it is important to follow up after an interview and how to write a thank-you letter. Discussion points include:
 - Letting the interviewer know that you appreciate the time he or she spent with you.
 - Letting the interviewer know that you are still interested in the job and that you believe you would be a benefit to the company.
 - The thank you letter should be sent the same day or the next day after an interview and can be handwritten or typed. Handwriting should be neat and readable.
 - Spelling and grammar should be correct.
- Trainees write a thank you letter and share in pairs for feedback and input. Display sample thank you letters as a reference for trainees who may be having trouble writing down their own.

Extension/Independent Activities:

- Trainees visit or local Career Center and attend a workshop on how to follow up after an interview. Alternatively, an invited guest expert makes a presentation to trainees. Trainees write a summary of the advice and share it with the class.
- Trainees search the Internet for samples of thank you letters for interviews. Share the examples in class and have the class discuss them.

Thank You Letter for an Interview

The letter should include the following:

- The date
- The formal salutation (with a colon after the name).
- A statement of thanks.
- Comment on your impression of the company.
- Comment about your experience that would benefit the company.
- A statement about your desire to work with the company.
- A statement that if he or she needs more information to contact you.
- A statement that you look forward to hearing from him or her.
- Close with “sincerely,” and your signature.

Job Search and Retention

Lesson—Timekeeping Practices

Learning Objective:	To learn the importance of keeping track of work hours and the ways companies track work hours.
Materials Needed	Handouts: “Timekeeping Practices” and “Timekeeping Exercise.
Vocabulary	Timecards, Pay period, Pay schedule, Timesheets.
SCANS Competencies	Basic Skills: Arithmetic/Mathematics; Interpersonal: Exercises Leadership and Works with Diversity.
Methodology	Group discussions and small group activities.
Time	60 minutes.

Instructions:

- Trainees receive the handout “Timekeeping Practices.” Instructor and trainees discuss the contents.
- Trainees work in small groups and complete the timekeeping exercise.
- Each group reports their results.

Extension/Independent Activities:

- The instructor collects examples of timecards and timesheets and review them together in the class. Alternatively, trainees bring in examples from places where they work or have worked.
- Invited guest expert talks to trainees about the importance of getting to work on time, taking breaks and lunch in a timely manner, and how they track employees’ hours.
- The instructor prepares mock timesheets and trainees practice developing a chart in Excel.

Timekeeping Practices

Companies who pay employees by the number of hours they work must provide a way for employees to record their hours. These documents are called timecards or timesheets. There are many ways for a company to use them.

Some companies use a timecard machine or computerized timekeeping systems. Employees are given a new timecard (on line or paper) at the beginning of each pay period or pay schedule.

Every day when the employee comes to work, he or she inserts the timecard into the timecard machine or logs into the computer. The machine or computer stamps the date and time of day onto the card or computer. This is often called “clocking in.” When the employee takes a break or goes to lunch, he or she inserts the timecard into the timecard machine or logs out from the computer. The date and time of day are stamped onto the card or logged into the computer again. This is often called “clocking out.” This process is repeated every day. Employees are only paid for the period between “clocking in” and “clocking out.”

This is a way employers keep track of how many hours to pay an employee.

Another way to keep track of how much time an employee works is by using timesheets.

Timesheets are forms usually placed in a central location. Each employee has his or her own timesheet. The employee writes the time of day on the timesheet when he or she comes to work. Whenever the employee leaves the work area (for a break, lunch, or at the end of the day), he or she writes down the time. Employers will pay the employee for the time spent on the job.

It is against the law for an employer to pay employees by the hour and not have a way to keep track of the hours they work. It is also against the law to write down (or clock in) hours that have not actually been worked. Timekeeping is a profoundly serious process. Employers must pay worker’s compensation and other insurance and taxes based on the number of hours employees have worked. It is important that you record your hours worked or clock in correctly every day.

Timekeeping Exercise

Trainee _____ Date: _____

Using the examples below, figure out the number of hours an employee would have worked. Employees are paid for each complete quarter hour they work starting at 8:00 a.m.

- On Monday you got to work at 7:58 and went to lunch at 12:02; you came back from lunch at 1:10 and left for the day at 4:15.

How many hours did you work? _____

- On Tuesday you got to work at 7:57 and went to lunch at 12:00; you came back from lunch at 12:55 and left for the day at 4:00.

How many hours did you work? _____

- On Wednesday you got to work at 8:02 and went to lunch at 12:05; you came back from lunch at 1:05 and left for the day at 4:18.

How many hours did you work? _____

- On Thursday you got to work at 7:50 and went to lunch at 12:10; you came back from lunch at 12:59 and left for the day at 4:01.

How many hours did you work? _____

- On Friday you got to work at 7:58 and went to lunch at 12:01; you came back from lunch at 12:56 and left for the day at 4:00.

How many hours did you work? _____

- On Saturday you got to work at 7:56 and left for the day at 12:03.

How many hours did you work? _____

- How many hours did you work this week? _____

Job Search and Retention

Lesson—Understanding Your Paycheck and Benefits

Learning Objective:	To learn how to read and understand a paycheck.
Materials Needed	Handouts: “Wages, Deductions, Benefits, and Taxes” and “Reading a Pay Stub.”
Vocabulary	Deductions, Benefits, Withholding, Regular employees, Tax credit.
SCANS Competencies	Information: Acquires and Evaluates Information; Basic Skills: Reading, Thinking, Reasoning.
Methodology	Pairs activity followed by group discussions.
Time	60 minutes.

Instructions:

- Trainees receive the handout “Wages, Deductions, Benefits, and Taxes,” and select a partner who works with them.
- Trainees discuss and complete the worksheet.
- The instructor goes over answers and discuss any questions trainees may have.
- Trainees receive, and instructor reviews, the handout “Reading a Pay Stub.”

Extension/Independent Activities:

- Staff from the human resources department speaks to trainees about wages, deductions, benefits, and taxes.
- Instructor collects examples of redacted paystubs or sample paystubs and review and discuss them as a class. Example of how to read a pay stub:
<http://www.tv411.org/finance/earning-spending/reading-pay-stub/activity/1/1>
- PDF of lesson plans from CASAS:
<https://www.fremont.k12.ca.us/cms/lib/CA01000848/Centricity/Domain/254/Worksheets%20-%20B%20-%204.2.1%20Wages%20%20Deductions%20%20Benefits%20Timekeeping%20Forms.pdf>

Wages, Deductions, Benefits, and Taxes

Trainee _____ Date _____

1. _____ paid a specific amount of money for each hour they work	A. commission employees
2. _____ paid a set amount each pay period	B. federal withholding
3. _____ paid according to how much money they make for a company	C. hourly employees
4. _____ people hired for a special project who are not regular employees	D. I-9
5. _____ employee's withholding allowance certificate	E. independent contractors
6. _____ advanced earned income credit	F. insurance
7. _____ employment eligibility verification	G. local taxes
8. _____ federal income tax	H. Medicare
9. _____ government regulated retirement plan	I. retirement plan
10. _____ health insurance program regulated by a federal agency	J. salary employees
11. _____ state income taxes	K. social security
12. _____ worker's compensation insurance	L. state disability
13. _____ city or county taxes	M. state withholding
14. _____ optional deduction for medical, dental, and/or life insurance	N. W-4
15. _____ optional deduction for 401K	O. W-5A.commission employees

From ABE Florida 2001: Workforce Readiness Learning Activities Resource Guide, Leon County Schools Adult and Community Education.

READING A PAY STUB

Pena P. Decca		Period Ending 02/04/18		
Rate	Overtime Rate	Regular Hours	Overtime Hours	GROSS PAY
12.00		80		960.00
Dare to Amaze 29 20 th Ave. NW Washington, 20002		Deductions	Current	YTD
		Fed. With. Tax	54.14	162.42
		F.I.C.A.	34.72	104.16
		Medicare	8.12	24.36
		NET PAY	863.02	1,374.06

Read the pay stub. Write the correct amount next to the words below.

Explanation of Juan Garcia's pay stub.

1. Juan worked 40 hours a week for 2 weeks or 80 regular hours.
2. His rate of pay is \$_____per hour.
3. His gross pay is \$_____.
4. His federal withholding tax is \$_____.
5. His FICA deduction is \$_____.
6. His income tax is \$_____.
7. His Medicare is \$_____.
8. His net pay \$_____.
9. He has year-to-date earnings total \$_____.

Excerpted from:

www.palmbeach.k12.fl.us/adultesol/LowIntermediate/WorkforceDev/53.02.pdf

Job Search and Retention

Lesson—Getting Ready for the First Day of a Job

Learning Objective:	To learn what information is needed to prepare for the first day on a job and how to get the information.
Materials Needed	Handout: “Getting Ready to Start a New Job.”
Vocabulary	Occupational license, Personnel coordinator, Authorization.
SCANS Competencies	Thinking Skills: Problem Solving and Creative Thinking; Information: Interprets and Communicates Information.
Methodology	Group discussions.
Time	45 minutes.

Instructions:

- The instructor leads class in brainstorming what you need to know for the first day of a job. Trainees record the information. Instructor explains where you could find the information.
- From the distributed handout “Getting Ready to Start a New Job,” trainees compare those questions to the one generated by the class. Trainees who are working or who have worked discuss how they have helped new employees on the first day.

Extension/Independent Activities:

- Human resources guest speaker discusses how to prepare for the first day on a job.
- Trainees conduct an informational interview with an employer to learn what a new employee needs to know.
- Trainees read the article on getting ready for your first day on the job at: <https://www.themuse.com/advice/the-handy-checklist-that-guarantees-youll-start-your-new-job-on-the-right-note>

<https://www.thebalancecareers.com/starting-a-new-job-524793>

Trainees write a paragraph about what they learned.

GETTING READY TO START A NEW JOB

Instructions: Use this checklist as you prepare for your first day on the job

Do I need a uniform? yes _____ no _____

If yes:

Do I need it on the first day?

Where can I get it? _____

What do I need to get?

How many should I get? _____

What is the cost? _____

If no:

What should I wear? _____

What time should I arrive?

Where should I report? _____

To whom should I report?

Do I need to bring any of the following forms? (check off which ones you

need to bring) Document that establishes identity (birth certificate,
driver's license, picture ID)

Social Security card

Work permit (if you are under 18)

Occupational license (if needed)

Unexpired Employment Authorization Card (if you are an immigrant, non-
permanent resident or non-US citizen))

Medical records (physical, doctor's authorization to work).

What special equipment do I need?

What do people usually do for lunch (break)?

Baltimore Pipeline Project Job Readiness Program Manual, written by Karen Harvey, Professional TrainingSystems, Inc. and Sarah Griffen for the Annie E. Casey Foundation, 2005.

Job Search and Retention

Lesson—On the Job Problem Solving

Learning Objective:	To learn appropriate ways to handle common problems encountered when starting a new job.
Materials Needed	Handout: “Job Situations.”
Vocabulary	Staff Meeting.
SCANS Competencies	Systems: Understands Systems, Monitors and Corrects Performance; Interpersonal: Negotiates.
Methodology	Pair work and then group discussions.
Time	45-60 minutes.

Instructions:

- Trainees receive the handout “Job Situations.” Trainees are grouped in pairs.
- Trainees choose one of the scenarios and discuss how they would deal with feelings of fear, uncertainty, excitement, and wanting to do well at work.
- Trainees address positive and negative ways to express those feelings.
- Each pair reports out and have others add ideas as needed.

Extension/Independent Activities:

- Trainees write up responses to each of the scenarios and share with the class.
- Trainees role-play best/worst ways to handle each scenario in the Job Situations

Effective Communications and Networking	Videos
Exercises My Contact List How I Communicate Types of Communication My Mentor Letter	Rules of Relationship Building Defeating the Fear of Rejection https://www.youtube.com/watch?v=hGY3vNhhONk&feature=youtu.be *Don't Be Afraid to Ask Question https://www.youtube.com/watch?v=NwKIFsjlcW0 Building Rapport with HR https://www.youtube.com/watch?v=5yCM34ZUZDc&feature=youtu.be

Courtesy: Career Edge

You have only been in your new job for one week. You have been asked to do something that you know how to do. When you perform the task, you make a big mistake. The mistake will cost your employer money to fix. Your employer does not know that you are the one who made the mistake. You do not know whether the other workers know that it was you or not. Your job is to deal with customers

every day.

You enjoy working with people. One day a man comes in who is angry. He begins yelling at you about how stupid your company is. He says that he will never do business with your company again. Your supervisor is out to lunch, and everyone else is busy with other customers.

This is your second week on the job. This morning your alarm clock did not go off on time. You did not have a clean uniform for work. You got stuck in traffic behind an automobile accident. You got to work 30 minutes late.

The first person you saw when you walked in the door was your employer. You have been in your job for one month. At the monthly staff meeting your employer called you to the front of the room. She announced that several customers had reported to her how helpful and friendly you have been to them. She tells the other employees that you are an example of what the company wants all employees to be.

You do not understand one of the tasks you must perform to do your job. The person who was told to train you does not give you very much information. He is not mean. He just assumes that you know how to do the job. You have a question about a piece of equipment that you use to do your job. You do not want to look stupid, but you do not understand how the equipment is supposed to work.

Last week you saw another employee doing something that was not safe. No one else saw the employee. She has been working for the company for seven years.

From ABE Florida 2001: Workforce Readiness Learning Activities Resource Guide, Leon County Schools Adult and Community Education.

On the Job Success	Videos
<p>Taking Initiative: From Student to a young professional.</p> <p>Exercises</p> <p>Challenging Tasks Defining Initiative On the Job Initiative</p>	<p>Most Important thing in Your Career: Leadership https://www.youtube.com/watch?v=ZTi49dP6k9g</p> <p>Paralysis by Analysis https://www.youtube.com/watch?v=l1u0_4f7ZMQ</p> <p>Entrepreneurial Mindset https://www.youtube.com/watch?v=6bVdvlOmiWM</p> <p>Five Things Never to do Around Your Boss https://www.youtube.com/watch?v=Q2eQXzg4r6U</p> <p>Do not Be a Culture Killer https://www.youtube.com/watch?v=AZuniJc1D6s</p> <p>Routine Creates Complacency https://www.youtube.com/watch?v=zUFkKmaMU04</p> <p>Taking Initiative on the Job https://www.youtube.com/watch?v=Bj_O_vi1-UA</p> <p>Six Reasons People Fail https://www.youtube.com/watch?v=verrhN_83cw&feature=youtu.be</p> <p>Five Axioms to Live by https://www.youtube.com/watch?v=_0YgqxAPWec&feature=youtu.be</p>
Planning Your Future	Videos
<p>Cell phone Tracking Financial Wellbeing</p>	<p>Creating a Work-Life Balance https://www.youtube.com/watch?v=eJMwsK4Opp8&t=14s</p> <p>Take Baby Steps to Create a Better YOU! https://www.youtube.com/watch?v=w8N-iE_IDIA</p> <p>Your Personal Happiness Starts with Being Budget-Wise https://www.youtube.com/watch?v=tZbl6YzyJjs</p>

Courtesy: Career Edge

Note: Guest Experts – counselors and pediatricians will make presentations on Mental Health, Nutrition, and Wellness. The presentations would be Practical Guides to Mental Health and how to cope with heightened stress and anxiety caused by COVID-19, proper nutrition, physical health. Some specific topics have been covered. This closing session will delve deeper into:

- Self-Esteem
- Emotional Intelligence
- Coping Skills
- Resiliency.

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The Massachusetts Association for Community Action Readiness Curriculum Guide