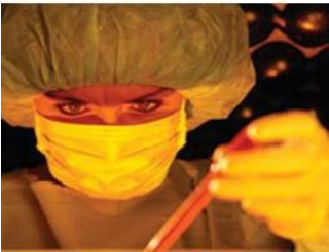




MASSCAP
Massachusetts Association for Community Action
Creating Opportunity. Changing Lives. Ending Poverty.



JOB READINESS CURRICULUM GUIDE

Curriculum Development

Martha Oesch Curriculum Consultant

Project Oversight

Patricia Pelletier, Project Manager MASSCAP
Joseph Diamond, Executive Director MASSCAP

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The Massachusetts Department of Housing and Community Development (DHCD)
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Greetings!

The Massachusetts Association for Community Action (MASSCAP) is pleased to present this updated Job Readiness Curriculum Guide as an “open source” document.

MASSCAP is the statewide association of the 23 [Community Action Agencies](#) (CAAs) operating in Massachusetts. Through the combined skills and vision of its members, MASSCAP works to enhance the ability of each agency to better serve its clients. We work with the Massachusetts Department of Housing and Community Development (DHCD) and other state agencies to open doors to economic prosperity for low-income Massachusetts residents.

Our Mission: To strengthen and connect the statewide network of Community Action Agencies and collectively advocate for an end to poverty.

Our Vision: All MA residents will be able to meet their basic needs, access economic opportunities, build strong communities and move toward prosperity.

The MASSCAP Training Center (MTC) offers training and resources to enhance the ability of community organizations to serve their customers, develop their staff and boards, improve operations, expand capacity, and comply with funder requirements. The MTC taps into a network of experts and offers a variety of learning opportunities covering a wide range of topics for all levels of staff as well as boards of directors of Community Action Agencies across the state.

In 2009, MASSCAP and DHCD partnered to address the gap in the workforce development system in which many lower-skilled, low-income residents fall when attempting to access training or further education to achieve economic self-sufficiency. With the assistance of a job readiness curriculum consultant and workforce development specialist, MASSCAP’s Workforce Development Committee and DHCD, we designed an intensive, comprehensive, job readiness curriculum and project model which was piloted and evaluated at three Community Action Agencies in Massachusetts with 198 low-income adults, 28% of whom were homeless, 56% were TANF (welfare) recipients, and 68% were receiving food stamps.

Since its publication in 2010, MASSCAP (and more recently the MTC) has trained over 500 Community Action and other nonprofit agency staff on the use of the curriculum with their client populations in programs such as adult education, housing self-sufficiency, homeless shelters, job training, financial assistance centers and Head Start.

The curriculum guide was updated in 2019 and was made an “open source” document which is available at the MASSCAP website: www.masscap.org. While we strongly recommend that users of the curriculum attend a five-hour training to maximize the efficacy of the use of the guide and lessons, we felt it was time to share this valuable and effective tool with all who are interested in providing those living in poverty with the pre-employment skills that will help them to move forward in their career pathways.

For further information on how to receive training on the job readiness curriculum please contact Jess Benedetto, MTC Training and Resource Director at: jessbenedetto@masscap.org

MASSCAP Job Readiness Training Project
Curriculum Guide
Published January 2010
Updated May 2019

Notes:

1. Curriculum is 120 hours.
2. Theme = modeling the workplace throughout the training.
3. Activities take into account that some students may be working and others may not.
4. Extension/Independent Activities include the use of technology where appropriate.
5. Students build their portfolio throughout the program, and the portfolio includes the development of their resume.

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How to Use This Guide

The MASSCAP Job Readiness Guide was developed for use by staff of Community Action Agencies and other social service organizations who work with low-income, lower-skilled adults seeking to improve their economic status through employment and who lack the basic job readiness skills (“soft skills”) to begin a pathway to employment. Some organizations have also used the guide with older youth with success.

While MASSCAP highly recommends that social services staff attend the six-hour training on the use of the curriculum to get the most out of it, in 2019 we determined that making it an “open source” document would provide even more opportunities for low-income populations to benefit from its use. We do ask that you use the guide “with fidelity,” that is, teach the lessons exactly as laid out. They have been designed to take into consideration many needs of the adult learner population.

The more than 500 social services staff that have been trained on using the curriculum range from adult education teachers, to homeless shelter counselors, to job training program instructors, to Head Start staff, to American Job Center staff, and more. Some have implemented it as an intensive 20 hour a week program, some have used it as a workshop series for job seekers, others as daily classroom activities integrated with other education and training classes, and others as a one-on-one case management or coaching tool. The flexibility of the guide allows for use in many different ways.

The curriculum guide includes six units with over 70 individual lessons, most of which have “extension activities” in addition to the primary lesson. The five units are:

- Exploring My Story, Creating My Path (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

We wish you success in implementing the MASSCAP Job Readiness Curriculum Guide with your low-income customers. If you are interested in attending the six-hour training please contact Jess Benedetto:

jessbenedetto@masscap.org.

Exploring My Story, Creating My Path

Lesson—Getting to Know Your Class

| | |
|----------------------------|--|
| Learning Objective: | To learn about fellow students and what they have in common |
| Materials Needed: | Magazines, markers, and other items for making a collage |
| Vocabulary: | collage |
| SCANS Competencies: | Interpersonal: Participates as Member of a Team, Works with Diversity; Personal Qualities: Sociability |
| Methodology: | Small group activity |
| Time: | 60-90 minutes |

Instructions:

- Explain that to help students get to know each other, they are going to work together on mapping their community.
- Divide into small groups of 3-4. Give each group a big sheet of butcher block paper, markers, magazines, scissors, and glue. Have each group make a collage of their community that includes, but is not limited to, the following:
 - Fire/police station
 - Library
 - Town hall
 - Schools
 - Where you grocery shop
 - 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
- Have each group share its map of their community. Share anything new they learned about their community and its resources. Emphasize the importance of using the class as a place to learn about resources throughout the program.

Extension/Independent Activities:

- Have students write about what they most like about their community and what they would like to change.

- Have students choose one new resource they learned about during the group mapping and then visit that resource and write about it.

Exploring My Story, Creating My Path

Lesson—Introduction to Creating a Personal Vision

| | |
|----------------------------|--|
| Learning Objective: | To learn what a personal vision is and begin to identify their own vision for their career and life. |
| Materials Needed : | Handout: “Introduction to Creating a Personal Vision” |
| Vocabulary: | vision, uniqueness, perspective, developmental, professional |
| SCANS Competencies: | Thinking Skills: Seeing Things in the Mind’s Eye, Creative Thinking; Personal Qualities: Self-Management |
| Methodology: | Group brainstorm, individual follow-up |
| Time: | 30-45 minutes |

Instructions:

- Brainstorm and record what it means to have a Personal Vision. Explore why this is important.
- Refer to the “Introduction to Creating a Personal Vision” handout for talking points.
- Explain that Personal Visions can be expressed through pictures and writing. On the board, draw a sample picture of your own Personal Vision for the life you want.
- Distribute the handout, “Introduction to Creating a Personal Vision.” Review it with students.
- Ask students to draw their own Personal Vision on the paper.
- Depending on the comfort level of students, share some of the visions as a large group or in pairs.

Extension/Independent Activities:

Ask students to 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 weeks, months, and years would feel incomplete.
- What three things must you do every single day to feel fulfilled in your work?
- 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?

Introduction to Creating a Personal Vision

Your Personal Vision is the picture of the life you want to build. Your Personal Vision captures your Life's Story: it describes who you are, where you have been, and what you hope to create for yourself and your community. Your Personal Vision describes your future—where you want your Life's Story to lead.

You are the main character in Your Story, bringing your personal values and skills along the path. Exploring Your Story is key to your career and professional development for many practical reasons:

- Having a clear picture of how you want Your Story to unfold helps establish a destination: Where do you want to go? What will help you get there?
- Understanding your personal uniqueness, perspective, and qualities will help you understand the strengths and developmental needs you bring to your professional path.

The next few lessons will give you some tools and food for thought in creating a Personal Vision. You'll be asked to think about all aspects of your life and the core values that you live by.

In the space below, draw a picture of Your Story and Your Personal Vision for the life you want to build.

Exploring My Story, Creating My Path

Lesson—Creating Your Personal Vision

| | |
|----------------------------|---|
| Learning Objective: | To develop their own vision for their 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 |
| Methodology: | Group discussion, individual follow-up |
| Time: | 30-60 minutes |

Instructions:

- Distribute and walk through the handout, “Personal Vision Worksheet,” to ensure that all students understand what each section is asking.
- Ask for examples as you review each question.
- Stress that there are no right or wrong answers. The goal is to reflect on what is most important to them.
- Either have students complete the worksheet in class or have them do it for homework.

Extension/Independent Activities:

- Group sharing activity—once students have completed their “Personal Vision Worksheet,” ask if there were any surprises as they answered the questions. What questions were hard to answer? What things did students add for question 10?
- For homework, ask students to write a paragraph describing their Personal Vision.
- Ask students to watch a video vision statement at the link below and write how it relates to their Personal Vision.

www.squidoo.com/VideoVisionStatements#module2132400

- 7) **Work.** What would you like to create in terms of your career or profession? How much energy are you willing to spend to create this situation? 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 Your Personal Values

| | |
|----------------------------|--|
| Learning Objective: | To help students identify what their personal values are |
| Materials Needed : | Handouts: “Identifying Your Personal Values” (two pages) and “Personal Vision Worksheet” (completed by students) |
| Vocabulary: | serenity, integrity, ethical practice, competence |
| SCANS Competencies: | Personal Qualities: Responsibility; Basic Skills: Listening, Speaking |
| Methodology: | Large group discussion followed by individual and pair work |
| Time: | 90 minutes |

Instructions:

- Ask students to define what values are. Explain that values are the guides that give direction to our lives. Our values show what we do with our limited time and energy.
- Have students pull out their completed “Personal Vision Worksheets.” Ask them to look at the worksheet and identify what values are illustrated by what they wrote. Share examples of values shown as a large group.
- Then distribute the handout, “Identifying Your Personal Values.” Review the directions and the word list. Pay special attention to defining words that may be unfamiliar to students.
- Ask students to complete the first page of the worksheet in class.
- Then in small groups (2-6 people), students 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 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?
- Each small group reports to the whole class about their discussion.

Extension/Independent Activities:

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

Identifying Your Personal Values (Page 1 of 2)

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 Fieldbook," by Peter Senge

Identifying Your Personal Values (page 2 of 2)

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 | |

Exploring My Story, Creating My Path

Lesson—Economic Self-Sufficiency as a Core Value

| | |
|----------------------------|--|
| Learning Objective: | To introduce concepts of economic literacy and begin to understand family self-sufficiency as a core value |
| Materials Needed : | Handout: “The Self-Sufficiency Standard Worksheet” and data from Massachusetts’ county/city family economic self-sufficiency standards found at: www.liveworkthrive.org/calculator.php |
| Vocabulary: | self-sufficiency |
| SCANS Competencies: | Basic Skills: Arithmetic/Mathematics; Resources: Money; Information: Acquires and Evaluates Information |
| Methodology: | Presentation and large group discussion |
| Time: | 30-45 minutes |

Instructions:

- Mini-presentation to students: (Be sure to first read about the Living Wage model on the website: <http://livingwage.mit.edu/pages/about>)

Being economically self-sufficient means being able to live, work, pay taxes, and raise a family in Massachusetts without public or private subsidies. Economic self-sufficiency is key to being able to move along your chosen path, which means that Your Personal Vision should include some element and understanding of your own financial and economic health.

In 2004, the Living Wage Calculator was created by Amy Glasmeier, which showed what it really takes to live, work, and raise a family in each of the fifty states. Families and individuals working in low-wage jobs make insufficient income to meet minimum standards given the local cost of living. MIT developed a living wage calculator 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.
- Influence your government representatives to help you get the support you need.

Group activity:

- On the board, display a column with the categories in the “Typical Expenses” listed on the website.

Chose a family type that best captures the experience of students in the class.

- Brainstorm what the living wage dollar amount should be for a family of that size in their county/city. •
- Compare their answers to Living Wage Expenses for the county/city. Distribute copies of the data.
- Discuss how this information might inform their career and job choices.

Extension/Independent Activities:

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

Living Wage Worksheet

Name: _____ Date: _____

County: _____ 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 your control that can move you toward your goals |
| Materials Needed : | Handouts: “The Circle of Influence” and “Reflections on the Circle of Influence” |
| Vocabulary: | influence, reflections, sphere |
| SCANS Competencies: | Thinking Skills: Reasoning, Problem Solving; Personal Qualities: Integrity/Honesty |
| Methodology: | Small group and individual work |
| Time: | 60-90 minutes |

Instructions:

- Draw the “Circle of Influence” on the board. Describe what it is and its relationship to achieving your goals.
- In small groups, have students list some of the things that fit in each circle.
- Have small groups share their ideas with the class.
- Distribute the two handouts, “The Circle of Influence” and “Reflections on the Circle of Influence.” Review the handouts and directions for “The Circle of Influence.” Ask students to complete it in class.
- Either have a group discussion based on the questions in “Reflections on the Circle of Influence” or have students complete it for homework and then discuss it.

Extension/Independent Activity:

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

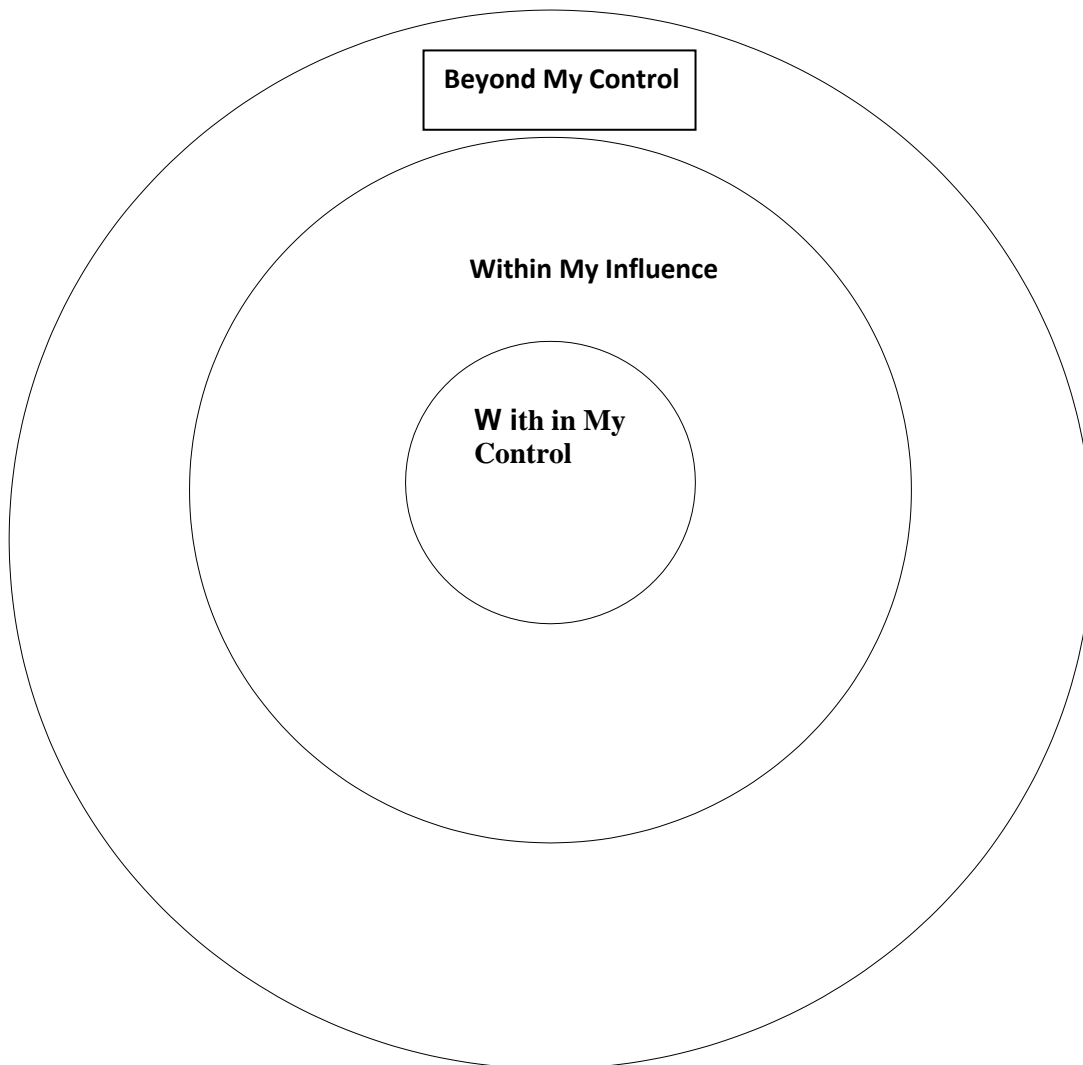
The Circle of Influence

Stephen Covey, well-known speaker and author of “**The Seven Habits of Highly Effective People**,” teaches that recognizing those things that are within your control is an important part of achieving the goals and aspirations you’ve set for your path.

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

For our purposes, 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: Fill in the Circle of Influence below with things that fit within each of the three circles.



Reflections on the Circle of Influence

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

- What do you notice about the sizes of the circles?
- What is the one most important thing within your control?
- What happens to the center circle—“within my control”—when you fully own and act on the one thing that is truly within your control?
- How would achieving self-sufficiency bring more things into your sphere of control or influence?

Exploring My Story, Creating My Path

Lesson—My Goals for the Job Readiness Program

| | |
|----------------------------|--|
| Learning Objective: | To identify learning goals for the program |
| Materials Needed : | Handout: “My Goals for the Job Readiness Program” |
| Vocabulary: | personal learning |
| SCANS Competencies: | Thinking Skills: Problem Solving, Decision Making; Personal Qualities: Self-Management |
| Methodology: | Presentation, individual work, and large group discussion |
| Time: | 60-90 minutes |

Instructions:

- Distribute the handout, “My Goals for the Job Readiness Program.”
- Review the handout, making sure everyone understands the questions.
- Have students complete the handout individually.
- Pair students to share responses.
- Debrief as a large group.

Extension/Independent Activities:

- Have students share their goals with a friend or family member.
- Have students write their responses on the computer 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 at My CAP Agency

| | |
|----------------------------|---|
| Learning Objective: | To learn about resources available at their community action Agency (CAP) |
| Materials Needed : | brochures, leaflets, flyers from other programs at the agency, guest speakers |
| Vocabulary: | eligibility criteria |
| SCANS Competencies: | Information: Acquires and Evaluates Information, Interprets and Communicates Information; Basic Skills: Reading |
| Methodology: | Group discussion and guest speakers |
| Time: | 60-90 minutes |

Instructions:

- Prior to this lesson, collect brochures, leaflets, and flyers from other programs at the CAP agency. Have a group brainstorm to identify all the programs at the agency. Record on the board. Ask if there are particular programs in which the class is most interested. Use that as starting point to arrange for staff from other agency programs to speak to the class.
- On the day of the lesson, distribute a brochure or write a list of all the resources available at the agency. Review leaflets and brochures from programs. Have either a panel of speakers or arrange for speakers to come at different times to talk about their program and services. Allow ample time for Q&A.

Extension/Independent Activities:

- Have students write about how these resources can be used to help them reach their goals for the Job Readiness Program.
- Assign small groups to arrange meetings with other program staff to learn about one program or resource and report back to the class. Have each student record information learned in an Excel spreadsheet.
- Arrange for students, in pairs, to sit in on an adult education or skills training class and report back to the full class.

Career Readiness Skills

Lesson—How People Get Jobs

Learning Objective: To identify and explore student’s awareness of self and culture in relation to career exploration

Materials Needed : Magazines to cut up, handout: “How People Get Jobs”

Vocabulary: culture, career exploration, want ads, interviews, college, university, word-of-mouth, job application, resume, skills, training

SCANS Competencies: Systems: Understands Systems, Information: Interprets and Communicates Information, Basic Skills: Listening

Methodology: Individual and large group

Time: 60 minutes

Instructions:

- Tell students they are going to learn more about each other and themselves by looking at the different types of jobs people have had in their home country or the United States.
- Have magazines for students to look through and cut pictures out of people doing these jobs. Or, students can draw a picture of a job on a blank piece of paper.
- Once each student has identified 2–3 jobs, go around and ask them to name the jobs while the instructor writes the job titles on the board.
- Below are follow-up questions to ask and then 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?
- Wrap up this discussion by pointing out the differences and similarities of answers for different countries. Emphasize that the students come with unique experiences.

Extension/Independent Activities:

- In a class with speakers of other languages, you can ask students what they know about how people in the United States get the same type of jobs, the education and training needed, and how to access the education and training. This can be a way to identify gaps or misperceptions in students' knowledge of how the U.S. labor market works. Other lessons can then be planned around these gaps.
- Distribute the survey, "How People Get Jobs," and ask students to interview 5–9 people outside of class about how they got their jobs and to record the information by putting check marks in the boxes. If the group is hesitant about interviewing, the instructor can role-play an interview.
- As a follow-up to the homework, have students report back on what they learned in their interviews regarding the ways people got jobs, and then combine the information to make a list of all the ways people reported getting a job and noting how many reported each. Discuss things from the list the students can use 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 family member.
- Have students make an Excel spreadsheet of how people get jobs based on class responses.
- Write a paragraph on how they or someone they knew got a job.

How People Get Jobs

| How did you get your job? | | | | | | | | What kind of education or training did you need? | | | | |
|---------------------------|-----|----------------|--------------------------------------|---------------------------|-----------------------------------|---|----------------------------|--|---|------------|---------------|------------------|
| Name and Country | Job | Word of Mouth? | Referrals from friends or relatives? | Apply by paper or online? | The government told you about it? | Did you have to fill out an application? Resume? | Did you have an interview? | High school grad or Equiv.? | Skills training or certificate program? | AA degree? | BA/BS degree? | Graduate degree? |
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Career Readiness Skills

Lesson—Influence of Family and Friends

Learning Objective: To identify and explore students' awareness of the influence of family and friends

Materials Needed: Paper

Vocabulary: advise, advice, guidance, influence, names of family members, 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: Large group discussion and individual activity

Time: 45-60 minutes

Instructions:

- In this activity, you will model a "family job tree" to help students identify the influences in their lives.
- First, draw a job tree of your own family on the board. It can be real or fictitious. An example might be:

My Family's Job Tree

Father: truck driver Mom: store clerk Grandfather: coal miner Uncle: unemployed

Stepbrother: construction worker & "works under the table" making cabinets for friends

Me: _____

- Ask the students to 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.
- Lead a discussion 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 did your family's jobs shape their lifestyles and values?
 - What education, skills, or qualities are necessary for these jobs?
 - Have members in your family encouraged you in any way to learn about their jobs or go into their fields 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 your children in the job tree. How can the job tree change?

Extension/Independent Activities:

- Ask the students to circle members in the family to whom they go for help. For example, the teacher can start by asking “Who do you talk to when your child is sick?” or “Who do you talk to if you have a conflict with a friend?” Then ask each student to remember or think about who he or she talked to (or would talk to) in making employment decisions.
 - Who did you talk to?
 - Why did you choose that person(s)?
 - What advice did the person(s) give you?
 - Did you follow the advice? Why or why not?

Wrap-up the lesson by pointing out 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 and hinder us as we explore careers.

Career Readiness Skills

Lesson—Things I Like

Learning Objective: To help students find out about their interests and talents and how to use that information to guide educational and career decisions

Materials Needed: Handout: “Things I Like”

Vocabulary: interests, hobbies, recreation

SCANS Competencies: Basic Skills: Writing, Speaking; Personal Qualities: Sociability

Methodology: Individual and pairs work

Time: 45-60 minutes

Instructions:

- Distribute the “Things I Like” handout and have students write down the first things that come to mind on the list.
- Once all students have completed their lists, have students 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, 1996.

Extension/Independent Activities:

- Have students 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 thing 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

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

Career Readiness Skills

Lesson—Things I Have Done

| | |
|----------------------------|---|
| Learning Objective: | To help students identify transferable skills |
| Materials Needed: | Handouts “Things I Have Done” and newsprint |
| Vocabulary: | influence, timeline, career |
| SCANS Competencies: | Thinking Skills: Reasoning and Creative Thinking, Basic Skills: Reading |
| Methodology: | Large group and pairs |
| Time: | 45-60 minutes |

Instructions:

- Distribute the handout, “Things I Have Done,” and review the checklist as a group.
- Ask students to identify what things on the list they did in order to begin attending the Job Readiness Class and record on the board.
- Ask students to write down one other task/activity they accomplished in the past year. Examples may include planning a birthday party, organizing a bake sale, or helping an elderly relative or neighbor.
- Have students identify at least four to five items on the handout that relate to this accomplishment.
- Have students share their accomplishment and checklist with a partner.
- Partners can help each other identify additional skills used to reach the accomplishment.

Extension/Independent Activities:

Tell a Story

- In pairs, ask students to “tell a story” about the accomplishment each 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 student.
- Together, the two students review the steps written down and identify the skills used to perform each step.
- Students refer to the skills listed in the handout.

Hopes, Dreams, and Plans

- Ask students to write down the words, “hopes, dreams, and plans” on the paper with their accomplishment.
- Have students 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

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

Things I Have Done

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

Career Readiness Skills

Lesson—Identifying Skills

| | |
|----------------------------|---|
| Learning Objective: | To help students learn about skill categories and to identify their own skills |
| Materials Needed: | Handout: "Skills Identification" and index cards |
| Vocabulary: | communication, self-management, management, technical |
| SCANS Competencies: | Interpersonal: Participates as a Member of a Team, Thinking Skills: Problem Solving, Information: Organizes and Maintains |
| Methodology: | Small group work |
| Time: | 45-60 minutes |

Instructions:

- This is a manipulative activity. Before class, make copies of the "Skills Identification" handout and cut the list of skills into strips. Have a complete set of cut-up skills strips for each pair or group of students. Write up one set of the seven skill categories on index cards for each group.
- Explain that knowing what skills are and being able to identify one's own skills is essential for choosing a career or finding a new 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
- Divide the class into pairs or groups and explain that each group will be given a pile of skills on strips of paper and a set of index cards with the six skill categories. The groups are to put the strips into the correct skill category.
- Once all groups have completed the task, review the categories and the skills in each. Ask students to name some jobs that they think require the skills in the different categories.

Extension/Independent Activities:

- Distribute the "Skills Identification" handout to students and ask students to check those skills they believe they have.
Have a group discussion using the following questions:
 - 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 that you are interested in?
 - Do the skills you have match the skills needed for those jobs?

- Are there some skills that you would like to have but don't have right now?
 - What education and/or training might you need to develop those skills?
- Ask students to research a job in which they are interested and identify which of these skills are required in the job. Write a paragraph about which skills they have and which skills they would need to learn.

Skills Identification

Communication Skills

- 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 don't 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

Number Skills

- Doing arithmetic 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

Technical Skills

- Making, fixing, and repairing things
- Operating machinery
- Installing things
- Building things
- Gardening, landscaping, and farming

Business Skills

- Operating a computer
- Using a business telephone
- Filing, sorting, and classifying information
- Balancing checkbooks
- Working with budgets
- Setting up and closing out a cash register

Management and Self-Management Skills

- Being patient with others
- Keeping a cheerful attitude
- Getting interested/excited about the task at hand
- Offering to help when it's 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
- Speaking up for yourself
- Solving problems in a cooperative way

Creative/Artistic

- Artistic
- Drawing
- Expressing
- Performing
- Presenting artistic ideas
- Dancing, body movement
- Visualizing shapes
- Designing
- Model making
- Making handicrafts
- Writing poetry
- Illustrating, sketching
- Doing photography
- Mechanical drawing

People Skills

- Caring for children responsibly
- Caring for the sick and elderly
- Showing warmth and caring
- Calming people down
- Helping people complete a task
- Teaching someone how to do something
- Knowing how to get along with different people/personalities
- Leading groups or activities

Career Readiness Skills

Lesson—Identifying Job Values

| | |
|----------------------------|---|
| Learning Objective: | To help students 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:

- Explain to the students that a step in the career awareness process is identifying what they value in a job.
- Conduct a group brainstorm. Ask students to name things that are important to them in a job. Record the list on the board. Ask students to say why the things 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 get along with your co-workers? Supervisors? Customers?
 - Do you need health benefits? Insurance?
 - Do you want a job that will last a long time? One that is not likely to have lay-offs?
 - If there are students who are employed, 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?
- After students have discussed this, distribute the “Job Values Inventory” handout. 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, ask each student to rank the items from 1 to 12 with 1 being most important and 12 the least important.

Extension/Independent Activity:

- Put a chart on the board of the “Job Values Inventory” and plot students’ responses. This can lead to a discussion about what values are most important to the students. Students 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 did?
 - What did you learn about yourself?
- Put students in pairs and have them interview one another about their lists and why they numbered the values as they did.
 - Distribute the “Job Values Inventory Summary” handout and review it with the students. Have students complete the handout in class or as homework. Add that it will be useful to keep this list and review it from time to time 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 learn 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 2003–2005

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 students understand the relationship between their 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: | Computer lab activity |
| Time: | 45-60 minutes |

Instructions:

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

Here are two Internet sites with career surveys:

- My Next Move O*Net Internet Profiler <https://www.mynextmove.org/explore/ip>
- MASSHIRE Career Information System <https://portal.masscis.intocareers.org/>

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

- Use a computer lab and have students complete a survey together during class.
- Ask students to identify three to five occupations that match their skills, interests, and values based on the survey.

Extension/Independent Activities:

- Have students 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 students become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational choices

Materials Needed: Computers with Internet access for each student

Vocabulary: licensure, certification, outlook

SCANS Competencies: Basic Skills: Reading, Technology: Applies Technology to Task, Thinking: Seeing Things in the Mind's Eye

Methodology: Computer lab activity

Time: 60-90 minutes

Instructions:

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

Websites for career exploration:

- Occupational Outlook Handbook— <https://www.bls.gov/ooh/>
- America's Career InfoNet— www.acinet.org
- MASSHIRE Career Information System— <https://portal.masscis.intocareers.org/>
- New York Career Zone— <https://www.careerzone.ny.gov/views/careerzone/index.jsf>

We highly recommend that you review each of the websites listed above to determine which site provides information in the most accessible manner for the students' language level and familiarity with the Internet. There are two versions of the "Career Exploration on the Internet" handout.

Version A: Pre-GED/GED level

Version B: ESOL level

Choose the version that best meets students' needs.

Extension/Independent Activities:

- This activity can be expanded in a follow-up lesson to help students compare the amount of education needed and the expected wage for different occupations. This will encourage students to begin to think realistically about whether a career path is right for them or not.
- Have students bring their completed “Career Exploration on the Internet” 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.” Ask students to list their career choices under one of the four sheets based on education needed. Ask them to also mark the wage of the career choice next to it.
- Facilitate 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 on a daily basis?
- 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 _____?
- 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 | Student 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 students 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 will give students an opportunity to practice doing an informational interview.
- Using the chart below, explain to the class that job seekers are likely to participate in one or both of 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 |

- Brainstorm with students a list of questions that they might want to ask someone to find out more about a particular job. Record the list on the board.
- Distribute and review the Informational Interview Log. For question #6, students can add in a question based on the list generated in class.
- There are several ways to have students conduct informational interviews:
 - For students with work experience, have them interview each other in class.

- In groups of 2-3, have students interview people working in the building or in the program. Assign someone to take notes and someone to ask the questions.
- Have groups return to the class and share their findings. Ask: “Who would you like to interview in the community to learn more about jobs you are interested in?”

Extension/Independent Activities:

- On the board, record the list of jobs students explored on the Internet in the occupational exploration lesson.
- Divide the list into categories (e.g., manufacturing jobs, health care jobs, etc.) or by skill level, or any other way in which they are interested.
- Ask students to look at the jobs on the list that are in the category in which they were most interested. Each student should look over the list and decide on a small number of jobs they would like to know more about.
- Group students together who are interested 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 particular 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 should report back to the class on what they have learned. For the report backs, develop a wall chart listing the questions and responses for each job.

Discussion questions for comparing the answers might 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 advancement 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's what to say to friends or family or anyone you want to interview:

1. I'm collecting information about various fields of work.
2. I'm really interested in the work that you do.
3. I'm 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 10 minutes, 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 your name, address, and phone number appear in the note.

The Questions

1. What do you do in a typical work day?
2. How did you get started in this job?
3. What experience, education, training, and skills did you need?
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.)

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:

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

More Tips

1. Be sure to be well groomed and neatly dressed.
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.
4. Do not sit down until you have been invited to do so.
5. Look around and notice your surroundings. Notice what you like and don't 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 students 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 for large group, 1.5 hours for career/job fair |

Instructions:

- Explain 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 way is to attend a job or career fair.
- Ask students if they have ever been to a job fair. Use their input to explain to the rest of the class what a job fair is. Distribute the handout, “Job Fairs and Career Fairs: What is the Difference?”
- Depending on students’ interests and needs, the instructor can decide with the students to host a job fair and/or a career fair for the class or attend one. Contact the local Career Center to find out if there are any career or job fairs scheduled. Or, seek the help of the Career Center in identifying employers to conduct a mini-career or job fair for the class.

If students are interested in hosting a Job Fair:

- Brainstorm a list of questions that students 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?
- Tell students that they can bring a resume to the mini-job fair to give to employers. Students should come prepared to answer basic interview-style questions about themselves and their career aspirations.
- Invite 5–10 employers to come to the class or program and to bring materials about their companies.
- On the day of the mini-job fair, you can have employers answer questions in a panel format or you can have them set up around the room (or a conference room) to resemble booths at a job fair. Distribute a list to the students of the questions they brainstormed earlier.

- If conducting this as a panel, have students take turns asking the panel questions. If conducting this booth-style, pair students and ask them to visit each “booth” to ask the questions and collect information. Remind students that they can hand out their resumes.

If the students are interested in hosting a career fair:

- Brainstorm a list of 4–6 occupations that students would be interested in learning more about. Work with the Career Center to find local professionals in these occupations to come and participate in a career fair in a month. A variation of the traditional career fair is to highlight the different settings that employ one occupation, such as nurse. This could be a visit from one individual or could be done as a panel, which could consist of, for example, 3–4 nurses who work in a variety of settings—ER, doctor’s office, nursing home, and home health.
- Brainstorm a list of questions that students would like the individual or panelists to answer.
- On the day of the career fair, have panelists or the individual sit in front of the room. Have students take turns asking questions.

Extension/Independent Activities:

- Ask students to write up a 60-second introduction for a job fair that covers their name, their interests and experience, and what type of work they are looking for. Have students pair up and practice their introductions. ESOL students should get extra practice time so that they feel comfortable giving their introductions in a fluent and confident manner. Have the students time each other and make suggestions. If possible, you can video students practicing their introductions and review the tape with them.
- Have students 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 learn 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 students to ask questions and interact informally with an employed professional
- Great opportunity to do an informational interview

Career Readiness Skills

Lesson—Job Shadowing

| | |
|----------------------------|--|
| Learning Objective: | To help students 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 Diversity, Information: Acquires and Evaluates Information, Personal Qualities: Self-Management |
| Methodology: | Setting up job shadows for students |
| Time: | 60 minutes in class, 2-6 hours in a job shadow |

Instructions:

- Before this lesson, contact your local Career Center to ask if they can assist students in setting up job shadow opportunities.
- For the lesson, distribute and discuss the handout, “Job Shadow Explanation Sheet.” Ask if students have taken part in job shadows before and if so, to share their experiences.
- Brainstorm a list of the types of jobs or companies for which students might want to do a job shadow. Ask if anyone knows of specific companies to approach.
- If the Career Center is able to help set up job shadows, then let students know how that will happen.
- If not, then distribute and discuss the handout “Job Shadow Phone Script.” In class, role play making phone calls.
- For homework, have students identify two companies or employees they would be interested in approaching for a job shadow.
- Before job shadows, review the handouts, “Job Shadow Checklist,” “Job Shadow Thank You Letter,” “Job Shadow Introduction Letter,” and “Job Shadowing Questionnaire.”
- Help students line up 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 “Job Shadowing Questionnaire.”

Job Shadow Explanation Sheet

Job Shadow:

A job shadow is a structured career activity where you 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.

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 student at_____. I am interested in your business and possibly 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 that you provide transportation
- Discuss your responsibilities and goals as a student (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 or the Career Center can assist you 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:

In our Job Readiness Program at _____, our goal is to give students many opportunities to learn 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 our students a better perspective when choosing a career path. Without your help this could not take place. We would like to extend a big “THANK YOU” for your part in helping this experience become worthwhile and positive.

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

The employee who is hosting the student is called a mentor. The student experiences a one-on-one relationship with a mentor by observing activities and gaining valuable information about their chosen career.

Job shadowing helps students 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 students in goal-setting and educational planning.

The partnering of the Job Readiness Program at _____ and the working community will allow this continued success. 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 very best we can for all students in the years to come.

Thank you,

Instructor, Job Readiness Program
CAP

Job Shadowing Questionnaire

Name of Student: _____ Date: _____

Time/From: _____ To: _____

Name of Job Site: _____

Manager/ Contact Person: _____

Area/Job shadowed: _____

Person shadowed: _____

Student 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:

Student’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 students think long-term about job opportunities |
| Materials Needed: | Access to CareerOneStop website: www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePaths.aspx Printed copies of career ladder diagrams from the Career One Stop website |
| 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: | Large group discussion |
| Time: | 45-60 minutes |

Instructions:

- Prior to the lesson, review the sample career ladders and lattices at the CareerOneStop, www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePath.aspx. Identify one or two career ladders to share with students.
- When looking at occupations, it is useful for students to understand the possibilities for promotion or movement within a particular field or company.
- Students 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.
- Students will also benefit from understanding that they can move across occupations within an industry or sector. For example, within a health care setting, a worker can move from a position in environmental services to patient care.

Extension/Independent Activities:

- Have students do an informational interview with a human resource representative to learn more about career paths for an occupation.
- For students with a work history, have them draw their career path to the present. Ask them to then add the career they are aiming for. Have them write about how they might begin to get to that career.

Career Readiness Skills

Lesson—Exploring Options for Further Education

| | |
|----------------------------|--|
| Learning Objective: | To have students 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 Student,” “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: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- As a large group, brainstorm a list of schools that the students know people attend for further education or skills training to get a job. Encourage students to think about friends and family who have gone to school. Write the list on the board.
- Then group the list by categories—adult education/skills training programs, community colleges, four-year colleges/universities, proprietary schools.
- Distribute and discuss the handout, “What are My Options?”

Extension/Independent Activities:

- Have a local adult education provider speak about ABE/ESOL programs available in the community.
- Have former students who have obtained GEDs, completed skills training programs, or who are attending community colleges speak to the class.

What Are My Options?

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

- Offer training programs for specific careers, such as medical assisting, auto mechanics, beauty, culinary arts, 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.

Why you might consider this option: If you know the career field you want to enter, or your 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 and associate's 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 exceptions to this. One example is nursing where you are required to have a criminal background check before being accepted.

Why you might consider this option: If your chosen career requires an associate's degree or you want more time to prepare for entering a four-year college.

Four-year Colleges and Universities

- Offer a bachelor's degree and prepare students 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 also to develop broad learning and transferable skills, such as critical thinking, communication, research, and writing.

Why you might consider this option: If your long-term career goal requires a bachelor's degree and you are ready for that type of long-term challenge.

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

Career Readiness Skills

Lesson—Smart Consumer of Education

| | |
|----------------------------|---|
| Learning Objective: | To help students 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, student body, campus, transfer |
| SCANS Competencies: | Basic Skills: Listening; Speaking, Thinking Skills: Decision Making; Reasoning |
| Methodology: | Large group discussion and pairs work |
| Time: | 45 minutes |

Instructions:

- Explain 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.
- Ask students what they would do if they were buying a new car—what steps would they take?
- Record this on the board.
- Make the point that buying a car is expensive, and going to college or attending a proprietary school can be as well. You want to make sure that you are making a good investment of your time and money. Going to college is a financial investment, so think about what your return on investment will be.
- In pairs, brainstorm a list of questions you might want to ask about going to college. Have pairs report out and record these. Discuss how students might learn about colleges or training programs, noting that it is similar to the process of researching information on a car.
- Distribute and 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:

- Invite a guest speaker from the local community college to address some of the questions in the list.
- Have students modify the questions to better fit asking about ABE/ESOL and skills training programs.
- Have students 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 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 college representatives. Take notes about the answers to your questions.

1. Ask questions about financial aid

- What percentage of students at this school receive financial aid?
- Does applying for financial aid affect a student's chances of being admitted?
- Does your school meet 100% of a student'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 qualifications does a student need to be accepted by this college?
- What placement tests are required?
- What is the retention rate? (What percentage of students return each year?)

3. Ask questions about the class schedule

- When do classes start for second semester this 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 student 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 college 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 college?
- 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 student 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 students 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, measureable, achievable, realistic, timely |
| SCANS Competencies: | Thinking Skills: Reasoning; Seeing Things in the Mind’s Eye, Information: Interprets and Communicates Information |
| Methodology: | Group discussion and pairs work |
| Time: | 60 minutes |

Instructions:

- As a class, read and discuss the “About Setting Goals” handout. Ask for examples of student goals. Identify both short- and long-term goals.
- Distribute and discuss examples of goals using the handout “Setting SMART Goals.”
- Distribute the “SMART Goal Worksheet.” In pairs, have students identify one goal for the class and work together to complete the worksheet.
- Have pairs share their goals with the larger group.

Extension/Independent Activities:

- Have students write a long-term goal and then break it down into 4–5 short-term goals.
- Have students 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?

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 pass my GED test by this summer."
 - "I will enroll in a CNA program by next spring."

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're taking to reach them.
- Are your actions moving you closer toward your goal or further from it?
- If your actions aren't moving you closer toward your goal, you need to look again at the goal you've set and the steps you need to take to get there.

*Tips written by Chrissy Scivicque. Reprinted with permission from Office Arrow at officearrow.com
www.officearrow.com/home/articles/productivity/organization_and_workflow/p2_articleid/78/p142_id/78/p142_dis/3.*

Setting SMART Goals

People often set very 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 doesn't have to be only one that benefits from clearly defined goals. Encourage all students 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. Don't set goals that aren't significant or that you can't 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.

*Written by Chrissy Scivicque, reprinted with Permission from Office Arrow" at officearrow.com
www.officearrow.com/home/articles/productivity/organization_and_workflow/p2_articleid/78/p14*

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 students develop next steps in their 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: | Large group discussion followed by individual work |
| Time: | 45-60 minutes |

Instructions:

- The development of the “Career and Education Planning Worksheet” can be the basis for a student Career and Education Portfolio. Completed worksheets can be included, along with writing samples, notes from student/teacher conferences, and any other materials that document a student’s career exploration process.
- It is recommended that students begin filling in the “Career and Education Planning Worksheet” as they progress through the lessons in the Career Readiness Skills.
- If you are doing only a portion of the worksheet at a time, then briefly review the remaining sections. If completing the worksheet all at once, allow time for students to complete each section before moving on as a group to the next section.
- When all students have completed the worksheet, have them share some of their long-term goals and next steps.
- It is recommended that you meet with the students on a regular basis to review the “Career and Education Planning Worksheets” and help students 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. Who will I talk to? _____

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 it 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

Lesson—What a New Worker Needs to Know

| | |
|----------------------------|--|
| Learning Objective: | To identify and evaluate the skills and attitudes that you 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 and individual work |
| Time: | 60 minutes |

Instructions:

- Group brainstorm—ask students what skills and attitudes employers want in a new employee.
- Record answers on the board. Together, group answers into categories of skills and/or attitudes.
- Ask the students to share examples of skills they have used on a job.
- Then, distribute the handout, “What a New Worker Needs to Know.” Review with students.
- Have students complete the handout in class.
- Lead a discussion using these questions:
 - What are your strongest skills?
 - How do you know you have those skills?
 - How did you learn those skills?
 - What are some skills you aren’t sure if 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:

- Have students 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 in need these skills?
- Have employer guest speakers come 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 **don't 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/Don't 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'm am able to 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's 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: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- Brainstorm with students the do’s and don’ts of how to behave on the job. Record these on the board.
- Distribute the handout, “Understanding Employer Expectations.” Review it with students, noting any overlap with the list the students generated. Discuss any experiences they have had with co-workers 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, have students share a time they acted professionally, either in a job, in a volunteer situation, or at school.
- If they have held a job, have them write about the expectations of their particular employer. Of the expectations discussed in class, which ones were/are most important to their employer and why?
- For students with either no or limited work experience, ask them to interview a friend or family member 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.

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

4. Always behave professionally with customers. Use good manners and try to be as helpful as possible.

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 : | Handouts: “Positive Attitudes and Behaviors” and “Attitude Self-Awareness Assessment” |
| Vocabulary: | assessment |
| SCANS Competencies: | Interpersonal: Participates as a Member of a Team and Exercises Leadership; Information: Interprets and Communicates Information |
| Methodology: | Large group discussion, small group discussion, individual work |
| Time: | 60-90 minutes |

Instructions:

- Write one of the quotes below on the board and ask students what it means. How does it relate to attitude?

"Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny.

~Frank Outlaw

If you think you can and if you think you can't, either way you're right.

- Distribute the handout, “Positive Attitudes and Behaviors.” As a large group, review and discuss the sections, “How We See Ourselves” and “Definition of Attitude”.
- Then in small groups (3-5 people), ask students to discuss their answers to the three questions.
- Have each group briefly share highlights from their conversation.

Extension/Independent Activities:

- Distribute the handout, “Attitude Self-Awareness Assessment.” Have students complete in class and then discuss as a group. Or, have students complete it for homework.

- Ask students to choose two attitudes they checked as feeling “always” or “frequently.” Have students 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 just 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 your 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'm eager to learn | | | | | |
| I am excited about working | | | | | |
| I'm willing to listen with an open mind | | | | | |
| I constantly have new ideas | | | | | |
| I like taking direction from people who know something I don't | | | | | |
| 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'm honest with others and myself | | | | | |
| I've thought about my own strengths and weaknesses | | | | | |
| I'm 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 how actions 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: | Large group discussion |
| Time: | 30-60 minutes |

Instructions:

- Discuss what character is and how we demonstrate it.
- Why is it important in the workplace?
- Distribute the handout, "Do's and Don'ts for Building Character in the Workplace."
- Lead a discussion using the following guiding questions:
 - 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 students have work experience, what do's and don'ts do they think are most important to employers?

Extension/Independent Activities:

- Have students assess their character skills using the checklist. Write a paragraph about their strongest skill and how they have demonstrated it. Then write a paragraph about their weakest skill and how they can increase it.
- Invite a human resources person from a local company to talk 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

Don't:

- 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

Don't

- 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

Don't

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

Loyalty

Do:

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

Don't:

- 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 students to consider potential problems they might encounter on the job or in training and plan how to deal with those situations |
| 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: | Discussion and role-plays |
| Time: | 1-2 hours |

Instructions:

- Identifying potential problem areas: 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: Students read or role-play the problem scenarios from the handout, “Scenarios for Role Plays—Problem Solving at the Workplace.” Or have students develop their own scenarios based on the first activity.
- As a group, the students discuss possible ways of handling the problem.
- Ask how the solutions reflect the “Do’s and Don’ts for Building Character in the Workplace” discussed in the previous lesson?

Extension/Independent Activities:

- Have students write down the solutions for future reference.
- Have students work in small groups to develop solutions to one or two problems and then share answers in a large group.
- Have students 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

John has two sons, an 8-year old and a 10-year old, whom he is raising on his own. He has just started working at Harden's fast food restaurant. He is already working full time. They have told him that they think he would make a good manager, and he is thinking about applying for the training position. Things are going well for him after a long time of unemployment and part-time jobs.

Wednesday when he gets the boys up, the younger one complains he doesn't feel well, but he seems okay, and John sends him on to school. At 11:00 a.m., right before lunchtime, Harden's busiest time of day, John gets a call from the school. His son has thrown up twice and has a temperature of 103 degrees.

A Teacher with an Attitude

Susan is attending an accounting training program at the community college. She likes the other students, and several of her teachers are friendly and supportive. But she really has trouble with the accounting teacher. The woman is very cool in her manner, makes no allowances for any problems the students 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 very well of herself.

Susan is making B's and C's in the accounting program, but she wishes she better understood some things. In addition, every time she goes to class, she gets angry at her teacher's attitude. Even though she is doing what she wants, she is thinking of dropping out of the program.

The Ex-Wife

Lou has been working as an aide in a special education program for five months. She really likes the work and is considering finishing her college degree so she can teach. Then Jane, the teacher she works with, tells her the school has received a special grant to work with several more children and hire another aide. Lou feels good when Jane asks her to help train the new aide, but when the new aide walks in, Lou sees Wanda, the woman her ex-husband has married. How can she train this woman? How can she work with her when she has such negative feelings toward her?

Speed-Up

George has a job cleaning an office building in Lexington with three other people. When Tom, one of George's co-workers, gets hurt and has to be off for two months, the cleaning company says they don't want to replace Tom and have him lose his job. So for the next two months (or the time it takes Tom to get well), the company wants George 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 aren't sure they can do it with only three of them, but they don't want Tom to lose his job.

Pizza on the Floor

Sally has worked at the Pizza Palace for three weeks and has just been promoted to assistant manager. She feels pretty 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's nothing wrong with that pizza. It landed crust side down." When Sally realizes that the manager means to serve the dropped pizza, she asks him if that isn't against company policy (she had been reading the policy book). He tells her it's 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 a manager, that's the policy she must follow.

What Stinks?

Connie 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 seemed to be sprayed particularly heavily. The lawyers' offices all had windows, but hers didn't. The next three days Connie was so sick she could barely work. The fourth day she stayed home. She felt fine when she went in the fifth day, but by 9:30 she was sick again. She talked to the office manager about her illness and said she thought it was from the pesticides. The office manager said no one else was sick and if she didn't want to stay in the new building, maybe she should consider looking for another job.

What Does He Want?

Rita works for a construction firm. She delivers materials to the sites and keeps track of what has been received. When her boss asked her to stay late to go over some records she didn't think anything about it, but somehow being alone with him in the office felt strange. Nothing actually 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 didn't say anything to him. The next day he was formal again. Then in another few weeks the boss called Rita in and told her he was having difficulties on 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. Rita does not want to go, but she is afraid if she tells her boss "no," she'll lose her job.

Coffee, Please

When the local bank expanded, three people were hired as new tellers. Tom is a young man of 22, Marcia is the 50-year-old widow of a local insurance broker, and Judy 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 Judy 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 Judy didn't 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 students' 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: | Large group discussion and individual work |
| Time: | 60 minutes |

Instructions:

- Begin with a class discussion of time, and focus on the question, "Do you have time to do everything you want to do?"
- Distribute the two-page handout, "Managing Time Effectively: How Well Do I Save Time?"
- Have students complete the self-assessment and total their scores.
- As a group, discuss what they learned about themselves.

Extension/Independent Activities:

- Have students track their time for one week using the handout, "Time Log." After the time logs are completed, have the students, in pairs, compare their time logs. Each student identifies something s/he would like to do but doesn't 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 for preparing to go to work each day. The list may include making sure children's lunches are made, having clean clothes for themselves and their children, 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 can 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.

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 have to do.
5. Any time I feel that there are too many things I have to 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 have to do that day.
7. I have all of my phone numbers in one place.
8. I have stacks of papers, which represent things I have to do.
9. I use self-stick notepapers to remind me of the things I have to 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'm most alert.
13. I schedule the tasks I don't like to do between the tasks that I like, so that I work faster on the things I don't like to do in order 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'm more of a night owl than a morning person.
2. I get to work and get busy. I don't have time to think of my daily obligations or to plan ahead.
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'm not the most organized person in the world. My drawers are a disaster area, and it seems that I spend a lot of time hunting around for things.
7. I don't 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 have to call up and reschedule. I just can't 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 seem to 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.

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.

Time Log

For the next week, keep track of 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 yourself 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 large group discussion |
| Time: | 45 minutes |

Instructions:

- On the board, write the quote “You never get a second chance to make a good first impression.” Ask students what they think this means when it comes to a job interview. Record answers on the board.
- Distribute magazines, small poster board, and scissors to small groups (3-4 people). Ask each group to cut out 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.
- Have each group share its poster board and tell why the clothes are appropriate for an interview.
- As a large group, make a list of the tips for how to dress. Ask students to share their experiences of dress codes while working.
- Distribute handouts, “Basic Guidelines for Dressing for Interviews.” Compare those tips with the group list.

Extension/Independent Activities:

- Distribute the handout, “Dressing on a Tight Budget.” Review it with students and ask them to share additional tips for finding inexpensive interview or work clothes.
- Have students research other tips and ideas on one of the websites from the handout, “Dressing for Success Resources.”
- Invite a human resources representative to talk about how to dress for an interview and what they 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 have to 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 look simple; if possible, learn something about the environment and company's dress code.

From the 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.

DRESSING ON A TIGHT BUDGET

- There are a number of organizations that provide clothing to individuals in need for job interviews, including Dress For Success at www.dressforsuccess.org and Dress for Success for Men at <https://www.livecareer.com/career/advice/interview/dress-for-men>
- Remember that self-confidence is your primary goal when selecting your interview clothing. Choose clothing with multi-use potential
- 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 possible combinations.
- Use shirts/blouses/sweaters to create a variety of visual effects.
- Consider thrift stores.

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Dressing for Success Resources

Shops

- ◆ Marshall's
- ◆ TJ Maxx

Websites

- ◆ www.amdt.wsu.edu/research/dti/
- ◆ www.dressforsuccess.org
- ◆ www.cocoachic.com
- ◆ <https://www.thebalancecareers.com/tips-for-dressing-for-success-2061336>
- ◆ <https://www.livecareer.com/>

From the 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—Planning Ahead

| | |
|----------------------------|---|
| Learning Objective: | To help students 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: | Large group discussion and individual work |
| Time: | 45 minutes |

Instructions:

- Brainstorm potential problems students might encounter (childcare, transportation, money) as they prepare to enter employment or further education and training. Record on the board.
- Stress that we might have current solutions, but then something falls through. The students need to have contingency plans.
- Following the format of the handout, “Planning Ahead,” walk through several of the problems named by students. Identify a solution, a “what if” scenario, and another solution. For example, needing child care, having a sister take care of the child, the sister gets sick and can’t take the child, and having an aunt or another relative lined up to help out.
- Have students complete the handout for homework based on their own potential problems.

Extension/Independent Activities:

- Have a guest speaker from your local childcare resource center to talk about childcare solutions.
- Have students 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. | | | |
| | | | |
| | | | |
| | | | |

Preparing to Enter the World of Work

Lesson—Budgeting for Food and Nutrition

Learning Objective: Students 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 students), practice envelope with “food money” record glued on the front (one for each family), play money

Vocabulary:

SCANS Competencies:

Methodology:

Time:

Note: In process of condensing this activity and materials based on lesson from “Money for Food” curriculum.

This lesson is designed to give students 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.

Wisconsin Nutrition Education Program has a “Money for Food” curriculum that can be downloaded at: <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 means for reaching this goal is education about 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 with all limited resource audiences. 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:

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

Note: Food Shopping Cards

Buy milk, bread, and a 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 hamburger and noodles for 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 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
QuickTrip 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 farmers 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 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

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 student |
| Vocabulary: | intent, effect |
| SCANS Competencies: | Basic Skills: Listening; Thinking Skills: Seeing Things in the Mind's Eye; Information: Acquires and Evaluates Information |
| Methodology: | Large group activity |
| Time: | 20 minutes |

Instructions:

- Distribute a sheet of paper to each student, and keep a sheet for yourself (you will model the instructions that follow).
- Instruct students to close their eyes and keep them closed for the entire process.
- Instruct students to fold the paper in half.
- Next, tell them to tear off the upper right-hand corner.
- Next, tell them to fold the paper in half again.
- Next, tell them to tear off the lower left-hand corner.
- Then, tell them to fold the paper in half one last time.
- Finally, tell the students to tear off the upper left-hand corner (this may be difficult).
- Instruct students to open their eyes, unfold their papers, and hold them up high so that all can see. Compare to your model.

Debrief 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.
- Ask “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)?”
- Record the suggestions that students offer, and add any of your own.
- Ask “As the receivers of the message, what could you have done to close the gap between intent and effect?” Record all suggestions.
- Talk about how often in communication there is a gap between intent and effect, and the skills learned in this section are intended to help close that gap to make us better communicators and more productive employees.

Extension/Independent Activities:

- Ask students to do 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. Have students 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: | Large group discussion and small group work |
| Time: | 1-2 hours |

Instructions:

- Brainstorm the definition of and examples of assertive and aggressive behavior.
- Summarize 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 damage to another person.
 - Assertive behavior involves making one's presence felt without the intent of causing harm. Fair play, self- control, and rules are observed in assertive efforts. Clearly, 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 should be displayed only in the defense of one's own or another's life, not in the workplace or as a means of solving conflicts.
- Distribute and discuss the handout, “Tips for Being Assertive.”
- Divide into small groups and distribute the handout, “Communication Styles Exercise.” Have each group complete the handout.
- Debrief by reviewing each statement as a large group and noting answers from each group.

Extension/Independent Activities:

- Invite an employer or human resources representative to speak to the class about communicating in the workplace. Give the speaker a copy of the two handouts ahead of time.
- Have students write about a time when they communicated in an assertive manner. Have them 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 don't 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 don't overdo it!

5. Facial Expressions

Your face should match your emotion and what you are saying. Don't laugh when you are upset, and don't 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 of 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.

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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've got to 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's obvious that today is not one of your best. You always seem so out of it. I think you should seek some professional help."

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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: | assumptions |
| SCANS Competencies: | Basic Skills: Listening, Speaking; Thinking Skills: Creative Thinking |
| Methodology: | Group discussion |
| Time: | 45 minutes |

Instructions:

- Ask students why listening is an important skill in the workplace.
- Ask students how they know someone is really listening to them. Examples might include: looks at me, nods head, or ask questions. Record these on the board.
- How does it feel when someone listens like this? Explain that the examples given illustrate active listening skills. Briefly describe 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. Many times, when people talk to each other, they don’t really listen. They 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.

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, 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. If the listener did not, the speaker can explain some more.”

Distribute the handout, “Benefits of Active Listening.” Discuss and ask students to share examples from school, work, community, or home of when they have experienced these benefits.

Extension/Independent Activities:

- For students with higher level reading skills, have them complete an active listening lesson online at:
www.learncustomerserviceonline.com/Preview/ActiveListeningCS/FrameMaster1.htm

Benefits of Active Listening

- It forces 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 in 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 as a result 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: | Large group discussion followed by small group activity |
| Time: | 2 hours |

Instructions:

- Distribute and discuss the handouts, “Active Listening – Empathy,” “Ten Skills Associated with Empathy,” and “Listening Skills.”
- Divide into groups of three. Distribute and review the handout, “Listening Skills Exercise.”
- Have the small groups engage in the exercise.
- Debrief having each small group share experiences. Use the questions at the end of the handout as a guide for the large group discussion.

Extension/Independent Activities:

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

Active Listening – Empathy

Think about those friends, 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 almost 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.

A University of Maine 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 to either achieve agreement or change that 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 | 2. Responding to person's basic verbal message |
| 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 | 10. Giving the other time to think as well as to talk |

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:

Open questions: how? what? could? would?

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:

| | |
|----------------|----------------|
| 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 learn 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. Don't 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 change 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. Your 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 students 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*, or *60 Minutes* practicing active listening? How about your friends or your instructor?

Select two different examples in which people are talking and 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: | Large group discussion followed by small group skits |
| Time: | 60 minutes |

Instructions:

- Discuss with students the meaning of the term “body language.” Ask them to demonstrate appropriate body language for the following situations:
 - listening to a guest speaker
 - watching a movie
 - interviewing for a job
 - discussing a pay raise with their boss
- Distribute the handout, “Presenting a Positive Image.” Discuss each suggestion and give examples as needed.
- Divide the class into two groups. Ask one group to come up with a skit where appropriate body language is demonstrated.
- Ask the other group come up with a skit that demonstrates the opposite.
- Discuss specifics after each presentation, highlighting how important appropriate body language is in any situation.

Extension/Independent Activities:

- Distribute the handout, “Assertive Body Language Exercise.” In pairs, have students discuss their answers. Debrief the answers as a large group.
- Have students 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
- Invite a human resources representative as a guest speaker to talk about handshakes, eye contact, 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

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

Lesson—Understanding Your Personal Style

| | |
|----------------------------|--|
| Learning Objective: | To identify your own 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: | Large group discussion and small group activity |
| Time: | 45-60 minutes |

Instructions:

- In a large group ask, “What do we mean by personal style?” Encourage discussion by asking students to compare the styles of their favorite comedians or sports celebrities.
- Divide students into small groups of 2-4. Distribute the handout, “Understanding Your Personal Style.” Have students discuss and complete the handout.
- Debrief by asking students to share characteristics of their personal work style.

Extension/Independent Activities:

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

Personal Work Style Assessment

www.lebowco.com/downloads/Personal_WorkStyle_Assessment.pdf

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 discussion |
| Time: | 60 minutes |

Instructions:

- Brainstorm and record answers to the following questions:
 - What does diversity mean in the workplace?
 - What are the strengths in having a diverse workplace?
 - What are the challenges?
- Distribute and discuss the handout, “Valuing and Respecting Differences.”
- Lead a discussion about belief systems and how they are formed. Ask students to think about their belief systems and how they were formed. Ask them to think about 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.
- Distribute and discuss the handout, “Our Attitudes About Differences.”

Extension/Independent Activity:

- Use the three-page handout, “Dimensions of Diversity Activity,” to lead a discussion, and then have students individually write answers to the two questions. Then have students share answers in pairs.
- Distribute the handout, “Tips for Improving Relationships in a Diverse Workplace.” Ask students to write about a time in school, at work, or in the community that they used each of the three tips.
- Invite a guest speaker on diversity.

Valuing and Respecting Differences

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

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

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. The following 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 somebody else (third-hand).

Family/Association Influences

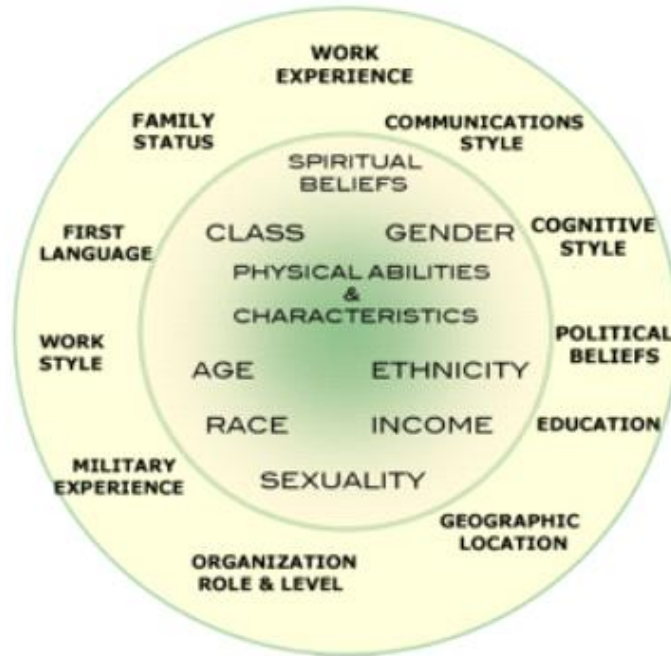
- Parents/grandparents
- Siblings
- Friends
- School/work associates
- Clubs, faith communities, etc.

Environmental Influences

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

Dimensions of Diversity Activity

DIMENSIONS of DIVERSITY



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

Dimensions of Diversity Activity (cont.)

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 more effectively value the diversity around us.

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

Tips for Improving Relationships in a Diverse Workplace

Communication

Utilize all aspects of effective communication, including words, body language, and eye contact. 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, consequences, vague |
| SCANS Competencies: | Thinking Skills: Problem Solving, Reasoning; Basic Skills: Speaking |
| Methodology: | Large group discussion, small group work, role-playing |
| Time: | 1- 2 hours |

Instructions:

- Give students a few minutes to think of a recent experience of someone giving them feedback/direction/criticism whether at school, work, home, or with friends. Then have a group discussion 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?
- Distribute the handout, “Tips for Giving and Receiving Feedback.” Review, noting discussion ideas and new ideas.

Extension/Independent Activity:

- Two options for the following activity using the handout, “What Would You Say?”
 - Option 1: Divide into small groups of 2-3. Distribute the handout and ask each group to write answers to the questions. Then each group reports out.
 - Option 2: Use the handout to conduct a role play. Choose two students. Give them the background/set-up for role play:

“The team leader enters the room with a booklet in her hand. The employee is waiting in a chair and looks up at the team leader with a startled look on her face.”

After the first role-play, ask 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 didn't follow.

- Lead 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.
Don't 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 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 can't 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.

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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?

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:

- Explain that we are going to explore what conflict is, our feelings about it, and how to respond to conflict in the workplace.
- Distribute the handout, “What are Your Feelings About Conflict?” Ask students to take some time to answer the questions. Note that the handout will not be collected.
- Debrief by asking if people saw patterns in their response to conflict and what they learned about themselves.
- Divide the class into two groups (if there are more than 20 students, break up activity to define the terms conflict and workplace).
 - Each group identifies a recorder and a reporter.
 - Each group has 20 minutes to create a working definition of either *conflict* or *the workplace*.
 - Each group should spend time brainstorming ideas before trying to write their working definition.
 - Each group should come up with as many ideas as possible about these terms.
 - Each group will have a chance to report out. Capture 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:

Basically, conflict exists when there is a disagreement between two or more parties. It may result in harm or good. It may involve many or a 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 at which people interact in the process of producing goods or services for an organizational purpose. Today’s workplace is very 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—through which work flows.”

Workplace Conflict

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

- Lead a discussion on the causes of conflict in the workplace. Record them and then note the three categories they fall into: interests, rights, and power. Distribute the handout, “Common Causes of Conflict in the Workplace.”

Extension/Independent Activities:

- Have students 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.
- Invite a human resources speaker to 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'm 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, such as assignments, evaluation, scheduling, promotion, and pay. Conflicts over interests occur among and between employees at all levels across the organization.

Rights

Today, workers enjoy a host of legally protected rights. These rights result from a variety of sources: statutes, 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

Many times, in the workplace, conflicts involve a test of power. Merely the 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: | Large group discussion and role plays |
| Time: | 60-90 minutes |

Instructions:

- Distribute and discuss the handout, “Tips for Resolving Conflicts with Others.”
- Have students role play two situations. For each situation, give each role player a copy of only their part.
- At the end of the role plays, distribute the complete handout, “Conflict Resolution Role Plays,” to all students.

Extension/Independent Activities:

- Invite a guest speaker to address how to resolve conflicts in the workplace.
- Have students 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 similar to the way s/he 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 Trey the “Back-Stabber”:

Trey is just as like his name suggests, determined to get ahead personally by “backstabbing” others. He gossips and spreads little tidbits about everything from your work habits to your personal life that are twisted versions of the truth or outright lies. To make matters worse, he smiles in your face and is friendly and open because he hopes you will reveal some useful material about yourself.

Role of person responding to Trey and the suggested solution:

Do not go to his level—spreading negative rumors—as revenge about him 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 too friendly and open with all the details of her private life, and she expects you to do the same. Even when you seem uncomfortable hearing about the last fight with her ex or what her doctor said, you wind up sitting in her office way too long, listening to a lot of unwanted information.

Role of the employee and suggested solution:

Recognize that you're not the one being inappropriate, and don't feel that you have to discuss any topics you feel are off limits. Don't encourage her to continue to share personal information by offering advice or asking for more information when she starts telling you 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 have to 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: | Large and small group discussion |
| Time: | 60 minutes |

Instructions:

- Note that most workplaces require employees to work on teams at one point or another.
- Lead a discussion using the following questions:
 - What kinds of teams might you work on in a workplace?
 - What size might they be?
 - Who might be on them?
 - What might a team be responsible for?
 - Why are teams important in a workplace? (Emphasize answers to this question.)
- Divide into small groups of 3-4 students. Distribute the handout, “Developing and Maintaining Good Working Relationships.” Ask each group to read the tips listed, add any of their own, and prioritize the ones they have found most useful at school, work, and in their family.
- Have each group report out any additions to the lists, and record these on the board.

Extension/Independent Activities:

- Ask students to make a list of all the things that cause them to “lose it” (their triggers). Create a strategy to prevent these triggers from causing them to lose their composure and you to lose your self-control.
- Ask students to spend some time thinking about the values and principles that they feel most strongly about. Write down the most important ones. Next to each one, ask them to 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?
- Consider the issues you are willing to stick to “no matter what.” Clarify for yourself what is and is not worth fighting for.

Developing and Maintaining Good Working Relationships

To Form New Relationships

- Introduce yourself so you know the person's name
- Say hello and be friendly
- 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

- Make every effort to get to know your co-workers as the individuals they are
- 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 loyal to your team or workgroup

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 : | flipchart paper, markers |
| Vocabulary: | adapt |
| SCANS Competencies: | Interpersonal: Participates as Member of a Team; Thinking: Reasoning; Basic Skills: Speaking |
| Methodology: | Small group activity followed by large group discussion |
| Time: | 45-60 minutes |

Instructions:

- Divide students into small groups and distribute large pieces of paper and markers. Ask each group to make a list of some of the things they will have to change (or have changed) once they start (started) a job. Ask them to list as many as they can in the time allotted.
- Have each group report out and post their list. As each group posts, circle the new items listed.
- Lead 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 has to go through changes in their job 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:

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

Financial Foundations for Success

Lesson—Making a Dream Collage

| | |
|----------------------------|--|
| Learning Objective: | To help students 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: | 1 hour |

Instructions:

- Lead a brainstorm and ask students to write down their answers, listing anything and everything, to the following questions (list the questions on the board):
 - Imagine your life as you would like to see it 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?
- Have students cut pictures, images, and words out of magazines to make a Dream Collage.
- Students can use the Dream Collage as a starting point to develop specific financial goals. Encourage them to display it in a place where they will see it daily.

Extension/Independent Activities:

- Have students write about their Dream Collage, identifying financial goals represented in the collage.
- Distribute the handout, “Writing About Financial Dreams,” and have students complete 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

...Many 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 in order 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: | Large group discussion followed by individual activity |
| Time: | 1-2 hours |

Instructions:

- Lead a discussion about why is it important to talk about money attitudes and values. The following 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
- Continue the discussion asking:
 - When you were growing up, what messages, values, and lessons did you learn about money?
 - How do those 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 etc.) affect how you think and feel about money?
- Distribute the handout, “Feelings and Values About Money.” Discuss the six examples and together fill in the columns for feelings, action taken, and alternative actions that could be taken given how the person is feeling. Note that there could be several alternative actions.
- Distribute the handout, “My Money Values.” Have students complete it individually. Then discuss as a large group. What did they discover?

Extension/Independent Activities:

- Have students write a paragraph describing what they think is useful about 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, some people may use money to change somebody else's feelings.

For example:

1. LaTonya is having problems at work and buys herself an expensive outfit to feel better.
2. Susan buys her wife, Jane, an expensive gift to make Jane forgive her.
3. Antionette 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. Lydia 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 they help them decide what to do with their money.

For example:

1. A girl is part of a family where the father makes all the decisions about money. She is never taught how to handle money. She grows up thinking men should be in charge of 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 spaces marked "Other." Cross out the ways of spending that are not important to you. Next, place a star next to spending that you feel you don't 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 the steps to develop one |
| Materials Needed: | Handout: “Budgeting Basics” |
| Vocabulary: | cash assistance |
| SCANS Competencies: | Basic Skills: Arithmetic/Mathematics; Thinking Skills: Problem Solving; Systems: Understands Systems |
| Methodology: | Large group and pairs discussion |
| Time: | 1 hour |

Instructions:

- Lead 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 program, 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.
- In pairs have students answer the question, “Why is budgeting important?” Have pairs report out and record answers on the board. 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 goalsAnd here are more specific responses:
 - So you have enough money to pay for all of your bills
 - So you can see where your spending leaks are
 - So you can measure changes in your habits over time
 - So you can make a 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
- Distribute and review the handout, “Budgeting Basics.”

Extension/Independent Activities:

- Check if your local Career Center has a workshop on budgeting and have students attend. Or invite a Career Center representative to speak to the class.

Budgeting Basics

There is no one perfect way to budget. What's 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 of your income and expenses for 1 month
2. Put all of the information from #1 in one place and analyze it
3. Make a 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 actually spent
5. Make adjustments to your plan, and keep making adjustments to build in goals, such as saving for education or an emergency fund

What does this actually look like in reality?

- Let's say you want to start budgeting, and the date is March 15.
- You would begin tracking all income and expenses on April 1 and continue for the entire month of April. It's just easier to do it month by month. You could spend the rest of March getting ready.
- At the end of April, you would enter all of your income and expenses into a worksheet.
- You would then analyze the worksheet and make a plan for May's income and expenses, based on how much you 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 of your income and expenses for May and enter that information into the worksheet.
- Then you would compare your plan for May with your actual income and expenses for May.
- Then you would make 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: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- Distribute and discuss the handouts, “The Envelope System” and “Tips for the Envelope System.”
- Ask students to share their own tips for keeping track of cash.

Extension/Independent Activities:

- Have students find an article on budgeting and give a small presentation to the class. Websites to explore for articles include:
www.daveramsey.com/
<http://frugalliving.about.com/>

The Envelope System

- This system is very 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's fine. A good budget is always evolving. Just make sure you are honest and consistent.
- You may have categories that don't work with the envelope system. That's OK. You can still use the system for the expense categories that do work for you.
- If you can't fill all of 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's say that you want to put \$100 in the food envelope, but you only have \$30 to put in there right now. Write down that you put in \$30 so you'll know you still have \$70 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
- Don't forget to budget for fun expenses. Otherwise, your budget will not be realistic
- When it's gone, it's gone. Once you've spent all the money in a given envelope, you're done spending for 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: | Large group discussion and individual work |
| Time: | 45 minutes |

Instructions:

- Distribute and discuss the handouts, “How to Budget” and “Tracking Income and Expenses.”

Extension/Individual Activities:

- Have students complete drafts of the handouts, “Personal Budget,” “Expense Worksheet,” and “Income Worksheet.”
- Have students 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 of 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 labeled *receipts*.
- For expenses that don't produce receipts (like bills), write down the amount and date of the expense on the expenses worksheet.
- Use your account statement(s).
- At the end of the month, add up and categorize all of your expenses under the *actual* column of the budget worksheet.

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 | | | Souveneirs | | |
| 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 | | | Student 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 students 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 that indicate how many beans are needed to "pay" for that item.

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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.

Resource:

Parker, L. H. (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 Bean Salary*. Financial Education Programs, Charleston, WV.
Retrieved October 26, 2008 from <http://www.wvtreasury.com>.

Distributed by:

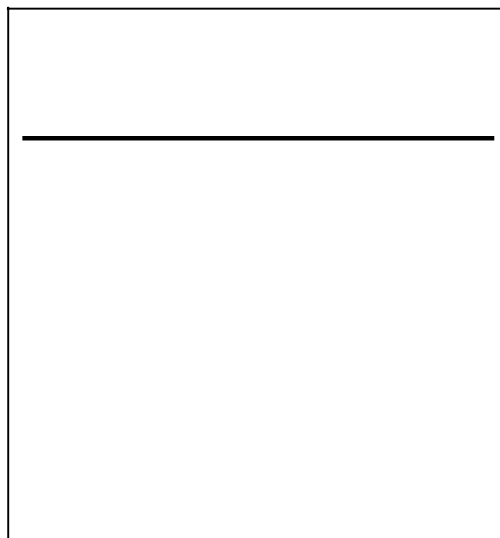
Utah State University Extension, Utah County
100 E Center St., L600, Provo, UT 84606
801-851-8460
<http://extension.usu.edu/utah>



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.





with Utilities

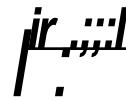


live with relatives sharing cost of utilities (no phone)

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

Gifts

Make your own

Purchase cards or small gifts occasionally

Purchase frequent gifts for family and friends

High-speed Internet

Savings

Change in piggy bank charities and religious groups

Five percent of income

Ten percent of income

Invest for retirement

Contribution to

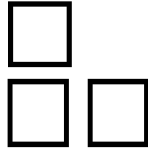
UtahStateUniversity

Furnishings

COOPERATIVE EXTENSION



No cost



Borrow from relatives or friends

Rent furniture or live

in furnished

apartment Buy at a

garage sale or thrift

shop

Buy new furniture



Gold Star denotes Required Category



Recreation



Hiking, walking, visiting friends or library

No cost

TV, snacks, picnics, driving around

Cable TV, sports and movies

Fishing, hunting, hobbies

CDs/music, books, DVDs

Concerts, vacations & spectator sports

Personal care

Basic products like soap, shampoo, toothpaste, make-up, etc.



Occasional professional haircuts, basic personal care products

Regular professional hairstyling, name brand personal care products



Clothing & Laundry

Clothing

Wear present wardrobe

No Cost

Use your sewing skills

Buy at a discount store, thrift shop, or used

Buy at a department store

Shop for designer clothes

Do laundry at parents

No Cost

Rent or purchase washer

or dryer
Use Laundromat; some dry cleaning

Transportation



Ride bus or join a carpool
Walk or bike

No cost

Buy fuel for family car

Buy used car and fuel

Buy new car and fuel

More choices

Books or other items purchased on installment plan

Newspaper and magazine subscriptions

New TV, DVD player or iPod



*

Gold Star denotes Required Category

A

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: | Large group discussion followed by individual and pairs work |
| Time: | 60-90 minutes |

Instructions:

- Review and discuss the handout, “S.M.A.R.T. Financial Goals.”
- Distribute the handout, “S.M.A.R.T. Financial Goal Chart,” and give students 15 minutes to begin filling in the chart.
- Then have students pair-up to share their charts and receive feedback on ideas for resources.

Extension/Independent Activities:

- Have students 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=gW1Ejgap7uU
- Have students revise their “S.M.A.R.T. Financial Goal Chart” and turn it in for feedback.
- Invite a guest speaker to talk 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 make them clear and then to stay committed to them.

Although it may sound corny, the **S.M.A.R.T.** framework can be extremely useful by asking the 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’ve gone and how far you have to go.
- “I want to save \$50 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 don’t 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: | Large group discussion and guest speaker |
| Time: | 30-90 minutes |

Instructions:

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

Extension/Independent Activity:

- Invite a guest speaker to talk about credit and debt. Give the speaker the list of questions generated by students.
- Have students apply for free credit reports from the three main credit reporting agencies at the following website:
www.annualcreditreport.com/cra/index.jsp

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, house, 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 activity summed up on one document.

Credit reporting agencies analyze all of 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 opens up 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 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: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- Brainstorm a list of all the different types of financial institutions people use. Record the list. Ask students to name the services provided and the differences among the institutions. What are some of the pros and cons?
- Distribute and discuss the handout, “Mainstream vs. Alternative Financial Institutions.”
- Generate a list of additional questions students have. Use that list as a guide for choosing a guest speaker.

Extension/Independent Activity:

- Arrange for a guest speaker from a local bank or credit union.
- Have students visit different banks to collect information on their rates and services. Have them 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 are able to 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 cashers 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 amount of the loan plus fees. The loans are due in two weeks. If the borrower doesn't show up to pay, the payday lender simply cashes the borrower's post-dated check. These loans are tightly regulated in Massachusetts, but not in other states.

Pawnshops

Pawnshops offer small, short-term loans using personal items as collateral. These loans are offered at very high interest rates.

Auto Title Lenders

These lenders are basically a variation of pawnbrokers in which the collateral is the borrower's car. Interest rates and fees are typically very high. The major danger with these loans is that failure to repay leads to loss of the borrower's car. These businesses are tightly regulated in Massachusetts, but not in other states.

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 pay typically 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

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: | Large group discussion |
| Time: | 30 minutes |

Instructions:

- Brainstorm and record all the ways to find jobs.
- Ask students which ones they think are most effective. For those who are working, ask which methods have worked best for them.
- Distribute and discuss the handout, “The Hidden Job Market.” Compare students’ answers and rankings to those of the diagram.

Extension/Independent Activities:

- Have students survey family and friends as to how they found jobs. Gather the information and develop a graph. Have students put the graph into an Excel spreadsheet.
- Have students visit the local Career Center to find out where it recommends looking for jobs and report back to the class.

The Hidden Job Market

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
- Your resume can be easily overlooked by a busy recruitment specialist
- 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

Research shows that the most successful job seekers tap into the Hidden Job Market.

What is the Hidden Job Market?

The unpublished jobs that are filled through informal networking and conversation between employers and potential job applicants. Take a look at the figure below, which describes the various ways that job seekers look for jobs. Which method is most successful?

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 11, 2018

The hidden job market is a term used to describe jobs that aren't posted online or advertised in any other way. 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. In fact, you might be more likely to score a job through the hidden job market than you are through regular channels. At least **60 percent** of all jobs are found through networking rather than traditional job searching.

Tap the Hidden Job Market Through Networking

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

as possible. Below are some tips on how to expand your network and learn about those hidden jobs:

- **Network traditionally.** If you aren't 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 of 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. Make time to swing by your neighbor's barbecue. You never know when you'll meet the person who knows the person who has 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? Don't worry – no one is suggesting you become the kind of bore who's always cramming your professional goals down everyone's throat. Just be on the lookout for opportunity, and don't 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 all of your social networks to reflect your new mission.** This can be tricky, of course, if you're still employed and hoping to move on. However, if you're 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. Below are a few more ways you can hear about unadvertised jobs:

- **Contact employers of interest.** If there are particular companies you are interested in working for, don't 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 don't 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 at 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's not listed on any job search site. Be willing to persevere, and the hidden job market might just produce the best job you've had so far.

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 : | Handouts: “Networking: Your Path to the Hidden Job Market,” “Identifying Your Network,” and “Networking Plan” |
| Vocabulary: | network, colleagues |
| SCANS Competencies: | Systems: Understands Systems, Improves or Designs Systems; Information: Organizes and Maintains Information |
| Methodology: | Large group discussion and individual work |
| Time: | 60 minutes |

Instructions:

- Distribute and discuss the handout, “Networking: Your Path to the Hidden Job Market.”
- Tell students they are going to have an opportunity to start identifying their own networks for a job search. Distribute the handout, “Identifying Your Network.” Review and give examples.
- Give students 10 minutes to begin filling in the grid.
- Ask students to share some of their network contacts and ideas for categories/places to find people with whom to network.
- Explain that the next step is to develop a plan for contacting people in their network.
- Distribute the handout, “Networking Plan.” Use an example of someone you have in your network, and show them how to fill in the grid. Ask for other examples from students.
- Brainstorm how students might reach out to someone they do not know well.

Extension/Independent Activities:

- Have students complete their network grid and develop a more thorough Networking Plan. Share Networking Plans in class, emphasizing what the student has to offer and how to “break through” to the contact.
- Have students develop a timeline for contacting the first person on their Networking Plan. Have them report back and then set timelines for the remaining contacts.
- Invite a speaker from the local Career Center to talk about how to network and opportunities for networking at Career Center 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 name 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: “Tipsheet for Completing an Application” |
| Vocabulary: | references |
| SCANS Competencies: | Basic Skills: Reading, Writing; Personal Qualities: Responsibility |
| Methodology: | Large group activity |
| Time: | 60 minutes |

Instructions:

- Ahead of time, collect a variety of paper job applications. Collect enough of one form for all students.
- Discuss that applying for a job frequently means being asked to fill out a job application form.
- Distribute a job application to each student. As a class, complete the application.
- Note 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.
- Distribute the handout, “Tip Sheet for Completing an Application.”

Extension/Independent Activities:

- Have students 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.
- Invite an employer to speak about how they review job applications and what they look for.

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. Don't 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 MASS HIRE (MassCIS) website, 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: | Large group presentation |
| 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. The MassHires website has developed a list of materials to gather to prepare for submitting an online application.

MassHire (MassCIS):

<https://masscis.intocareers.org/ViewHtmlWithNav.aspx?File=JS\JS410.htm>

This website contains information about what to prepare for with online job applications including education, work history, skills and abilities, references and possibly 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 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: | Large group discussion and individual work |
| Time: | 1 hour |

Instructions:

- Distribute both sample resumes and discuss the differences between the two.
- Ask students when it would be more beneficial to use one over the other.
- Using the sample resumes as a guide, have students develop their own resumes using the list of skills identified in the career readiness lessons.
- Have students type resumes on the computer and exchange with another student.
- Ask students to critique each other’s resumes to make constructive suggestions when needed.

Extension/Independent Activity:

- Have students attend a resume writing workshop at the local American Job Center.
- Have students write both types of resumes.
- Review the various resume styles at this website:
<https://masscis.intocareers.org/ViewHtmlWithNav.aspx?File=JS/JS420.htm>
- Have students choose a job for which they would like to apply and tailor their resume to better fit the job.

BASIC RESUME WRITING RULES

1. **Make it your own –**

You can get someone to help you, but you need to write it yourself.

2. **Make sure it looks good –**

Clean, clear, well typed.

3. **No errors!**

Have someone proofread it for grammar and spelling mistakes.

4. **No lies –**

Don't include jobs you didn't hold or degrees you haven't earned.

5. **Be brief –**

One page is plenty.

6. **Be positive—**

Emphasize your accomplishments.

7. **Be specific –**

DON'T SAY "I'm a good typist"; SAY "I type 60 words a minute."

Sample Chronological Resume

Judith James
115 South Hawthorne Avenue
Tampa, Florida 33601

Home: (101) 555-9217
Message: (101) 555-7608

Position Desired

Seeking position requiring clerical skills in an office environment. Position could require a variety of tasks including word processing and customer contact.

Education and Training

Acme Vocational School, Temple Terrace, Florida. Completed one-year program in Secretarial and Office Management. Courses: word processing, time management, customer rights, and others.

John Adams Adult High School, Tampa, Florida. Graduated with emphasis on workforce skills and academic classes.

Experience

- | | |
|-----------|--|
| 2015-2017 | Enrolled in vocational school to learn new skills. Learned to operate word processing equipment and gained knowledge of computers. |
| 2014-2015 | Assistant Manager, Claire's Boutique, Orlando, Florida. Managed sales, inventory, and related tasks. Closed store on weekends. |
| 2012-2014 | 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

Krista Ann Brown

111 South St., #101, Baltimore, MD 49706

mabrown@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 pericare, 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

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:

- Discuss that a job card file is a good way to record specific job leads, requirements, employer names, interview information, and personal notes.
- Discuss and list on the board what information students might like to record after contacting someone in their network or being interviewed for a job.
- Distribute sample job card entries.
- Distribute index cards and allow students time to record information from a recent connection with a network contact, a job application they submitted, or an interview they had.
- Ask students to share and provide helpful comments as needed.
- Encourage students to use a job card file and periodically update activity as they apply and interview for jobs.

Extension/Independent Activities:

- Have students ask people from their network for other suggestions on how to record job search activities.
- Have students visit the local Career Center and find other forms for recording job search activities. Share these with the class.

Sample Job Card Entries

Today is March 21, 2018 Yesterday I spoke with the manager of Harvey's Dairy Company. She seems really nice. Her name was Mrs. Shirley DuBose. 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 4:00 a.m. every morning to milk the cows and feed them. For three hours of work each day, I would get \$50. I am really interested in this job.

Today is Tuesday, June 15, 2018. Last Friday I met with Dr. Robert Palmer, who was interviewing for an office receptionist. 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 don't hear from him, I will call back the following Tuesday.

Today is August 12, 2018. I just finished interviewing with the principal of the school for a teacher aide position. The pay is \$500 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 possible 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 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: | Large group discussion and role plays |
| Time: | 60 minutes |

Instructions:

- Distribute the handout, “Telephone Etiquette,” and discuss with students.
- Bring in telephones or have students use cell phones to practice a phone conversation, paying attention to the correct telephone etiquette.
- Divide the class into two groups and develop skits that exhibit proper phone etiquette and skits that do not.
- Discuss why using the proper phone etiquette makes a better first impression.

Extension/Independent Activities:

- Have students 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.
- Have students 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 a paper and pencil ready so you can write down important information.
- Ask for the person who can truly help you. Don't 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 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 in a computer lab |
| Time: | 45-60 minutes |

Instructions:

- Explore the following websites with students to learn how to identify job openings. It is essential that you preview the websites so you are familiar with how to navigate them.
 - MASSHIRE Career Information System
<https://portal.masscis.intocareers.org/>
 - Identify local employers with websites listing job openings
- Using the handout, “Job Search on the Internet,” choose one job opening identified, and complete the handout together as a class.

Extension/Independent Activities:

- Have students visit the local Career Center and using their computers, identify two other job openings, and have them complete a handout for each.
- Identify if the local Career Center offers a workshop on performing a job search on the Internet, and arrange for your class to attend or have a staff person come and deliver the workshop in the program computer lab.

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. _____

What education and/or training is needed?

List any working conditions noted for this job. For example, does it require working outside or indoors, or evening and weekend work?

How do you apply?

Application (paper) Application (online) Send resume

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 |
| SCANS Competencies: | Thinking Skills: Problem Solving and Decision Making; Information: Acquires and Evaluates Information |
| Methodology: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- 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?
- Distribute the handout, “Preparing for an Interview.” Discuss the overlap with the group’s list and the handout. Identify new items.
- Is there anything else they would add?
- Review the section on demonstrating communication skills. Are there other skills they can identify?

Extension/Independent Activities:

- Have students 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, lining up child care, and arranging for a ride or finding a bus route.

Preparing for the Interview

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 isn't just evaluating WHAT you say, but also HOW you say it. She's 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 clothing the night before. You don't want to figure out what to wear on the day of the interview.
3. Make sure your outfit is clean and neatly pressed. Take care of other tasks the night before (polishing shoes, nails, etc.)
4. Gather all of the important materials that you will need—put them in a folder or portfolio. Place them where you won't 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.

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 |
| SCANS Competencies: | Basic Skills: Reading and Writing; Thinking Skills: Reasoning |
| Methodology: | Small group activity and individual work |
| Time: | 90 minutes |

Instructions:

- In small groups, ask students to brainstorm a list of questions that have actually 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.
- Distribute the handout, “Anticipating Interview Questions.” Review and discuss.

Extension/Independent Activities:

- Have students write their answers on the handout, “Anticipating Interview Questions.” Then discuss as a class, and provide an opportunity for students to brainstorm answers to the most difficult questions.

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 for 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; don’t 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 and individual activities |
| Time: | 1-2 hours |

Instructions:

- Divide students into small groups. Ask half the groups to develop and practice an interview demonstrating appropriate behaviors. Ask the other groups to develop and simulate an interview demonstrating the wrong behaviors.
- Videotape groups as they perform. Replay the tape, noting specific behaviors and the importance of positive first impressions.

Extension/Independent Activities:

- Have students use the “Mock Interview Evaluation Form” to rate the two groups.
- Invite other teachers or staff into the classroom to do mock interviews with students. Have interviewers complete a “Mock Interview Evaluation Form” for each student. Students can also complete an evaluation form based on their own self-assessment. This can be compared to the interviewer’s evaluation.
- Invite employers or human resource representatives in to do 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: | Large group discussion, individual and pairs work |
| Time: | 60 minutes |

Instructions:

- Lead a large group discussion of 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.
- Have students write a thank you letter and share in pairs for feedback and input. Display sample thank you letters as a reference for students who may be having trouble writing their own.

Extension/Independent Activities:

- Have students visit the local Career Center and attend a workshop on how to follow up after an interview. Ask students to write a summary of the advice and share it with the class.
- Have students 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 about 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: | Large group discussion and small group activity |
| Time: | 1 hour |

Instructions:

- Distribute the handout, “Timekeeping Practices” and discuss with students.
- Divide students into small groups and have them complete the timekeeping exercise.
- Have each group report their results.

Extension/Independent Activities:

- Collect examples of timecards and timesheets and review them together in the class. Or, have students bring in examples from places they work or have worked.
- Invite an employer to talk about the importance of getting to work on time, taking breaks and lunch in a timely manner, and how they track employees’ hours.
- Prepare mock timesheets and have students 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 of time 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 very 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

Student _____ 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 discussion |
| Time: | 1 hour |

Instructions:

- Distribute the handout, “Wages, Deductions, Benefits, and Taxes,” and ask students to select a partner to work with.
- Allow time for students to discuss and complete the worksheet.
- Go over answers and discuss any questions students may have.
- Distribute and review the handout, “Reading a Pay Stub.”

Extension/Independent Activities:

- Ask someone from your agency payroll or human resources department to speak to the students about wages, deductions, benefits, and taxes.
- Collect 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

Student _____ 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

| Garcia P. Juan | | Period Ending 02/04/18 | | |
|--|---------------|------------------------|----------------|-----------------|
| Rate | Overtime Rate | Regular Hours | Overtime Hours | GROSS PAY |
| 12.00 | | 80 | | 960.00 |
| Wellness Center 295 20 th Ave. Healthville, USA | | 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's 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: | Large group discussion |
| Time: | 45 minutes |

Instructions:

- Brainstorm and record what you need to know for the first day of a job. Discuss where you could find the information.
- Distribute the handout, “Getting Ready to Start a New Job.” Compare those questions to the one generated by the class. Have students who are working or who have worked discuss how they help new employees on the first day.

Extension/Independent Activities:

- Invite a human resources guest speaker to discuss how to prepare for the first day on a job.
- Have students do an informational interview with an employer to learn what a new employee needs to know.
- Have students 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>

Have students 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. Call the personnel coordinator and get the appropriate information.

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)

___ Medical records (physical, doctor's authorization to work)

What special equipment do I need? _____

What do people usually do for lunch? _____

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—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: | Pairs work and then large group discussion |
| Time: | 45-60 minutes |

Instructions:

- Distribute the handout, “Job Situations.” Divide into pairs.
- Ask students to choose one of the scenarios and discuss how they would deal with feelings of fear, uncertainty, excitement, and wanting to do well at work.
- Address positive and negative ways to express those feelings.
- Have each pair report out and have others add ideas as needed.

Extension/Independent Activities:

- Have students write up responses to each of the scenarios and share with the class.
- Have students role-play best/worst ways to handle each scenario.

Job Situations

You have only been on 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 large 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 don't 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 didn't 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 isn't 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 don't want to look stupid, but you don't 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. You just started two months ago.

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

MASSCAP Job Readiness Training Project: Curriculum Guide

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