

SECOND EDITION



*Empower **YOUR** future:*

CAREER READINESS CURRICULUM GUIDE

table of contents

Empower Your Future is comprised of five domains: **Beginning Your Journey, Know Yourself, Exploring Careers, Strategies for Success** and **What's Next**. Each domain includes comprehensive lesson plans that contain a variety of lessons and activities. The Guide supports and is aligned with the Massachusetts Career Development Benchmarks.

Empower Your Future Overview.....i	Unit 4: Strategies for Success
Using the Guide.....iii	<i>Part I: Job Readiness</i>
Ice-Breakers/Team-Building	Topic 1: Motivation and Initiative.....146
Activities Resources.....iv	Topic 2: Workplace Safety.....151
Unit 1: Beginning Your Journey,	Topic 3: Technology Etiquette
Career Readiness Orientation	in the Workplace.....164
Topic 1: Orientation and Professionalism.....1	Topic 4: New Employee Payroll Process
Topic 2: Know Yourself.....8	and Your Paycheck.....170
Topic 3: Possible Selves —	Topic 5: Time Management.....173
Breaking Out of the Box.....23	Topic 6: Positive Working Relationships.....179
Topic 4: How Beliefs/Attitude	<i>Part II: Obtaining and Retaining Work</i>
Affect Decisions.....32	Topic 1: Job Searching.....197
Topic 5: Communication Skills.....42	Topic 2: Job Applications and Inquiries.....202
Topic 6: Interpersonal Skills.....50	Topic 3: Resume.....211
Topic 7: Exploring Careers.....63	Topic 4: Job Interviews.....223
Topic 8: Goal Setting/Success.....67	Topic 5: Cover and Thank You Letters.....233
Topic 9: Moving Forward.....74	Topic 6: Building a Network/References.....242
Unit 2: Know Yourself	Topic 7: Job Retention.....247
Topic 1: Positive Identity.....84	Topic 8: Job Advancement.....259
Topic 2: Occupational Interests.....95	Unit 5: What's Next
Topic 3: Work Values.....102	Topic 1: Success at Work: Tips for Your
Topic 4: Short-Term Goal Setting.....106	First Days at a New Job.....266
Topic 5: Highlighting Your Strengths —	Topic 2: Coping.....270
Creating an Elevator Speech.....110	Topic 3: Community Resources.....275
Unit 3: Exploring Careers	Topic 4: Personal Finance and Budgeting.....278
Topic 1: Individual and Transferable Skills.....116	Topic 5: Long-Term Goal Setting.....298
Topic 2: Career Search.....121	
Topic 3: Education and Training.....125	
Topic 4: Exploring Careers through Informational	
Interviews and Job Shadows.....135	
Topic 5: Internships.....139	

Empower Your Future Overview: Career Readiness Curriculum Guide

Commonwealth Corporation is pleased to publish this edition of
Empower Your Future: Career Readiness Curriculum Guide.

Empower Your Future is a life skills, career development and employability curriculum guide developed for use by program staff taking part in the Bridging the Opportunity Gap Initiative funded by the Massachusetts Department of Youth Services (DYS). Commonwealth Corporation, in collaboration with DHS, is excited about expanding the reach of this Guide for use by public schools, agencies, non-profits and organizations who are committed to enhancing education, employment and positive outcomes for youth across the Commonwealth.

Introduction

Commonwealth Corporation, the state's quasi-public workforce development agency, in partnership with the Massachusetts Department of Youth Services, has collaborated with youth-serving agencies and organizations to produce this Guide and address the career readiness and employability needs of youth and young adults across the state. To support young people's successful transition to work and career, the Guide was developed to take into account a variety of learning styles, to be interactive and engaging to youth and to be delivered in a "hands-on" manner. The material covered in the Guide is based on a positive youth development model that is asset-based, culturally responsive, and focused on the essential work and life skills necessary for personal and family self-sufficiency.

The Guide contains units on several important aspects of work readiness including self assessment, exploring careers and the nuts and bolts of getting and keeping jobs like resume writing, completing job applications, interacting with co-workers and taking initiative. With a consistent focus on positive identity, the activities in the guide reinforce both social-emotional and employability skills to support personal and professional achievement for young people.

The Guide can be used in both short-term and longer-term youth employment programs. Guide users can follow the units sequentially or adapt sections to develop a customized scope and sequence of activities and work-readiness projects. In addition to the four main units, there is an introductory work-readiness module that can be developed into a pre-placement component or a stand-alone course in short-term work and learning programs such as summer employment initiatives.

An optional portfolio component is built into many of the units. Young people could complete the training contained in this Guide with a career portfolio (hard and electronic version) serving as a concrete product to share with prospective employers, community service organizations or education-related organizations. The portfolio could include:

- A resume
- Cover letters
- Sample thank-you note
- Copies of certifications and/or training certificates
- Reference letters (preferably from employers and program staff)
- Vocational competencies earned (if applicable)
- Writing sample
- A completed job application
- A sample employment email inquiry

Using the Guide

This guide offers a variety of activities, games, and discussion questions to help young people discover new information and practice new skills in relationship to their job and career development. The Guide provides a set of curriculum units that focus on an interactive and participatory approach to facilitating this curriculum. Through your interactions with participating youth, you will be able to help youth make connections to what they already know, and find ways to make the information relevant to their lives.

The intent of the Guide is to help direct service staff in community based programs shape a fun and energetic learning environment for youth. Keep in mind that it's important to be flexible and not feel like you need to get through every last activity in the Guide. You can always make adjustments to the curriculum and the young people themselves will help guide the pace and direction of many discussions.

Unit One

This guide is organized into five units. The first unit was created as an optional two-week (30-hour) initial training for young people to complete as an introduction to subsidized employment or private sector placements. It is one way to get to know young people, understand where they are at on their professional journey and provide basic personal and professional development training to ensure they are properly prepared for their upcoming work experience. We understand that not all programs have the capacity to provide a 30-hour training for their young people, so we encourage you to choose the pieces of the training that are most relevant and could have the greatest impact on your program participants.

Units Two-Five

The other four units are all organized in a similar way. At the beginning of each unit, you will find a variety of quotes that can be mixed and matched with the various sessions included in the session. The quotes can be used in the introduction to the day or at the end of the day as a way to reflect on the session's learning. The sessions can be mixed and matched depending on your program and the young people in your program.

The professional development training component of your program does not have to end when employment opportunities begin. Some sites have had great success infusing the professional development training throughout their program to continue to support young people as they progress through the program.

Ice Breakers/Team-Building Activities Resources

<http://wilderdom.com/games/>

<http://www.icebreakers.ws/>

<http://www.ultimatecampresource.com/site/camp-activities/ice-breakers.html>

http://www.teampedia.net/wiki/index.php?title=Main_Page

<http://dsa.csupomona.edu/osl/studentmanual/team.asp>

<http://www.businessballs.com/teambuildinggames.htm>

http://www.teachmeteamwork.com/teachmeteamwork/master_games_list/

<http://www.ag.ohio-state.edu/~bdg/communication.html>

<http://www.campus.org/resources/files/Icebreakers.pdf>



BEGINNING YOUR JOURNEY



table of contents

Unit 1: Beginning Your Journey, Career Readiness Orientation

Topic 1: Orientation and Professionalism	1
Topic 2: Know Yourself	8
Topic 3: Possible Selves — Breaking Out of the Box	23
Topic 4: How Beliefs/Attitude Affect Decisions	32
Topic 5: Communication Skills	42
Topic 6: Interpersonal Skills	50
Topic 7: Exploring Careers	63
Topic 8: Goal Setting/Success	67
Topic 9: Moving Forward	74

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 1: ORIENTATION AND PROFESSIONALISM

Topic OBJECTIVES: The learner will:

- Understand the program expectations and policies
- Get to know the other program participants
- Better understand professionalism

Topic OUTCOMES: The learner will:

- Help to create the program Ground Rules
- Identify his/her expectations
- Make commitments for the next two weeks
- Participate in role plays to practice professionalism

Topic ACTIVITIES:

I. Welcome and Introductions

Opening Question:

- What is your greatest strength?
- What does it mean to be professional?
- What is one thing you hope to learn today (or in this program)?
- What is the ideal job (or career) for you?
- What are three words you would use to describe yourself?

Opening Quote:

- "Our greatest glory is not in never falling but in rising every time we fall."
~ *Confucius* (Eastern thinker and social philosopher)
- "If your actions inspire others to dream more, learn more, do more and become more, you are a leader."
~ *John Quincy Adams* (US president)
- "Our lives improve only when we take chances — and the first and most difficult risk we can take is to be honest with ourselves."
~ *Walter Anderson* (author)
- "From success to failure is one step, from failure to success is a long road."
~ *Yiddish Proverb*
- "Opportunity may knock only once, but temptation leans on the doorbell."
~ *Anonymous*

II. Expectations for Training

- It is important to clearly communicate expectations to program participants and to give them an opportunity to think about and communicate their expectations.
- Creating a program contract is a great way to outline program expectations, policies and consequences.

Suggested Program Expectations:

- Coming Every Day on Time
 - Being Open to Learning
 - Honest Participation and Reflection
 - Respect
 - Professionalism (longer discussion of what that means will take place later in the session)
 - Willingness to Make Mistakes
- Participants should then be given some time to think about, write down, and share their expectations with the group. While participants are sharing their expectations, facilitators should:
 - Take notes
 - After listening to all of the expectations, be honest and direct if the expectation will not be met in the program (for example — guarantee of a private sector job)
 - Post all expectations and try to make sure to meet expectations
 - *Expectations will probably not be the same for all participants — they might want to get different things out of the training — that is okay*

III. Ground Rules

- These can be based on expectations, but must be agreed upon by everyone.
- Ask for suggestions and write them on flipchart paper — usually the young people will say everything that is important, but if they miss something that you think is important, ask them if you can add it to the list.
- Before you finalize the ground rules, ask if everyone can agree to the entire list. If there are some things on the list that some people cannot agree to, make sure you have a conversation and create a list to which everyone can agree before moving on.
- Have everyone initial or sign the ground rules to signify agreement.

IV. Get-to-Know-Each-Other Activities

1. Two Truths and a Lie

Supplies: Paper and pen or pencil for each participant

Directions:

- Ask everyone to write three things about herself/himself on a piece of paper — two things should be true, and one should be false (but not too crazy — something that could be true for someone in the room).
- Collect all of the papers, shuffle them and read them one at a time.
- After you read the three statements, the group has to guess: who wrote them and which statement is false.
- At the end of the exercise, ask what people learned about each other — you could have candy or some other small reward for paying attention and participating to reinforce focus, participation and remembering — key work skills.

2. Blanket Name Game

Supplies: Blanket, tarp or dark sheet that you cannot see through

Directions:

- Create two teams.
- Have the two teams go to opposite sides of the room and sit down.
- Explain the game:
 - The goal is to get everyone on your team.
 - Each team will choose one person to be 'it' for the round.
 - The 'it' people have to kneel close to the blanket.
 - The facilitator(s) will drop the blanket when the two 'it' people are ready.
 - As soon as the blanket drops, the 'it' people have to try to say each other's name.
 - Whoever says the other person's correct name first takes that person back to their team.
 - Play continues until everyone ends up on one side or people are tired of playing.
- At the end of the game, try to see if anyone can remember everyone's name — candy or other small reward might encourage participation.

3. Group Up

Supplies: Questions

Directions:

- Let participants know you are going to ask questions and you want them to 'group up' with other people in the room who would answer the question in the same way as you.
- Depending on the question, give participants a chance to discuss their answers in the small group or with the large group.
- **Sample Questions:**
 - What is your favorite season?
 - What is your favorite kind of food?
 - If you could travel to another country, where would you go?
 - What is your favorite sport?
 - Would you rather watch TV, play video games or listen to music?
 - What is your favorite school subject?
 - What do you like better,, ice cream or cake?
 - If you could only eat one thing for lunch for the rest of your life, would you choose pizza, chicken, burgers, or subs?
 - What do you think is the best thing about your community?

4. Candy

Supplies: Candy

Directions:

- Put a bunch of wrapped candies in a bowl. (Starbursts, Hershey's Kisses, and Mini Candy Bars work well, but you can use anything).
- Pass the candy around and ask participants to take a handful. Instruct them not to eat any of the candy yet.
- For each piece of candy the person takes, he or she has to share something about himself/herself.

5. Similarities and Differences

Supplies: Handout: “Similarities and Differences,” pens/pencils

Directions:

- Have participants walk around, meeting each other — for each person they ‘meet’, they need to find something they have in common (both like pizza) and one thing that is different (plays basketball/plays football) and fill out all three columns on their sheet.
- At the end, ask people to share some of the things they discovered. Did anything surprise them? How hard was it to find things they had in common with the other participants?

6. Warp Speed

Supplies: Four balls (tennis balls, stress balls), stopwatch

Directions:

- Have everyone get in a circle.
- Give one ball to one person.
- Tell them to choose someone to throw the ball to — say that person’s name to make sure they are ready and throw the ball. That person chooses someone else to throw the ball to, says that person’s name and throws the ball. This continues until all of the participants have gotten the ball once and it is thrown back to the first person.
- After the pattern has been established and the group is ready for the next challenge — add the other balls.
- When they successfully get all four balls around to everyone in the correct order, tell them you are now going to time them.
- After you time them once, let them know that they have four more tries to decrease the time it takes to get all four balls back to the first person.
 - *At this point, they can move any way they want to be more efficient.*
- Possible Discussion Questions:
 - What was your first strategy to go faster? Did it work?
 - How did you decide what to do?
 - Did someone take the lead? If yes, who? Was everyone else okay with that?
 - How did the group communicate?
 - Did anyone have an idea that they did not get a chance to share? Did you try to share your idea? If not, why not? If so, why do you think people did not listen?
 - Did anyone get frustrated? If so, how did you handle your frustration?
 - What other strategies did you try? Which strategy worked best?
 - Did people change positions in the circle?
 - Did the group pass all of the balls at once?
 - Looking back, is there another strategy that might have worked better?
 - How could the lessons from this activity be applied to a work situation?

V. Professionalism

- One of the expectations is ‘Be Professional’ — but what does that mean? What do ‘professional’ people do?
- Use the article Are You a Professional? <http://www.tipsforsuccess.org/professionalism.htm>

Discussion:

- Do you agree with this article? Why or why not?
- Which three statements describe you? Which three do you want to focus on? Which three are most important to you?
- Practice Professionalism through role-plays. Have the young people do the role-plays twice, handling the situation unprofessionally and then professionally.

Role Play Ideas:

1. You are waiting for the bus to go to an interview, but it is already 10 minutes late and you still don't see it. If it does not get here in the next five minutes, you will be late for your interview.
 2. One of your supervisors at Stop & Shop is always giving you the worst jobs — cleaning up spills, getting the carts when it is raining — and you are tired of it. You decide to talk to your supervisor about it.
 3. You have been doing a great job at work. You just earned a \$.50/hour raise and you also have some new responsibilities, but you are not sure how to do one of the new tasks. You don't want to lose your raise.
 4. You are working at the ticket counter of a movie theater. Someone comes over to you to complain about the dirty bathroom.
 5. Your new boss asks for your e-mail address so she can send you the weekly employee announcements; the only e-mail address you have is: uknowuwantme@gmail.com
 6. Your drawer is \$20 short at the end of your shift and you have no idea why.
 7. Three of your friends ask you to buy them some sneakers with your employee discount at your new job; they all wear different size shoes.
 8. You are working at Dunkin' Donuts when one of your customers comes back and complains that you messed up their order. They demand their money back.
 9. Two weeks ago you told your supervisor that you were going to be away this upcoming weekend. You just checked this week's schedule and you are scheduled for Friday afternoon and Sunday morning.
 10. You had a great interview for a summer job that you really want. You thought it went really well, especially because they called your references who told you they spoke very highly of you. However, it has been a week and you have not heard back about the job. You decide to call to check in about your application. You speak to the person who interviewed you and he tells you that they hired someone else for the position. You are disappointed because you really thought you were going to get the job. You ask him if he could tell you why. He tells you that he is not supposed to, but since he liked you when you came in, he will tell you. He explains that his supervisor called you to let you know that you had the job, but when she heard your cell phone message, she changed her mind.
- Discuss the situations after the role-plays to see if there are other 'professional' ways to deal with the various situations.

VI. Create Three Commitments for the Next Two Weeks

Possible Commitments:

- I commit to being here on time every day
- I commit to learning at least one new thing in each training
- I commit to participating and contributing every day
- I commit to being open to listening to other people
- I commit to completing the training
- I commit to having fun
- I commit to paying attention to my 'triggers' — the things that upset me

VII. Evaluate the Day (Plus/Delta)

- Ask participants for feedback on the training session.
 - Plus = what went well
 - Delta = what would have made it better

Real-World Application: Pay attention to how 'professional' people are when you come in contact with them while they are at work — for example: bus driver, store clerk, teacher, security guard, etc. Who do you think will get promoted? Get a raise? Reach their goals? Why?

Are You a Professional?

How you look, talk, write, act and work determines whether you are a professional or an amateur. Society does not emphasize the importance of professionalism, so people tend to believe that amateur work is normal. Many businesses accept less-than-good results.

Schools graduate students who cannot read. You can miss 15% of the driving-test answers and still get a driver's license. "Just getting by" is an attitude many people accept. But it is the attitude of amateurs.

- A professional learns every aspect of the job. An amateur skips the learning process whenever possible.
- A professional carefully discovers what is needed and wanted. An amateur assumes what others need and want.
- A professional looks, speaks and dresses like a professional. An amateur is sloppy in appearance and speech.
- A professional keeps his or her work area clean and orderly. An amateur has a messy, confused or dirty work area.
- A professional is focused and clear-headed. An amateur is confused and distracted.
- A professional does not let mistakes slide by. An amateur ignores or hides mistakes.
- A professional jumps into difficult assignments. An amateur tries to get out of difficult work.
- A professional completes projects as soon as possible. An amateur is surrounded by unfinished work piled on top of unfinished work.
- A professional remains level-headed and optimistic. An amateur gets upset and assumes the worst.
- A professional handles money and accounts very carefully. An amateur is sloppy with money or accounts.
- A professional faces up to other people's upsets and problems. An amateur avoids others' problems.
- A professional uses higher emotional tones: enthusiasm, cheerfulness, interest, contentment. An amateur uses lower emotional tones: anger, hostility, resentment, fear, victim.
- A professional persists until the objective is achieved. An amateur gives up at the first opportunity.
- A professional produces more than expected. An amateur produces just enough to get by.
- A professional produces a high-quality product or service. An amateur produces a medium-to-low quality product or service.
- A professional earns high pay. An amateur earns low pay and feels it's unfair.
- A professional has a promising future. An amateur has an uncertain future.
- The first step to making yourself a professional is to decide you ARE a professional...
Are you a professional?

Similarities and Differences

NAME	SIMILAR	DIFFERENT

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 2: KNOW YOURSELF

Part 1

Topic OBJECTIVES: The learner will:

- Discover that self-knowledge is a journey
- Understand himself/herself better through experiences, assessments, reflection and feedback
- Identify his/her strengths/positive characteristics

Topic OUTCOMES: The learner will:

- Complete a written I am...
- Complete a series of assessments to understand herself/himself better
- Participate in activities to understand herself/himself better
- Create Positive Identity Circles

Topic ACTIVITIES:

I. Welcome to the Day

Opening Question:

- What are three words you would use to describe your personality?
- What are two of your strengths (or talents or skills)?
- If you could only save three of your belongings, what would you save?

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Pig Personalities Activity (directions included)

- Just for fun — please don't take it too seriously, but think if any of it might apply, if your drawing 'describes' your personality.

III. Quotes and Discussion about Self-Knowledge (some quotes are included)

- Spread a variety of quotes out around the room — hang them on the walls or spread them around on tables/chairs/desks.
- Ask each participant to choose 1 or 2 quotes that they connect with in some way and have them write or draw what the quote means to them. (facilitators should also choose quotes)
- Have all participants share the quote they chose, why they chose it — and ask other people what they think about the quote — what it means to them.
- Listen to the young people — this is a real chance to get a sense of where they are at right now.

IV. Writing: I am...

- Give everyone ten minutes to fill out the writing prompt ‘I am...’ (Facilitators should participate as well)
- Encourage participants to keep writing, even if they don’t know what to write
- Let them know that they do not need to share what they write, but they will have an opportunity to share if they choose to. (As a facilitator, you should be willing to share at least part of what you write as an example)

V. Brainstorming: How do people learn about themselves?

Some ideas:

- Self-reflection
- Feedback from people we trust
- Assessment tools
- Trying new experiences
- Challenging times/good times

After the brainstorm, discuss the different ideas that people generate. If no one has mentioned assessment tools, explain what assessments are and that a variety of assessments will be used in this program to get to know ourselves better.

VI. Assessments

Two assessments that will be completed in this session have to do with personality and skills.

- Personality – Kersey Temperament Sorter <http://www.keirseych.com/sorter/register.aspx>
OR
Jung Test Results – Word Choice Test
http://similarminds.com/jung_word_pair.html
OR
Jung Short Test
<http://similarminds.com/jung.html>
- Explore Personality results – print out the detailed description for your type
<http://www.personalitypage.com/high-level.html>
- Skills
Mass CIS SKILLS <http://masscis.intocareers.org/skills/skills.aspx>
OR <http://www.acinet.org/acinet/Skills/default.aspx>
(scroll down and select start with your skills profile and click on continue)

VII. Activity: Quick Paper Tower Icebreaker

Supplies: copy paper

Directions: Issue a single sheet of paper to each group member (or one sheet per team if the exercise is to be played as a team game). Using the sheet of paper only — no other materials — construct the tallest free-standing structure in 5 minutes.

Points to review:

- Planning and timing — who planned and who ran out of time?
- Pressure — what were the effects on people and performance from the pressure of time?
- Innovation — what innovative ideas were devised?
- Risk — what observations could be made about high-risk and low-risk methods/approaches?
- Learning — would each team/individual be able to improve their result in a second attempt? (Almost certainly.) Discuss how and why, and the value of experience.
- Best practice — if the whole group were to be given the task to build a single tower, what ideas would be combined, and what does this tell us about the power of collective ideas?
- Skills — what skills were found to be crucial for best performance of the task, and could you have guessed what these vital skills would be before the exercise, or did they only become apparent after actually attempting the task? And what does this tell us about the identification of skills (to be developed/taught) for a given task?
- (If played as a team game) What were the opportunities and challenges in enabling the team to perform the task effectively? Consider and suggest a process which would enable an effective team approach to the task: What elements and principles from this are transferable to normal operations and team-working?
- Process improvement — what single tool or additional material (no larger than the width of the paper sheet) would achieve the greatest improvement to the result?
 - *Incidentally, the best technical approach to this task almost certainly requires the construction and use of connectable rolled tubular or triangular telescopic sections made from lengthwise strips of the sheet. Using this technique, it is possible to make a tower at least three times higher than the length of the sheet*
 - *The exercise can be adapted to suit your situation; for example, giving group members 15 minutes for the task and issuing an extra practice sheet of paper will increase the depth and complexity of the task and the review.*

Adapted from: <http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>

VIII. Reflection of the Day (write/share with small group)

- Three new things you learned about yourself today — or three new strengths you realize you have after today's session

Real-World Application: Ask 5-10 people (friends, family members, case worker, teachers, etc) to share 3-5 of the positive characteristics that they see in you.

Pig Personalities

Directions: *Tell participants to draw a pig. Give no further instructions. After participants have finished, use the following to 'interpret' their drawings:*

- If the pig is drawn on the top of the page, the person is optimistic and positive
- If the pig is drawn in the middle of the page, the person is realistic.
- If the pig is drawn on the bottom of the page, the person might have a hard time seeing the silver linings on the clouds.
- If the pig is facing left, the person is friendly and traditional.
- If the pig is facing right, the person is innovative and action-oriented, but not person or date-oriented.
- If the pig is facing straight ahead, the person is direct and a devil's advocate.
- If the pig is detailed, the person is analytical and cautious.
- If the pig has little detail, the person is emotional and a risk taker.
- If the pig has four feet, the person is secure and stubborn.
- If the pig has less than four feet, the person might be going through a hard time.
- The pig's ear size corresponds with the person's listening skills (the bigger the ears, the better the listener).
- The pig's tail length corresponds with the person's luck in dating/relationships (the longer the tail, the luckier they are).

Quotes

1. "Self-knowledge is the beginning of self-improvement."
~ *Baltasar Gracián* (Jesuit and writer)
2. "Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing."
~ *Larry Bossidy* (businessman and author) and *Ram Charan* (business consultant, speaker and writer)
3. "Good leaders learn their specific personal strengths and weaknesses, especially in dealing with other people, then build on the strengths and correct the weaknesses."
~ *Larry Bossidy* (businessman and author) and *Ram Charan* (business consultant, speaker and writer)
4. "Everything that irritates us about others can lead us to an understanding of ourselves."
~ *Carl Jung* (psychiatrist and founder of analytical psychology)
5. "Self-knowledge is the great power by which we comprehend and control our lives."
~ *Vernon Howard* (spiritual teacher, author and philosopher)
6. "You can live a lifetime and, at the end of it, know more about other people than you know about yourself."
~ *Beryl Markham* (pioneer aviator)
7. "People often say that this or that person has not yet found himself. But the self is not something one finds, it is something one creates."
~ *Thomas Szasz* (psychiatrist and academic)
8. "To the question of your life you are the answer, and to the problems of your life you are the solution."
~ *Joe Cordare* (author)
9. "It's a helluva start, being able to recognize what makes you happy."
~ *Lucille Ball* (actress, comedian, film and television executive)
10. "There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered."
~ *Nelson Mandela* (anti-apartheid activist, president of South Africa)
11. "We run away all the time to avoid coming face to face with ourselves."
~ *Author Unknown*
12. "Those who are brutally honest are seldom so with themselves."
~ *Mignon McLaughlin* (journalist and author)
13. "Let your heart guide you. It whispers, so listen carefully."
~ *Littlefoot's mother*, *Land Before Time*
14. "Your distress about life might mean you have been living for the wrong reason, not that you have no reason for living."
~ *Tom O'Connor* (comedian)

15. "Just as we outgrow a pair of trousers, we outgrow acquaintances, libraries, principles, etc., at times before they're worn out and times — and this is the worst of all — before we have new ones."
~ *G.C. Lichtenberg* (scientist, satirist)
16. "You will never come up against a greater adversary than your own potential, my young friend."
~ *Michael Piller* (scriptwriter and producer) and *Michael Wagner*
17. "If you aren't sure who you are, you might as well work on who you want to be."
~ *Robert Brault* (poet)
18. "The simplest questions are the most profound. Where were you born? Where is your home? Where are you going? What are you doing? Think about these once in a while and watch your answers change."
~ *Richard Bach* (writer)
19. "Quality begins on the inside... and then works its way out."
~ *Bob Moawad* (author)
20. "Be a first rate version of yourself, not a second rate version of someone else."
~ *Judy Garland* (actress and singer)
21. "When you are looking in the mirror, you are looking at the problem. But, remember, you are also looking at the solution."
~ *Anonymous*
22. "There is no satisfaction that can compare with looking back across the years and finding you've grown in self-control, judgment, generosity, and unselfishness."
~ *Ella Wheeler Wilcox* (author and poet)
23. "You are in control of your life. Don't ever forget that. You are what you are because of the conscious and subconscious choices you have made."
~ *Barbara Hall* (writer and producer)
24. "Until you make peace with who you are... you'll never be content with what you have."
~ *Doris Mortman* (author)
25. "To be nobody but yourself in a world that is doing its best to make you just like everybody else means to fight the greatest battle there is to fight and to never stop fighting."
~ *E. E. Cummings* (poet, painter, essayist, author and playwright)
26. "It was a great surprise to me when I discovered that most of the ugliness I saw in others, was but a reflection of my own nature."
~ *Author Unknown*

Part 2

Topic ACTIVITIES:

I. Welcome to the Day

Opening Question:

- Share one of the positive characteristics people often recognize in you (characteristics people you interviewed for homework mentioned)
- Share how it feels when people recognize your positive characteristics

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Assessments

Two assessments will be completed in this session. One is about values and the other one is about multiple intelligences.

- Exploring My Values
- Multiple Intelligence – http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/choose_lang.cfm

III. Activities

1. Card or Color/Shape Challenge

Supplies: deck of cards (for every 3 groups), copies of colored shapes (included — one copy for each group)

Directions:

Note: Groups may not finish this activity, so think in advance how much time you want to spend on this activity.

- Divide participants into groups of 3-4 people.
- Give each group a copy of the colored shapes (or 16 cards from the deck — all four suits of four different numbers or face cards — for example all four jacks, queens, kings and aces).
- Instruct the participants that they need to arrange the shapes or cards into a square (5x5 for the colored shapes, 4x4 for the cards) so that each column and row has only one of each color and shape (or suit and number/face card for the cards).
- After a few minutes, allow one person from each group to walk around to see what the other groups are doing and report back to their group.
- **Challenge:** *To make it more challenging you can add that the diagonal lines from corner to corner also can only have one of each color/shape or suit/number. This is a good additional challenge for groups that finish while others are still working.*
- **Discussion Questions:**
 - What did you do first?
 - Did you talk about what you would do or did you just get right to work? Why?
 - Did anyone take a leadership role? In what way?
 - What strategies did your group use? Did you borrow any ideas or strategies from other groups?
 - How did you feel when other groups were watching you? Did you share openly or did you try to hide what you were doing? Why?
 - Did you get frustrated at all during the activity? With the task? With your group? How did you handle it?
 - How do you deal with frustration in other areas of your life?
 - How could the lessons of this activity be applied to a work situation?

2. Copycat

Supplies: No supplies needed

Directions:

- Have everyone choose one person that they are going to copy (you can do this two different ways — have everyone go around and verbally identify the person — or point at the person so everyone is ‘copying’ a different person in one complete circle OR have everyone choose someone in their head and keep it to him/herself).
- Tell them when the game begins (when you say go) they can not move unless the person they are watching moves and then they need to copy exactly what that person does.
- Play for about five minutes.
- **Discussion questions:**
 - Who moved first?
 - Did you ever move — not copying someone?
 - Was there any point when everyone was doing the same thing?
 - How did it feel to copy someone’s every move?
 - Did you ever lose focus and realize you were not copying the person’s every move?
 - How did it feel to have someone copying you?
 - If people did not identify who they were copying, was anyone able to identify person(s) copying him/her?
 - Do you see yourself as a leader? Where do you lead people? How do you lead people?
 - When do you find yourself following someone else? Is it bad to follow people? When might it be smart to follow someone else?

IV. Writing/Reflection

Positive Identity Circles

Supplies: Identity Circle handout, pens/pencils

Directions:

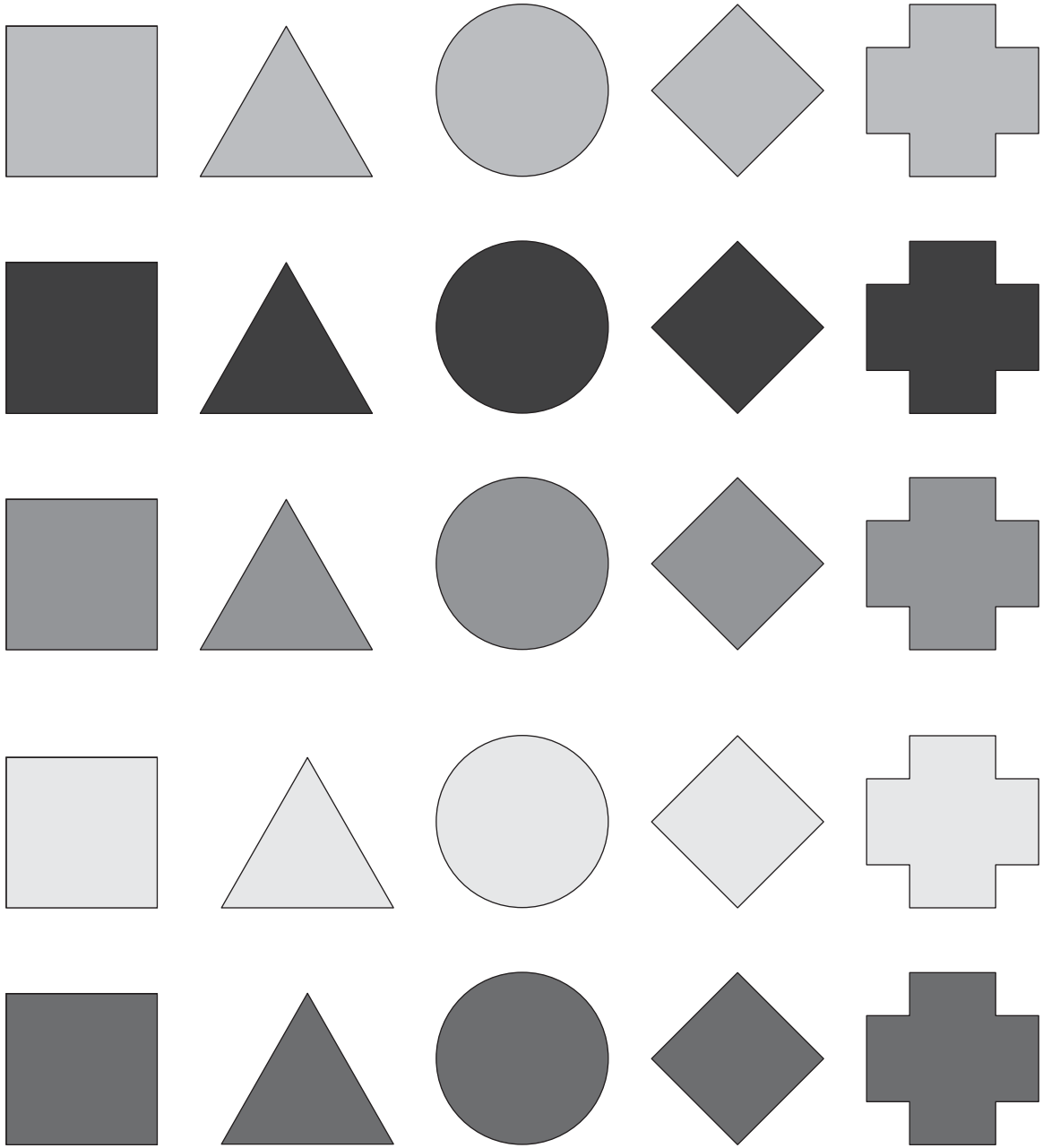
- Identify at least eight positive aspects of you to write/draw in your identity circles. These could include:
 - Strengths
 - Personality characteristics
 - Values
 - Intelligences
 - Personal qualities
- Create your Positive Identity Circles
- Share your Positive Identity Circles

V. Reading Activity

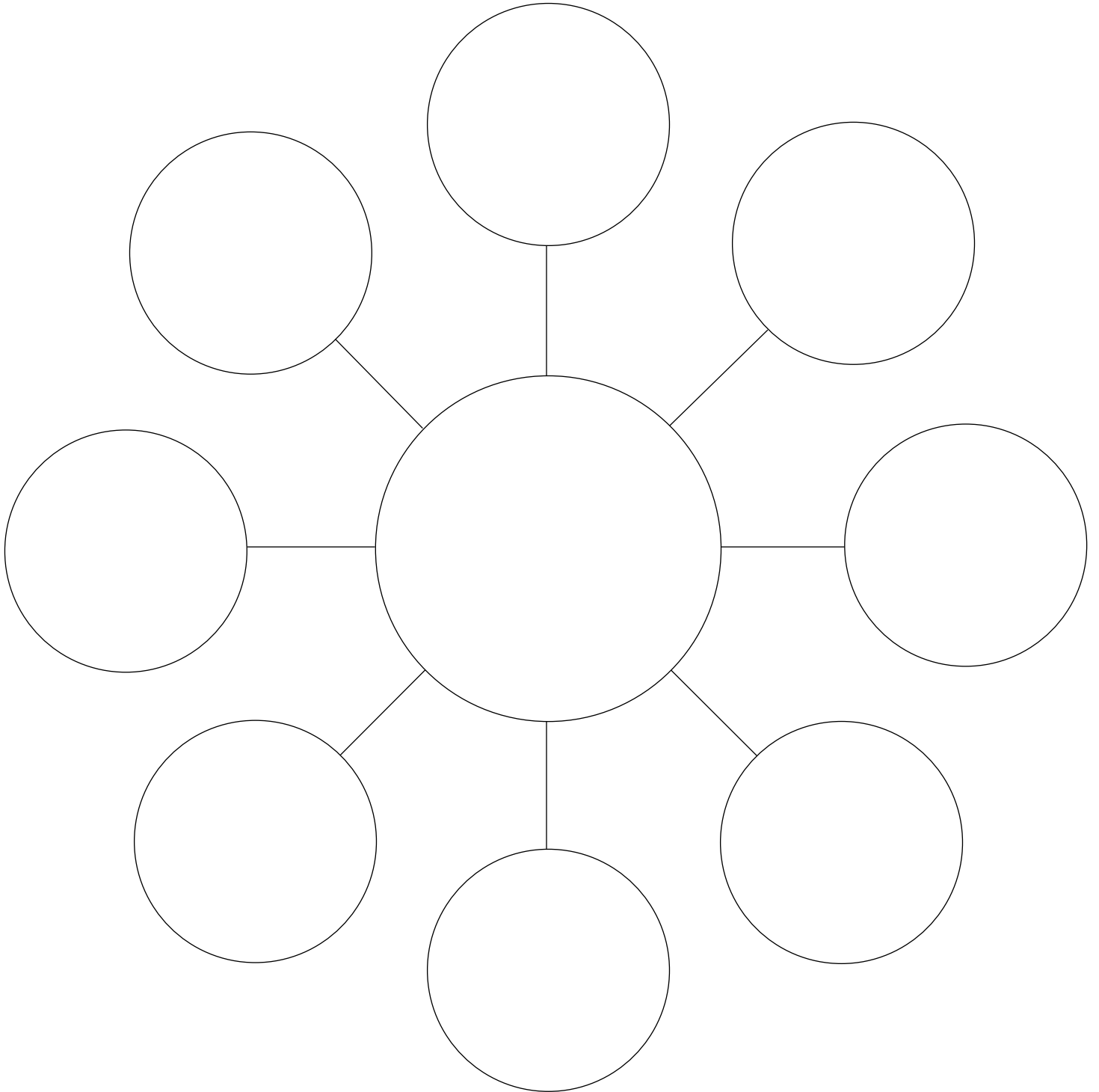
- Read and discuss *Seeds of Greatness* and/or *When I was Young*

Real-World Application: Be aware of when you demonstrate the positive characteristics, aspects of you that you wrote in your Positive Identity circles — how does it feel to be that way?

Color Shape Activity



Positive Identity Circles



Seeds of Greatness Leadership Activity

By Denis Waitley

- We must feel love inside ourselves before we can give it to others.
- Our minds can't tell the difference between real experience and one that is vividly and repeatedly imagined.
- Our rewards in life will depend on the quality and amount of the contribution we make.
- A large vocabulary — which implies broad, general knowledge — characterizes the more successful persons.
- The reason so many individuals fail to achieve their goals in life is that they never really set them in the first place.
- A touch is worth a thousand words.
- Life is a self fulfilling prophecy; you won't necessarily get what you want in life, but in the long run you will usually get what you expect.
- The good old days are here and now.
- Winners work at doing things the majority of the population are not willing to do.
- How we see life makes all the difference.

<http://www.asbdirector.com/leadership/seeds.html> retrieved March 16, 2010

When I Was Young Leadership Story

The following words were written on the tomb of an Anglican Bishop in the Crypts of Westminster Abbey:

"When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country. But it, too, seemed immovable. As I grow into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it. And now as I lay on my deathbed, I suddenly realize: If I had only changed myself first, then by example I would have changed my family. From their inspirations and encouragement, I would then have been able to better my country and, who knows, I may have even changed the world."
~ *Anonymous*

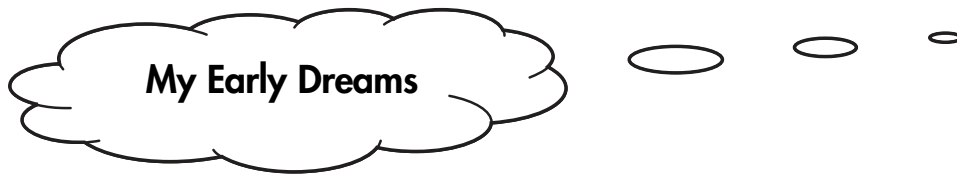
<http://www.asbdirector.com/leadership/young.html> retrieved March 16, 2010

Exploring My Values

What makes people show up for work everyday? One obvious answer is — a paycheck. But money isn't all that people want from work. In fact, research shows that most people think some things are more important than money. People who like their work — and there really are millions of them! — usually, rate pay as the # 8 value in a list of 10. Some things people might value more than money are recognition for doing a good job, working as part of a team, building something people need, or helping people improve their lives.

What would make you show up for work everyday? Once you have a regular paycheck, you'll want satisfying work to keep you coming back. The aim of this lesson is to discover your work values — the things you want to get from work to feel it's worth the effort. When your work fits with your values, work isn't just a way to pay the bills; it's fulfilling and exciting.

Once you identify which values are most important, think about the kinds of work that would provide them. That's an important step in making career decisions that will be right for you.



As children, most people have dreams about what they want to be when they grow up. What jobs sounded good to you when you were a child? As you get older, you may no longer want that dream, or may feel that it is unrealistic, but you may still want some of the values those dreams represent. Complete the following activities.

1. When I was younger, I wanted to be a _____.
2. In the list below, "My Values," circle the values, or reasons, why you wanted that job/career.
3. Look at the list again. Write below five (5) values that are most important to you **today**. Have your values changed?

My Values:

Achievement
Respect
Honesty
Influence
Knowledge
Independence
Beauty
Time freedom
Trust
Wealth
Power
Predictability
Friendship
Helpful

Cooperation
Advancement
Security
Service
Status
Leadership
Excitement
Physical activity
Challenge
Change and variety
Competence
Work alone
Privacy
Recognition

High Income
Creativity
Ambition
Artistry
Entrepreneur
Team Work
Loyalty
Known as an expert
Fame
Fast pace
Freedom
Competition
Contribution
Wisdom

Budgeting My Values

Our choices in any situation reflect our values. This activity gives you a chance to see how your values affect your choices in spending. Below is a survey to help you determine what your values are. It's fun, and you may learn some surprising things about yourself!

Directions: *Imagine that you have \$10,000.00 and a list of possible items to spend it on. Read the list of items carefully. In the space to the right of each item, decide how much of your \$10,000.00 you would pay for that item. Allocate money only to those items you really want to have. The more important the item is to you, the more money you should budget for it. You can spend \$500.00 on one item, and \$100.00 on another. You can spend no money on items that don't appeal to you at all, and you can spend your entire \$10,000.00 on one item if that's what you want to do. Spend all of your \$10,000.00 — you can't take it with you. If you find you have overspent, go back and change the amounts until it equals \$10,000.00. Do the same if you have not spent all your money.*

Remember that your choices will reflect the values that are most important in your life at this time. Five years ago they might have been different. Five years from now they probably will be different, reflecting your movement and growth over time.

Items to Buy	Amount Spent
1. A chance to rid the world of prejudice	_____
2. A chance to serve the sick and needy	_____
3. A guarantee to become a famous person (movie/music star, sports hero, astronaut, etc.)	_____
4. An idea that will bring you money and fame	_____
5. Perfect understanding of the meaning of life	_____
6. A vaccine to make all persons incapable of theft or lying	_____
7. A chance to set your own working conditions	_____
8. To own stock in a highly successful company	_____
9. The Presidency of the United States	_____
10. The perfect love affair	_____
11. A house with a beautiful view, with your favorite works of art	_____
12. To be the most attractive person in the world	_____
13. To live to one hundred with no illness	_____
14. The most complete library of great books for your own private use.	_____
15. Harmony with God, doing God's work	_____
16. A way to rid the world of unfairness	_____
17. The resources to donate one million dollars to your favorite charity	_____
18. To be voted outstanding person of the year and praised in every newspaper	_____
19. To master the profession of your choice	_____
20. Time with nothing to do but enjoy yourself, with all needs and desires automatically met	_____
21. To be the wisest person in the world	_____
22. A scheme to sneak "truth serum" into the drinking water	_____
23. A way to do your own thing, without hassles	_____
24. A large room full of silver dollars	_____
25. The love and admiration of the whole world	_____
26. Peace of mind	_____
27. Your own powerful computer, for any and all facts you might need	_____

Key

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 16	Justice	The quality of being impartial or fair
2 & 17	Humanitarianism	Regard for the interests of others
3 & 18	Recognition	Being made to feel significant and important
4 & 19	Achievement	Accomplishing goals
5 & 21	Wisdom	Insight, good sense, judgment
6 & 22	Honesty	Straightforwardness, integrity
7 & 23	Autonomy	Able to be independent
8 & 24	Material wealth	Abundance of material possessions
9	Power	Authority or influence over others
10 & 25	Love	Affection, attachment to others
11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	Concern for the appearance of one's body
13	Health, physical well-being	Concern for the health of one's body
26	Emotional well-being	Freedom from overwhelming anxieties
20	Pleasure	Satisfaction or gratification
14 & 27	Knowledge	The seeking of truth and/or information
15	Religious faith	Communion with and action in behalf of a Supreme Being

For which 3 items did you budget the most money? What is the value from the list above?

Top 3 Items	The Value
1. _____	_____
2. _____	_____
3. _____	_____

Look at the values you selected in "My Early Dreams" and in this activity. What do you consider your top 3 values? That is, what are the 3 things you'd like to get from work?

1. _____
2. _____
3. _____

List 3 realistic careers that would be compatible with your current values:

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 3: POSSIBLE SELVES — BREAKING OUT OF THE BOX

Topic OBJECTIVES: The learner will:

- Know the definition of possible selves
- Understand that possible selves can be good or bad, driven by fear or hope
- Realize they do not have to live a limited life

Topic OUTCOMES: The learner will:

- Identify what is keeping them in a box, limiting their life
- Identify what will help them break out of their box to live a limitless life

Topic ACTIVITIES:

I. Welcome to the Day

Opening Quotes:

- "So often time it happens, we all live our life in chains, and we never even know we have the key."
~ *The Eagles*, "Already Gone"
- "You need to claim the events of your life to make yourself yours."
~ *Anne Wilson-Schaef* (author)
- "Your identity and your success go hand in hand. Many people sacrifice their identities by not doing what they really want to do. And that's why they're not successful."
~ *Lila Swell* (author)
- "First say to yourself what you would be; and then do what you have to do."
~ *Epictetus* (philosopher)
- "The walls we build around us to keep sadness out also keeps out the joy."
~ *Jim Rohn* (entrepreneur, author, and motivational speaker)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Letter Activity (attached)

- Think of a young child you know and love — preferably a child under the age of one (definitely under the age of three). If you cannot think of a small child that you know well, and you think you will have a child one day or you have a child on the way, you can also write to your unborn child.
- After people have a chance to write their letters, ask if anyone would be willing to share their letter or a part of their letter with the group. Keep track of common themes.
- Then have young people cover the child's name at the beginning of the letter and have them put their name in that space.

Discussion Questions:

- Would you change any part of your letter if you were writing it to yourself? What? Why?
- Are the messages in these letters (full of hope and possibility) the same messages you receive in your life? Why or Why not?
- What messages do you usually receive (implicitly or explicitly)? How do those types of messages make you feel?
- Who do you hear these messages from?
- Do you believe any of those messages? Which ones?
- How would it feel to hear messages similar to the ones in the letters all the time?
- What do you do to reinforce or discourage these messages?
- What could you do to change the messages you receive?

III. Discussion: What is possible self?

- **“Possible selves are the ideal selves** that we would very much like to become. They are also the selves that we could become and are afraid of becoming. The possible selves that are hoped for might include the successful self, the creative self, the rich self, the thin self, or the loved and admired self, whereas, the dreaded possible selves could be the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self.” (Markus and Nurius, 1986, p. 954) from <http://www.umass.edu/schoolcounseling/PDFs/brief5.2.pdf> retrieved March 17, 2010
- **The three main aspects of the Possible Self are: Hopes, Fears, and Expectations**
 - **What is a Hope?**
Something you would like very much to happen; a wish or a dream; something you are not sure will happen
(from *Possible Selves, Nurturing Student Motivation*)
To wish for something with expectation of its fulfillment
(from www.thefreedictionary.com/hope retrieved April 29, 2010)
 - **What is a Fear?**
Something that scares or worries you about the future; something you wish to avoid
(from *Possible Selves, Nurturing Student Motivation*)
To be uneasy or apprehensive about; to be afraid of frightened of
(from www.thefreedictionary.com/fear retrieved April 29, 2010)
 - **What is an Expectation?**
Something you would like to happen and are fairly sure will happen
(from *Possible Selves, Nurturing Student Motivation*)
Something considered likely or certain
(from www.thefreedictionary.com/expect retrieved April 29, 2010)

Possible Selves, Nurturing Student Motivation

Hock, Schmaker and Deshler, Edge Enterprises, Inc. Lawrence, Kansas, 4th printing, 2008

IV. Activities

1. T problem

Supplies: copy of puzzle pieces and scissors for each participant

Directions:

- Cut out the puzzle pieces and put them together to create a capital letter 'T'
- DO NOT give the answer — although you can offer hints
- **Discussion Questions:**
 - Who figured out the solution?
 - Who wanted to give up?
 - Why was it so difficult? What was most frustrating?
 - How did you deal with the frustration? Is that how you will deal with frustration at work? Is there a better way to deal with frustration?
 - How do we limit ourselves by seeing things a certain way, or doing things a certain way?
 - What are other things that limit us (in this activity or in life)?

2. Walk Through a Sheet of Paper

Supplies: paper (each participant will probably need multiple pieces of paper), scissors, copies of diagrams (to be handed out later in the activity)

Directions:

- Instruct participants to cut the paper so they can walk through it without ripping the paper.
- At some point — when people are frustrated and want to give up or when you start hearing 'this is impossible' over and over — hand out the copy of the diagram and have participants try again, following the diagram.
- **Discussion Questions:**
 - Who thought this activity was impossible?
 - Are there things in your life that you think are impossible?
 - What happens when we think something is impossible?
 - What happens when we know something is possible?

3. Nine Dots

Supplies: copy of the Nine Dots for each participant, pens or pencils, rulers

Directions:

- Connect the dots using just four straight lines without picking up your pencil.
- Can you do it with three straight lines?
- Observe the activity: Who gets 'stuck' in the box? How long does it take for people to 'break out of the box'? If everyone is stuck, help them think and look outside of the box.
- **Discussion Questions:**
 - Is this activity possible? How?
 - What makes this activity so difficult?
 - Who saw a box when they looked at the nine dots and did not want to write 'out of the box'?
 - We often create boxes and limit ourselves in ways that we don't even realize. Do you agree or disagree? Why?

V. Discussion of Limitations and Boxes We Create

- How do we unknowingly limit ourselves through boxes we create and/or boxes that others create for us?
- What are the things that keep us in our 'box'?
- What will help us break out of our 'box'?
- Can anyone think of an example of a person who has broken out of the 'box' they were put in?
(Examples include: Malcolm X, Harriet Tubman, Jackie Robinson, Sonia Sotomayer, Nelson Mandela, Helen Keller, Lucy Stone, Susan B. Anthony, César Chávez)

VI. Drawing Possible Self — Breaking out of a Box

(This will be a work in progress. It does not need to be completed by the end of the day) Explain to students that they do not have to live a limited life — they can break free of the limitations (represented by the box)

- **Write or draw on the sides of the box and the arrows pushing the box closed** those things that limit us and keep us in our box.
 - Fears, Bad Habits, Poor Choices, Reactions, Uncontrolled Emotions, Victim Mentality, Negative Attitude, Weaknesses, Negative Peer Pressure, etc. **(Tell them to be specific — fear of making a mistake, fear of losing friends, fear of disappointing my grandma, etc.)**
- **Write or draw on the arrow pushing the box open and the free space above the box** those things that free us from these limitations.
 - Hopes, Dreams, Goals, Support Systems, Education/Learning, Opportunities, Talents, Resources, Strengths, Skills, Values, Positive Attitude, etc.
- Expectations and responsibilities might create boxes or free you — think about their impact in your life and include them in your drawing
- You can add more arrows or draw other symbols to represent both the pressures to stay in the box and the forces that will free you from these limitations.

Ask participants to share parts of their document that they feel comfortable sharing.

VII. Video clip

<http://www.rogerknapp.com/inspire/doyoumakemeproud.htm> retrieved March 18, 2010

- What did you think about the video?
- Who are we expected to be? What expectations limit us? What expectations free us?
- Do we focus on what we can't do — or do we focus on what we can do?
- What are we really good at? What are our hidden talents?
- Who nourishes our talents, encourages us, accepts us?

Real-World Application: Think about how you act in different situations — is it the possible you or the limited you?

Dear _____,

Welcome to the world. I hope you grow up to be _____
_____.

I want you to experience _____
_____ and to always _____
_____.

I know that you will learn to _____
and will also _____.

My greatest hope for you is that _____

_____.

I also want you to _____
_____ and to be _____
_____.

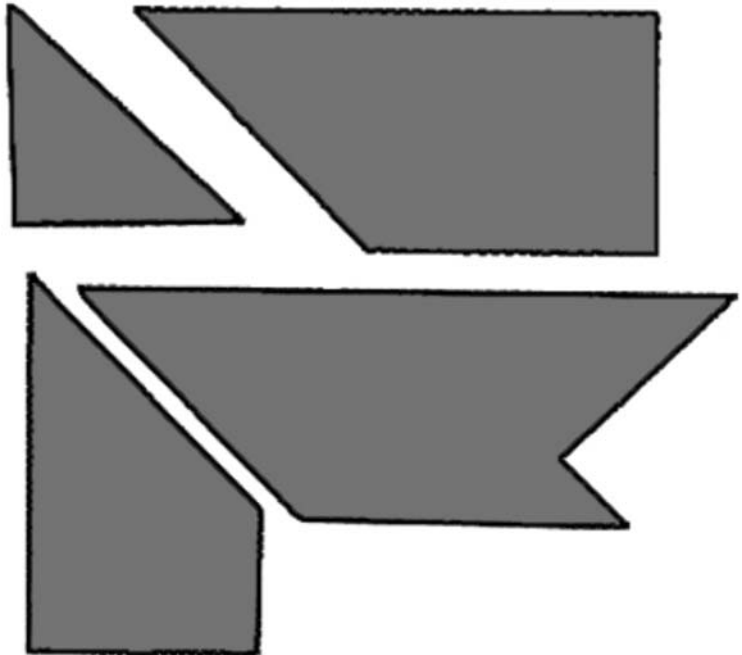
Love,

The T Problem

Using these 4 pieces you must make a CAPITAL LETTER 'T' with no jagged bits, no gaps, no overlaps, no bumpy bits. The solution must be all one color, i.e. don't turn pieces over. Constant manipulation is a problem solving strategy that may help you.

Teacher Hints:

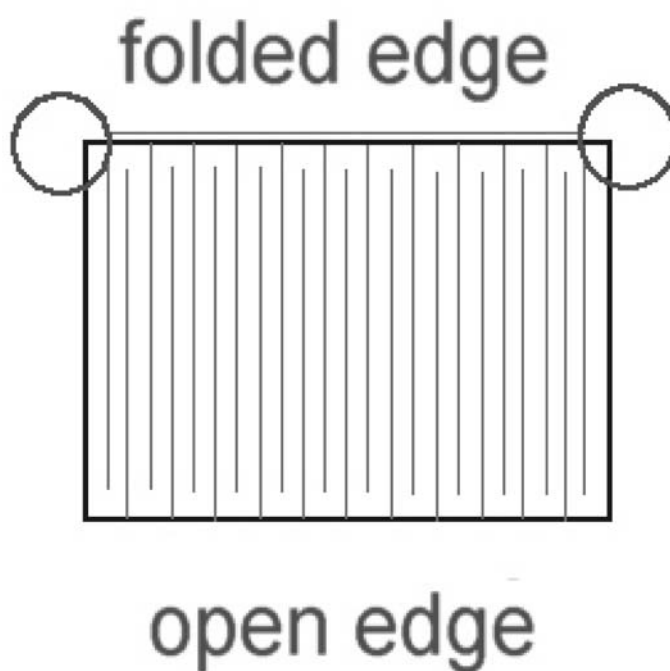
- I use this puzzle on my first day with any class. It will show you those with gritty determination, but most importantly, point out the 'learned helpless' among the group.
- Get the kids to initial all their pieces so if you lose one... you know the drill.
- Have the students store their pieces in an envelope.
- Discuss and demonstrate the problem solving strategy of 'constant manipulation.'



Walk Through a Sheet of Paper

1. Give each person one sheet of paper — 8.5 x 11 and a pair of scissors.
2. Tell them that they need to cut the paper so they can walk through it without ripping the paper.

One way to cut the paper is below:

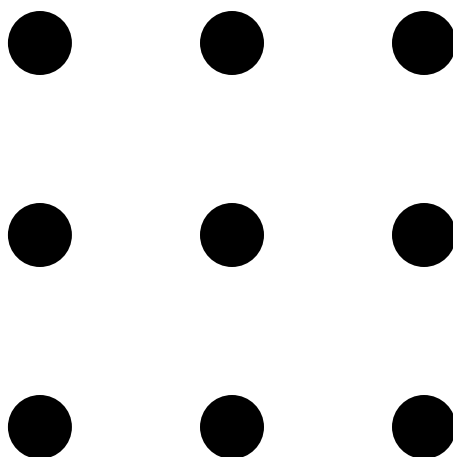


Nine Dots

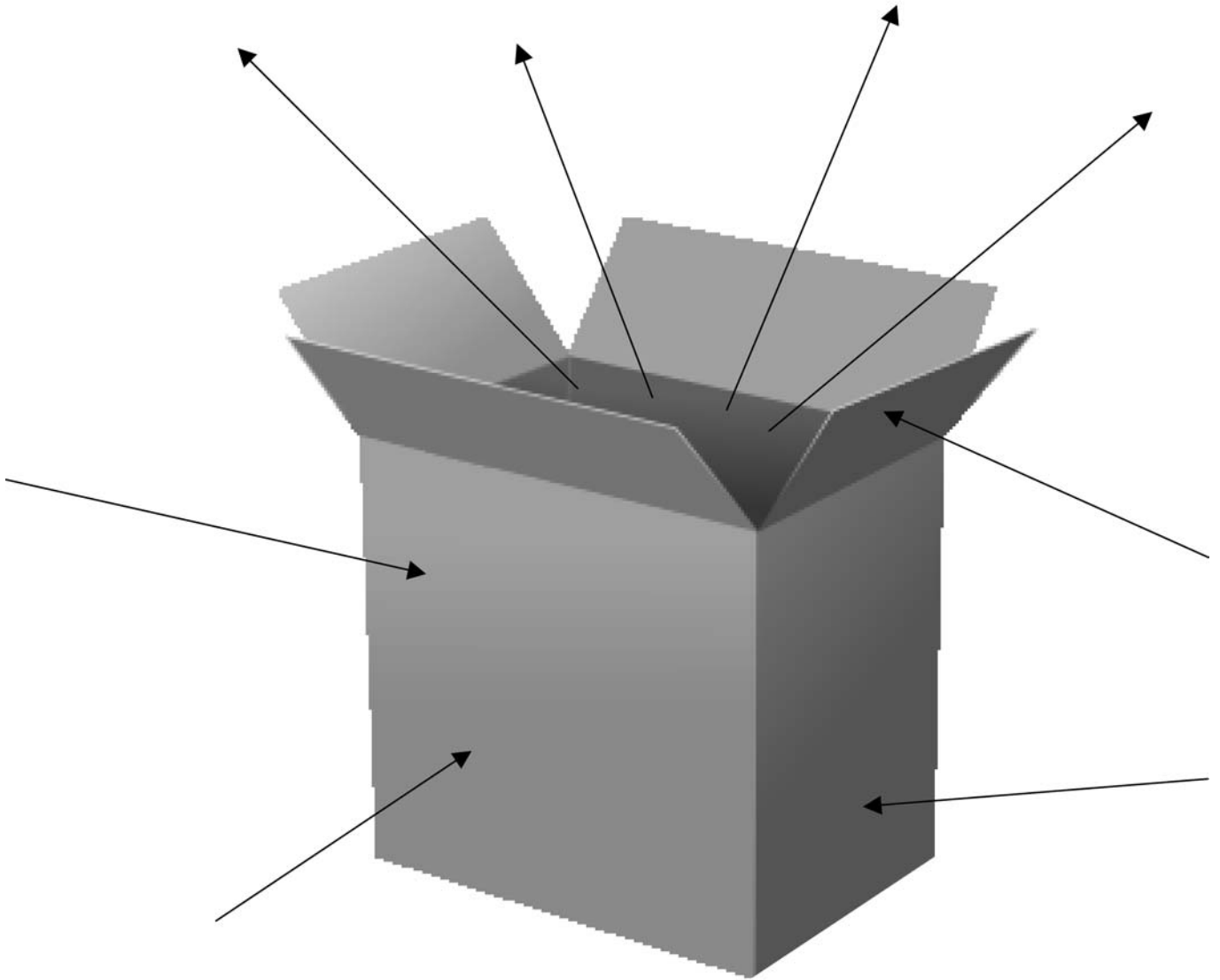
Connect the dots using just four straight lines without picking up your pencil.

Can you do it with three straight lines?

(You can use a ruler if it would help)



Breaking out of the "Box"



UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 4: HOW BELIEFS/ATTITUDE AFFECT DECISIONS

Topic OBJECTIVES: The learner will:

- Understand the impact of attitude, self-talk, and perception on her/his life
- Understand that personal beliefs can impact personal success or failure
- Understand better how they make decisions and learn about different ways to make decisions

Topic OUTCOMES: The learner will:

- Identify what is in their circle of control and what is outside of their circle of control
- Create positive self-talk statements (affirmations)
- Reflect on how they make decisions

Topic ACTIVITIES:

I. Welcome to the Day

Opening Question:

- If you could change one thing in the world what would it be?
- If you could give up one bad habit, what would it be?
- If you could have any superpower, which power would you want? Why?

Opening Quote:

- "Change your thoughts and you change your world."
~ *Norman Vincent Peale* (Protestant preacher and author)
- "You can tell more about a person by what he says about others than you can by what others say about him."
~ *Anonymous*
- "The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty."
~ *Winston Churchill* (British Prime Minister)
- "The truth is that it's what we say to ourselves in response to any particular situation that mainly determines our mood and feelings."
~ *Edward J. Bourne* (author)
- "The inner speech, your thoughts, can cause you to be rich or poor, loved or unloved, happy or unhappy, attractive or unattractive, powerful or weak."
~ *Ralph Charell* (author)
- "The way life treats you is a merciless mirror image of your attitude toward life."
~ *Anonymous*
- "Things are not happening to you. Things are happening because of you."
~ *Anonymous*
- "A man is what he thinks all day long."
~ *Ralph Waldo Emerson* (essayist, philosopher and poet)
- "If you change the way you look at things, the things you look at change"
~ *Dr. Wayne Dyer* (self-help author and speaker)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Activities

1. Mindchatter

Context: The inner “voice” chattering in our minds strongly affects our behavior in a situation. It can be a powerful tool for centering, or a powerful distraction.

Time: 5 minutes

Aim: To recognize and acknowledge mindchatter. To practice controlling mindchatter, using it to clear and relax participants’ minds at the start of a session.

Materials: Pens, paper

Instructions: When we start a new activity, we are often distracted by something on our mind. It may be something that happened today, something imminent, something we must remember to do, or other important personal matters. Our minds tend to chatter about this and distract us.

This activity controls this “mindchatter” and focuses our attention.

Take about 3 minutes to write down any mindchatter you are experiencing at present. If it includes anything you must do, write it at the top of the page. If it is “nuisance” chatter, write it at the bottom of the page.

When it is complete, tear the top (“must do”) from the bottom (“nuisance”). Put away the “must do” list in your bag safely, and place the “nuisance” section in your folder.

Now you should have a clearer, more relaxed mind to start the session.

© The Conflict Resolution Network PO Box 1016 Chatswood NSW 2057 Australia Ph. 61 2 9419 8500
Fax 61 2 9413 1148 E-mail: crn@crnhq.org Web: www.crnhq.org *Icebreakers and Energizers A.II.6*

2. Focus

Supplies: No supplies needed

Directions:

- Tell participants they have 30 seconds to study and remember all of the (color) things in the room. (Choose a color that has many obvious items).
- At the end of the 30 seconds, ask participants to close their eyes.
- With their eyes closed, have them list all of the (different color) things in the room. (At this point people will usually open their eyes or tell you that you said the wrong color or just start listing the things they focused on for the 30 seconds).
- **Discussion Questions:**
 - Why would I tell you to study and remember things of one color and then ask you to name things of a different color?
 - How many of you did not even notice the (second color) things in the room?
 - How often do we only see what we focus on?
 - How often do we focus on negative things — and only see negative things?
 - How often do other people focus on negative things about us — and only see the negative?
 - What happens when we focus on positive things?
 - Today we are going to discuss how our beliefs and what we focus on impacts our decisions and our lives.
- Return to Mindchatter lists
 - How many thoughts were positive?
 - How many thoughts were negative?

3. How Many Squares?

Supplies: large drawing of diagram included, copies of diagram or projection of diagram

Directions:

- Ask participants how many squares are in the picture.
- Have them all write down their answers, collect their answers and read them out loud.
- Challenge everyone to keep looking until they find all of the squares (There are 30).
- Make sure everyone sees all 30 squares before discussing the activity.

Discussion Questions:

- How many of you thought you were right with your first answer? Second answer? How long did it take to actually find all of the squares?
- What did you learn from this activity? OR What could someone learn from this activity?
- How can you apply what you learned to other areas of your life? To work?
- How often in life do we think we are right even though we might miss some of the details or the big picture?
- What does it take to convince you that what you think is right might not actually be right?
- (Question to think about — not necessarily answer out loud) Are there things you believe about yourself that might not be true? (things you think you can't do, things you think you lack, things you can't learn).

III. Own Your Attitude

(Adapted from: <http://ctetriocurriculum.v2efolioworld.mnscu.edu/Uploads/Owning%20Your%20Attitude%20Lesson%20Plan.doc>)

1. Large Group Discussion Questions

- What is attitude? The way you mentally look at the world around you and how you react to it.
- What is Optimism? Expecting the best.
- What is Pessimism? Expecting the worst.

2. Small Group Activity

In small groups, answer the following questions on flip chart:

- What does a bad (negative) attitude look like?
- What does a good (positive) attitude look like?

Have the small groups present their answers, and discuss positive and negative attitudes with the large group. Make sure to discuss why it is important to have a positive attitude at work.

3. Large Group Discussion: Learn to respond not react, the difference between being reactive and proactive

- **Reactive** people feel that **circumstances are out of their control** and that their **reactions are dictated by something or someone other than themselves.**

Examples: "My girlfriend makes me so mad!"
"That teacher sucks! I'll never learn anything!"
"You ruined my day"

Reactive people make choices based on impulse. They are like a can of soda — if life shakes them up a bit, the pressure builds until they suddenly explode.

Reactive Response:

Stimulus (What happens) → Response (How I respond based on the emotion of the moment)

- **Proactive** people **think before they act.** They **choose their responses and take responsibility** (and control) over their feelings and reactions to challenges.

Examples: "I'm not going to let that ruin my day."
"Is there a different strategy I can use to learn this stuff?"

Proactive people are like water — no fizzing, no bubbling, no pressure; they are calm, cool, and in control.

Proactive Response:

Stimulus (What happens) → Freedom to Choose → Response (How I respond based on my values and principles)

4. Scenarios:

Ask students to listen to the following scenarios and share different reactions to the situation. Write the reactions on the board/flipchart.

Together, decide if the reaction is Proactive or Reactive. Make sure you have a decent list of proactive and reactive responses.

- Your boyfriend/girlfriend shows up at your job and starts yelling at you for not replying to her/his text messages.
- You've been working at your job for over a year now and have been extremely committed and dependable. Three months ago, a new employee joined the crew. Recently, he was given the coveted Saturday afternoon shift, the shift you were hoping for.
- You are on your way out on a Friday night when your mom asks you where you are going. She tells you that she has plans and needs you to baby-sit your little brother and sister tonight.

5. Activity: Circle of Control

- For sure, it's easy to lose your cool. That doesn't take any control. And it's easy to whine and complain. Without question, being proactive is the higher, harder road. But remember, you don't have to be perfect. In reality, we aren't either completely proactive or reactive, but somewhere in between. The key is to get in the habit of being proactive more often.
- The fact is that we can't control everything that happens to us. We can't control the color of our skin, who will win the NBA finals, where we were born, who our parents are, or how others might treat us. But there is one thing we can control: **how we respond to what happens to us**. And that is what counts! That is why we need to stop worrying about things we cannot control and start worrying about the things we can control.
- What will happen if we spend our time and energy worrying about things we can't control, like a rude comment, a past mistake or the weather? We'll feel even more out of control, as if we were victims.
- Think about some of the things in your life that you have NO CONTROL of and write them in the Circle of **No Control**. Think about what you CAN control and write those things in the Circle of **Control** (Choices, Responses, Actions, Attitudes).

IV. Self-talk

a. "As a Man Thinketh" Excerpts (included)

Discussion questions:

- i. What do you think of these statements?
- ii. Which ones do you agree with? Why?
- iii. Which ones do you disagree with? Why?

b. Large group discussion:

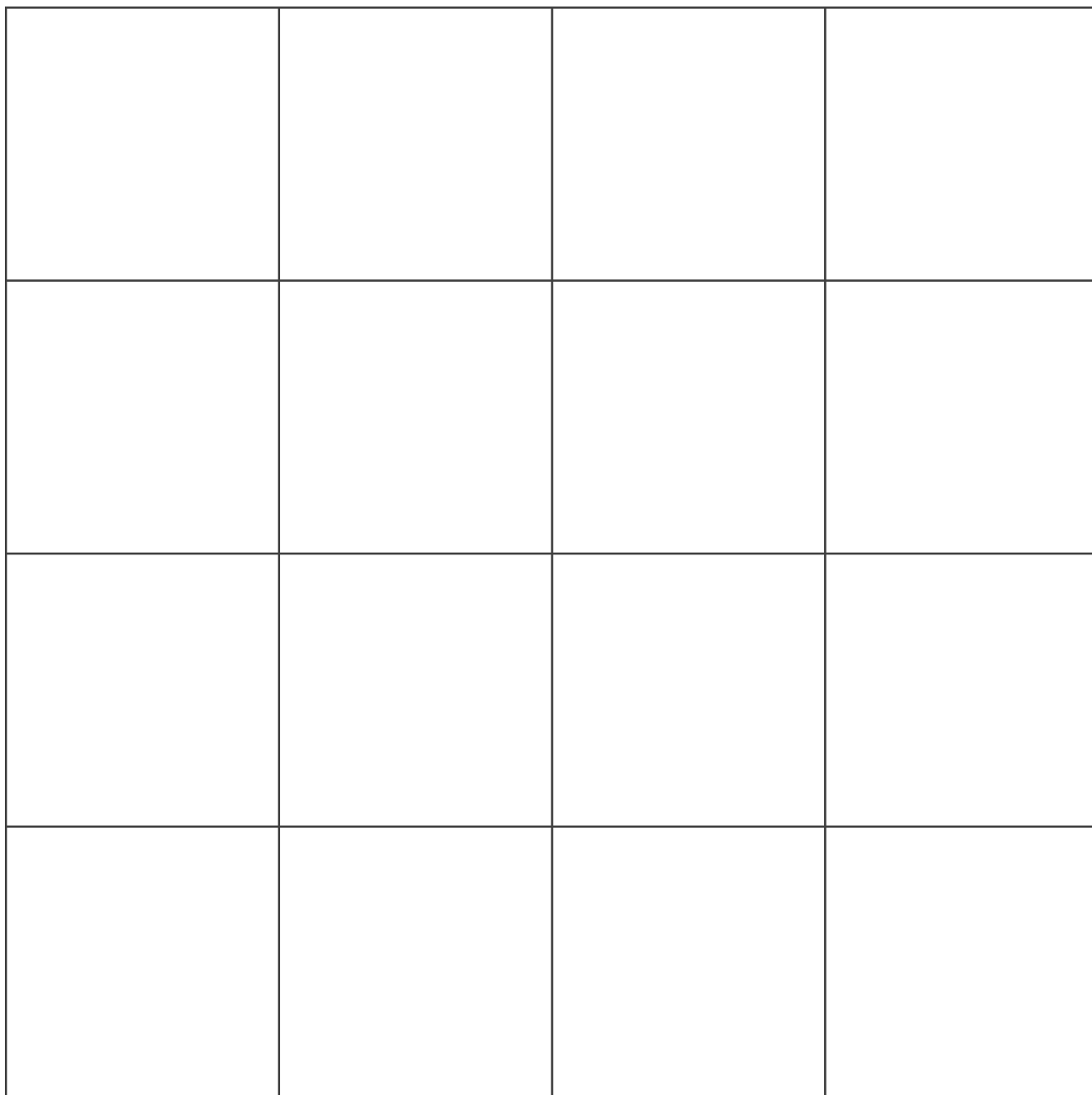
- What are the things we say to ourselves? Are they positive/negative?
- What was going on in your head during today's activities? Yesterday's activities?
- Challenge yourselves to be aware of your negative self-talk. Replace this negative self-talk with affirmations.
- Create affirmations — positive self-talk statements
 - Have each participant create at least five statements that she/he would repeat regularly and use to replace negative self-talk.
 - **Examples:**
 - I am in charge of my life.
 - I can do anything I believe I can do.
 - I can choose how I respond.

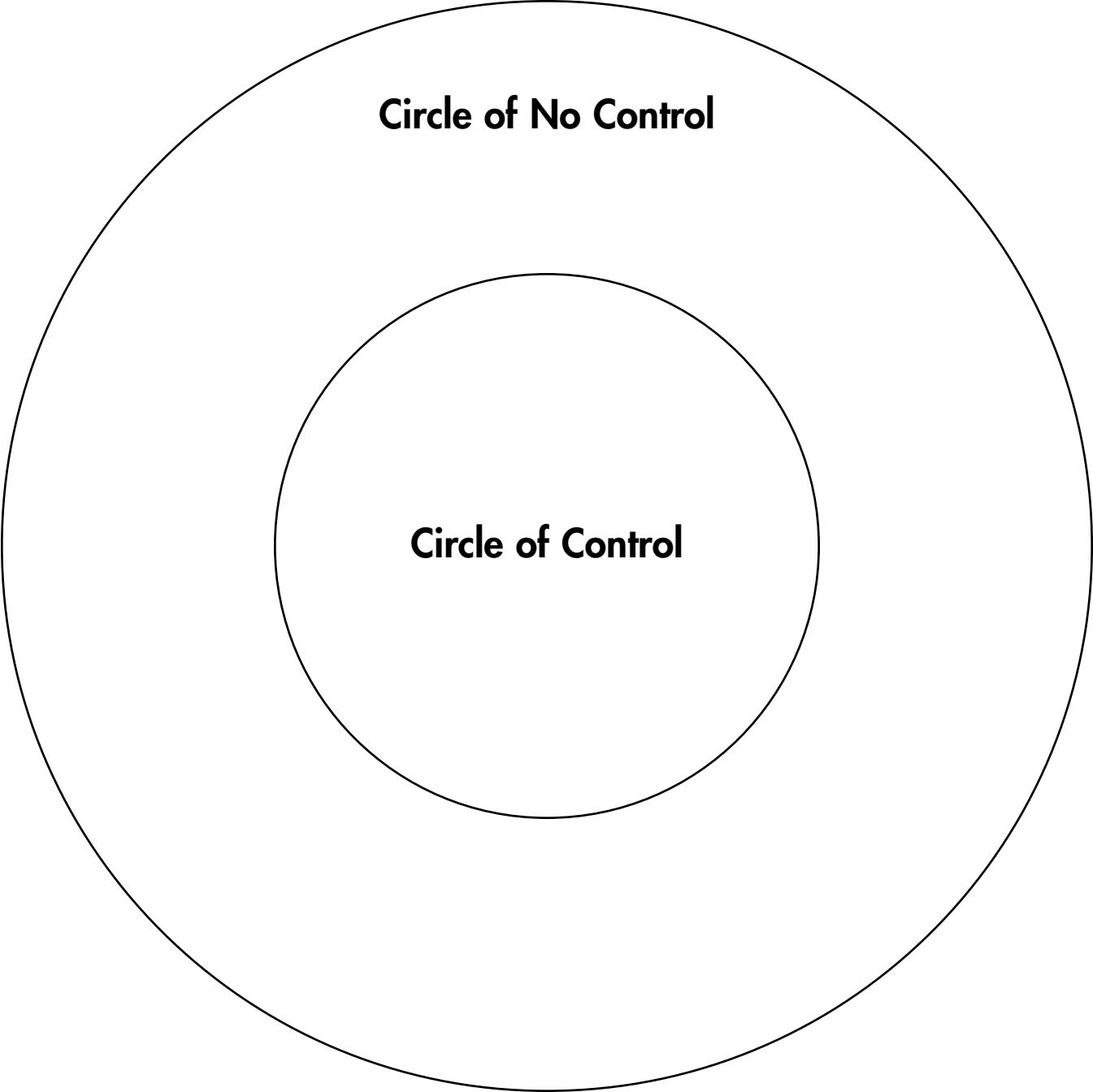
V. Decisions Hand Out

VI. Take out your box from yesterday — is there anything you want to add after today's session? Take a few minutes to add new things to your box.

Real-World Application: Be aware of your self-talk. When is it positive? When is it negative? Were you able to identify the negative self-talk and replace it with an affirmation?

How Many Squares?





“As a Man Thinketh”

Men are anxious to improve their circumstances, but are unwilling to improve themselves; they therefore remain bound.

Good thoughts and actions can never produce bad results; bad thoughts and actions can never produce good results.

Let a man radically alter his thoughts, and he will be astonished at the rapid transformation it will effect in the material conditions of his life. Men imagine that thought can be kept secret, but it cannot. It rapidly crystallizes into habit, and habit solidifies into circumstances.

A man cannot directly choose his circumstances, but he can choose his thoughts, and so indirectly, yet surely, shape his circumstances.

All that a man achieves and all that he fails to achieve is the direct result of his own thoughts... A man's weakness and strength, purity and impurity, are his own, and not another man's. They are brought about by himself and not by another; and they can only be altered by himself, never by another. His condition is also his own, and not another man's. His sufferings and his happiness are evolved from within. As he thinks, so he is; as he continues to think, so he remains.

~ *James Allen*

<http://www.asamanthinketh.net/>

Decisions

Put a check by the ways you've used to make decisions.

- ___ **Fate:** It'll work out somehow.
- ___ **Someone Else Decides:** I'll let someone else make this decision.
- ___ **Putting It Off:** I'll think about this later.
- ___ **Impulsive:** I'll take the first alternative that comes up.
- ___ **Doing Nothing:** I will ignore this completely.
- ___ **Intuitive:** I will do what feels right.
- ___ **Too Much Information:** I have so much information I can't decide.
- ___ **Sensible:** I will take the most sensible solution and ignore my feelings.
- ___ **Head, heart, gut:** I'll stop and think, weigh my emotions, listen to my intuition.

Think about it:

1. Circle the one(s) you think you use most often.
2. In which ways to make a decision does the person give up his freedom to decide himself?

For each question below, give at least 3 reasons for your opinion. Use a list or a web.

Answer these questions on the back of this paper.

1. What ways would you want your children to use to make decisions?
2. What ways would you want your boss to use to make business decisions?
3. What ways would you want the U.S. government to use to make decisions?

Decisions

Not all decisions need as much thought as others. Some are automatic while others require serious thought.

Use this scale to rate the following decisions. Write the number on the line. Compare and contrast your answers with other group members.

0	1	2	3
Not clearly under your control Someone else decides	Routine Habit Becomes automatic	Think about it a little Study it some	Stop, Think Carefully research Ask questions

- ___ A. When to get up in the morning?
- ___ B. What to eat for lunch?
- ___ C. Where to work?
- ___ D. What car to buy?
- ___ E. How to spend your paycheck?
- ___ F. What career to pursue?
- ___ G. How to stay healthy?
- ___ H. Whom to date?
- ___ I. When to swear?
- ___ J. Who to trust as a loyal friend?
- ___ K. What route to take from home to work?

Think about it:

Write your answers on the back of this paper.

1. Were there major differences in the way people in your group decide?
Write at least three reasons why you think this is the case.
2. Situations and people change all the time. What changes could cause your answers to change?
List or web at least 3.

Did I Ever Tell You

~ Dr. Seuss

Did I ever tell you about the young Zode
Who came to two signs at the fork of a road?
One said: To Place One, and the other: Place Two.
So the Zode had to make up his mind what to do.
Well... the Zode scratched his head. And his chin. And his pants
And he said to himself, "I'll be taking a chance
If I go to Place One. Now, that place may be hot!
And, so how do I know if I'll like it or not
On the other hand, though, I'll be sort of a fool
If I go to Place Two and I find it too cool.
In that case I may catch a chill and turn blue!
So, maybe, Place One is the best, not Place Two.
On the other hand, though, If Place One is too high.
I may catch a terrible earache and die!
So Place Two may be best!
 On the other hand, though...
What might happen to me if Place Two is too low...?
I might get some very strange pain in my toe!
Then he stopped, and he said, "On the OTHER hand, though...
On the other hand... other hand
 ... other hand though!
And for 36 hours and 1/2, that poor Zode
Made starts and stops at that fork in the road.
Saying, "Don't take a chance. You may not be right."
Then he got an idea that was wonderfully bright!
"Play safe!" cried the Zode. "I'll play safe! I'm no dunce!
I'll simply start off for both places at once!"

And that's how the Zode, who would not take a chance,
Got to No place at All, with a split in his pants.

Decision-making is not an easy process.

When have you felt like the Zode?

Do you have to stick with a decision if you discover problems?

What about always switching back and forth?

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 5: COMMUNICATION SKILLS

Topic OBJECTIVES: The learner will:

- Understand the importance of both verbal and nonverbal communication
- Understand that there are different communication styles
- Understand the importance of communication skills at work

Topic OUTCOMES: The learner will:

- Identify their own communication style
- Show effective communication through role plays
- Identify important aspects of verbal and nonverbal communication

Topic ACTIVITIES:

I. Welcome to the Day

Opening Question:

- If you could have a conversation with someone famous (dead or alive), who would it be?
What would you want to talk to them about?

Opening Quote:

- "The single biggest problem in communication is the illusion that it has taken place."
~ *George Bernard Shaw* (playwright)
- "Speak when you are angry — and you'll make the best speech you'll ever regret."
~ *Dr. Laurence J. Peter* (educator)
- "To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."
~ *Anthony Robbins* (self-help author and motivational speaker)
- "We have two ears and one mouth so that we can listen twice as much as we speak."
~ *Epictetus* (philosopher)
- "Communication works for those who work at it."
~ *John Powell* (film score composer)
- "The way we communicate with others and with ourselves ultimately determines the quality of our lives"
~ *Anthony Robinson* (author, speaker)
- "Kind words can be short and easy to speak, but their echoes are truly endless."
~ *Mother Teresa* (missionary, minister to the poor, sick, orphaned, and dying)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Verbal Communication Activities

1. Drawing Bugs (directions and picture included)

2. Taboo (board game)

"**Taboo** is a word guessing party game published by Hasbro in 1989. The object of the game is for a player to have his/her partner(s) guess the word on his/her card without using the word itself or five additional words listed on the card."
[http://en.wikipedia.org/wiki/Taboo_\(game\)](http://en.wikipedia.org/wiki/Taboo_(game)) retrieved April 7, 2010

Rules for Clues

- No form or part of ANY word printed on the card may be given as a clue. Examples: If the Guess word is PAYMENT, "pay" cannot be given as a clue. If DRINK is a Taboo word, "drunk" cannot be given as a clue. If SPACESHIP is the Guess word, you can't use "space" or "ship" as a clue.
- No gestures may be made. Examples: You can't form your hand in the shape of a gun to clue for "shoot"; or point to your nose to clue for "beak."
- No sound effects or noises may be made, such as explosions or engine noises. However, feel free to break out into song.
- You cannot say the Guess word "sounds like" or "rhymes with" another word.?
- No initials or abbreviations can be given if the words they represent are included on the card. Examples: MD cannot be used if MEDICAL or DOCTOR is the Guess word or a Taboo word. TV cannot be used if TELEVISION is the Guess word or a Taboo word.

From <http://www.centralconnector.com/GAMES/taboo.html> retrieved April 7, 2010

You could buy the game or create examples connected to work.

Example:

Guess Word: Interview

Taboo Words: Job, Questions, Answers, Candidate, Conversation

III. Verbal Communication Discussion

- What are the different aspects of Verbal Communication?
 - Word Choice
 - Integrity/trust (What value do your words have?)
 - Clarity (Do your words clearly relay your message?)
- How important is verbal communication?
 - At work?
 - In interviews?
 - In e-mails and text messages? How often is there confusion with messages dependent solely on words?
 - Emoticons were created to help clarify e-mail messages
 - What role does verbal communication have in responding to supervisors, co-workers, customers?
- What are the different roles of Verbal Communication?
 - Explain things
 - Give directions
 - Clarify something

IV. Nonverbal Communication Activities

1. Line Up

Supplies: No supplies needed

Directions:

- Instruct participants that they will need to line up in a particular way, as quickly as they can, **WITHOUT TALKING** (or writing or texting or using words at all).
- Round one: Shoe size (Identify where the person with the smallest shoe size should stand, and where the person with the largest shoe size should stand — with everyone else in between).
- Round two: Birthday — month and day. (Again, identify where person whose birthday is closest to Jan 1st should stand and where person whose birthday is closest to Dec 31st should stand).
- Round three: Alphabetical by last name (Identify where 'A' should go and where 'Z' should go).

Possible Discussion Questions:

1. How did you communicate? (eye contact, gestures, pointing, hands/fingers, nodding, etc.)
2. Was everyone communicating the same way? If not, how did you understand each other?
3. How easy/difficult was it to communicate without words? Explain what was difficult and what was easy.
4. Did anyone take the lead to make sure you were in the right order? Would that have helped?
5. What was frustrating about this activity?

2. Charades

Supplies: words/phrases written on index cards (or pieces of paper)

Directions:

You can divide the group into two teams and do a charades relay race, or you can have participants act out the words/phrases for everyone to guess for fun. No talking allowed.

For the team relay race, you will need two sets of the words/phrases and at least two people to facilitate the race.

- Divide the group into two teams.
- Each team has a facilitator that holds the team's cards.
- The group decides what order they will play the game (who will go first, second, third, etc).
- Once the order for each team has been established, the teams race to act out all of the cards one at a time and have their team guess it correctly.
- The first person acts out the first card and once it is correctly guessed by the team, the second person goes to the front, grabs the best card and acts it out. Play continues until one team has correctly guessed all of the cards.

Discuss the challenges of relaying a message without using words.

Was it easier or more difficult than the 'bug activity'? Why?

Is non-verbal or verbal communication more important? What evidence supports your position?

How has technology helped communication? How has it hurt communication?

3. Picture/Video Clips without sound

Supplies: pictures or video clips

Directions:

Show the pictures and/or video clips (without sound) to participants and have them guess what is going on.

- How do you think the person feels?
- What might the person/people be saying?
- What is being communicated?
- How easy is it to identify feelings and/or understand messages without words?
- Is it easier or harder than trying to identify feelings, messages without nonverbal cues?

V. Nonverbal Communication Discussion

- What are the different aspects of Nonverbal Communication?
 - Facial expressions
 - Body language, posture
 - Gestures
 - Eye contact
 - Touch
 - Space
 - Voice (not what you say, how you say it)
 - Other things?
- How important is Nonverbal Communication? How important is it at work?
 - “One study at UCLA indicated that up to 93 percent of communication effectiveness is determined by nonverbal cues. Another study indicated that the impact of a performance was determined 7 percent by the words used, 38 percent by voice quality, and 55 percent by the nonverbal communication.”
http://humanresources.about.com/od/interpersonalcommunication1/a/nonverbal_com.htm
- Roles of Nonverbal Communication
Nonverbal communication cues can play five roles:
 - **Repetition:** they can repeat the message the person is making verbally.
 - **Contradiction:** they can contradict a message the individual is trying to convey.
 - **Substitution:** they can substitute for a verbal message. For example, a person’s eyes can often convey a far more vivid message than words and often do.
 - **Complementing:** they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
 - **Accenting:** they may accent or underline a verbal message. Pounding the table, for example, can underline a message.

Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.
http://www.helpguide.org/mental/eq6_nonverbal_communication.htm

VI. Determine your Communication Style

Have participants complete one (or both) of the following assessments to learn more about their own communication style and the communication styles of other people in the group. Discuss what they learn and whether or not they agree with the assessment. How will understanding your communication style help you communicate more effectively? How will understanding other communication styles help you communicate more effectively?

- Director, Socializer, Thinker, Relator <http://occonline.occ.cccd.edu/online/klee/CommunicationsStyleInventory.pdf>
- Aggressive, Passive, Assertive http://www.au.af.mil/au/awc/awcgate/sba/comm_style.htm OR http://trainingpd.suite101.com/article.cfm/communication_styles

VII. Practicing Effective Communication at Work

Role Plays: Divide participants into groups of 2 or 3. Give each group one or two topics and instruct them to create skits that show effective communication practices. For fun, you can also ask them to create skits using ineffective communication practices.

Possible topics:

- Receiving directions
- Handling feedback
- Communicating a problem to your supervisor
- Handling a customer complaint
- E-mail miscommunication
- Training a new employee
- Answering a tough question in a job interview
- Meeting your co-workers on your first day of work

VIII. Read and Discuss *Ten Questions to Improve Your Communication Skills*

Real-World Application: Pay attention to how you communicate with different people in your life and what you can do to improve your communication effectiveness.

Drawing Bugs

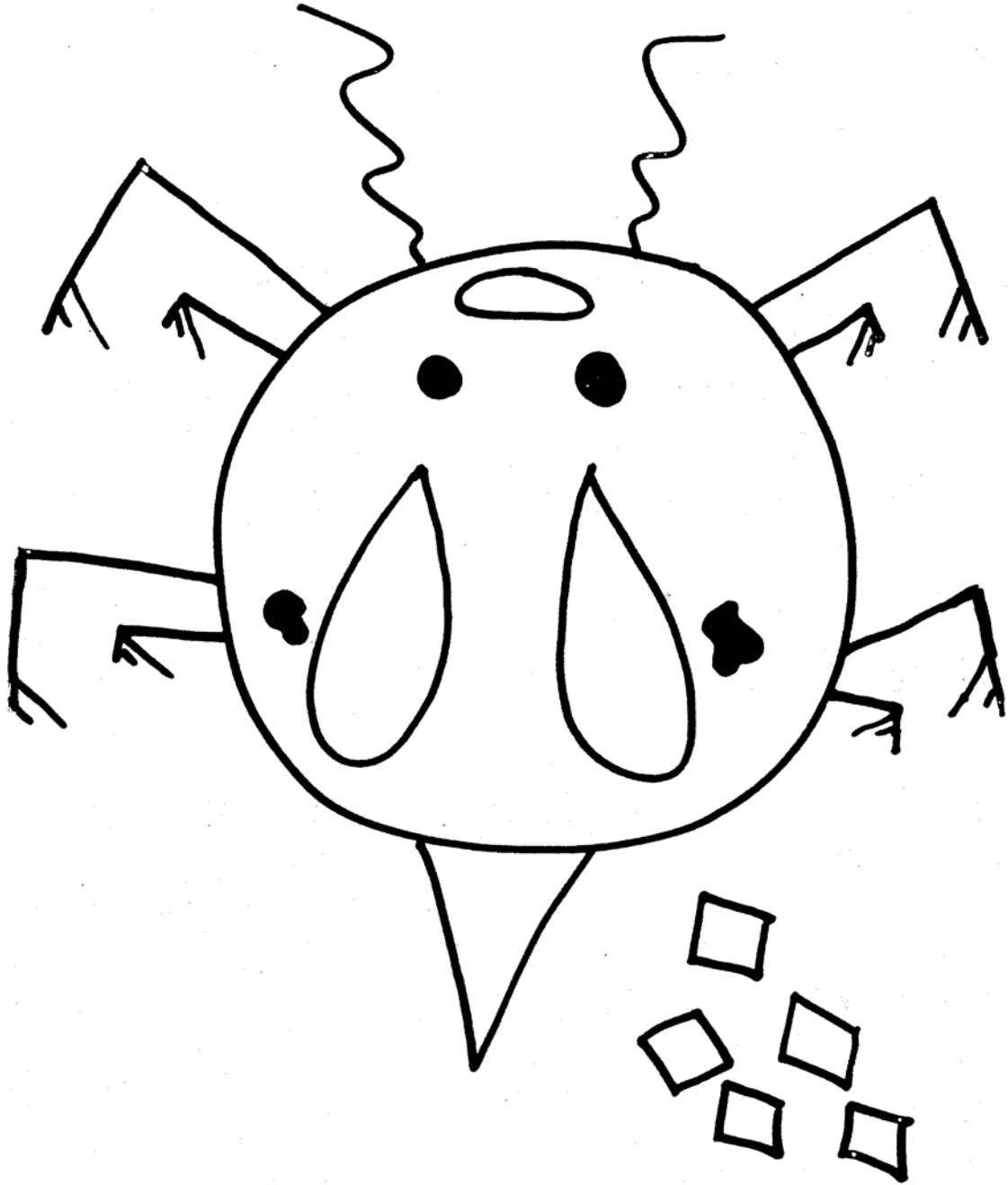
Materials needed: Paper and pencil for each participant.

- I am going to describe a drawing I have made of a bug. (Bug drawing attached). Without seeing the drawing, you are to draw the bug that I describe. You may not ask questions or talk to each other.
- Describe the bug.
 1. The bug is round.
 2. The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.
 3. The bug has two eyes on top of the body.
 4. The bug has two squiggly antennae.
 5. The bug has two pea-pod shaped wings.
 6. The bug has a spot next to each wing.
 7. The bug has a triangular stinger on the bottom of the body.
 8. The bug has two feelers on each foot — one longer than the other, both coming from the same side of the leg.
 9. The bug has a round mouth, placed between the two eyes.
 10. The bug laid five square eggs to the left of the stinger.
- After everyone is finished... Hold up your bug so others in your group can see. Note some of the similarities and differences. Show the drawing to the entire group.
- **Discussion questions:**
 - Why don't all the bugs look like mine? (Interpretation: everyone has a different interpretation, based on his or her experiences.)
 - What did you think of first when you were told to draw a bug? What did you see in your mind?
 - What could we have done differently so that your drawings and mine would have looked more alike?
 - What would have been the advantages of allowing questions to be asked?
 - How many of you wanted questions to be asked?

Adapted from A Kaleidoscope of Leadership, Minnesota Extension Service

<http://www.ag.ohio-state.edu/~bdg/communication.html>, Retrieved April 7, 2010

Drawing Bugs



Ten Questions to Improve Your Communication Skills

By *Keith Rosen, MCC, The Executive Sales Coach*

The fact is, because most of us were never taught how to communicate in a way that produces desired results, we continue to experience frustration, resistance, conflicts, or breakdowns in our communication. Examine some of the obstacles that may prevent you from reaching certain objectives during the communication process:

- We want to be heard and listened to, but we don't always concentrate on the quality of our message or give the gift of our own attention.
- We want to be understood, yet we often fail to verify that our communication was successful.
- We want acceptance and agreement from others, and we often become consumed with having to be right or to prove our point; we ignore creating a greater outcome together.
- We want some kind of action or response from the other person, but we do not let them know what we really want or how to achieve it.
- We want to understand the message that the other person is communicating to us, yet our ability to listen is tainted by our perceptions of the person speaking and by the outcome we are looking to achieve. So, we often pass judgment on the speaker, evaluating the messenger rather than fully accepting the entire message.

Evolving your communication skills requires taking full responsibility for the outcome of each conversation, responsibility for what you say and for the message that the other person is hearing.

Since we all listen and process information differently, it is crucial to uncover and to become sensitized to the other person's style of communication in order to align it with our own.

To strengthen your communication skills, here are ten questions to ask yourself in order to determine how effectively you communicate:

1. Am I taking full responsibility for the message being heard by the other person? (Remember, it doesn't matter what you say, it only matters what the other person hears.)
2. Did I respect the other person's point of view? Did I have a reaction to what they said that prevented me from listening to their full message?
3. Did the other person feel heard and understood? Did I acknowledge them?
4. If I was asking someone to take a specific action, did I make my request clear?
5. Am I speaking in a way that the other person can understand? Am I communicating in a way that will make the other person want to listen?
6. Am I checking to see if the conversation was successful?
7. Was I communicating openly, without prejudices, expectations, or judgment? Or was I focused on having to be right or on having my point of view be accepted?
8. Did I leave the conversation with some value? Did I allow the other person to contribute?
9. Did I give the person the gift of my listening?
10. If the outcome of the conversation did not meet my expectations, did I learn how to better communicate with that particular person? Did I open up a new and greater possibility that I didn't notice before?

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 6: INTERPERSONAL SKILLS

Topic OBJECTIVES: The learner will:

- Understand the importance of setting boundaries and how to set boundaries
- Understand that conflict can be positive if handled effectively
- Understand the benefits of negotiation
- Understand different team player styles

Topic OUTCOMES: The learner will:

- Set boundaries for herself/himself
- Create a conflict web
- Know their team player style

Topic ACTIVITIES:

I. Welcome to the Day

Opening Question:

- What was the best team you were ever a part of? What made it so great?
- What is one of your pet peeves (something that annoys you)? Why?
- What was the best (or worst) deal you ever got through a negotiation?

Opening Quotes:

- "You cannot shake hands with a clenched fist."
~ *Indira Gandhi* (India's only female prime minister)
- "The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them."
~ *Ralph Nichols* (English badminton player)
- "Proficiency in emotional management, conflict resolution, communication and interpersonal skills is essential for children to develop inner self-security and become able to effectively deal with the pressures and obstacles that will inevitably arise in their lives. Moreover, increasing evidence is illuminating that emotional balance and cognitive performance are indeed linked."
~ Research Overview (c) Institute of HeartMath
- "They may forget what you said, but they will never forget how you made them feel."
~ *Carl W. Buechner*
- "The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention."
~ *Rachel Naomi Remen* (medical reformer, holistic health, and educator)
- "Never expect people to treat you any better than you treat yourself."
~ *Bo Bennett* (businessman, author, motivational speaker, philanthropist)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

Overview of the Day

- Today we are going to be discussing four different aspects of interpersonal skills. Does anyone know what interpersonal skills are? (Interpersonal: being, relating to or involving relations between persons)
<http://www.merriam-webster.com/dictionary/interpersonal>
- Interpersonal Skills are skills that have to do with how people relate to one another. Four skills we will explore today: Boundaries, Conflict Resolution, Negotiation, and Working on a Team.

II. Boundaries

Large Group Discussion

- What are boundaries? Why do we have/need boundaries? How do we know our boundaries?
- “The purpose of having boundaries is to protect and take care of ourselves. We need to be able to tell other people when they are acting in ways that are not acceptable to us. A first step is starting to know that we have a right to protect ourselves. That we have not only the right, but the duty to take responsibility for how we allow others to treat us.”
http://joy2meu.com/Personal_Boundaries.htm
- How do you set boundaries?
 - Communicate clearly.
 - Be specific.
 - One formula to use when someone crosses a boundary:
 - When you... I feel... I want...
 - Example: When you interrupt me (describe behavior), I feel unimportant, sad and angry (describe feelings). I want to know that you care about me and respect what I have to say (describe what you want).
 - If the behavior continues, you can add another statement. If you continue (describe behavior), I will (describe what you will do).
 - Setting boundaries is not about making threats or manipulating people — make sure you will follow through on what you say — setting healthy boundaries means being okay with whatever happens and being able to follow through with what you say. Making threats and not following through can create a dynamic where that boundary and other boundaries that you try to set might not be taken seriously.
- How are work boundaries set? Some boundaries are set by the organization (HR policies). Some boundaries are set by law. (sexual harassment, discrimination, etc.) Some boundaries are set by individuals.
- Practice setting boundaries.
Have participants set 3-5 boundaries.

Examples:

- **(Work)** I am willing to help out and stay late at work when needed, but I can't stay late on Thursdays because I have to pick up my little sister from school.
- **(Relationship)** I will listen to what you have to say, but I won't listen when you are yelling, swearing and/or being disrespectful.
- **(Home — younger sibling)** I will let you borrow my stuff sometimes, but you have to ask permission before you borrow anything.

III. Conflict Resolution

- **What is conflict? Create a Conflict Web**

Discuss the many different words people associate with conflict/use to describe conflict. How many are negative? How many are positive?

- **Activity**

– Prior to Training write out the following on flip chart so everyone can see them throughout the activity.

Activity Information to write out on flip chart:

Goal of activity: *Get as many points as you can*

Guidelines:

1. *Do NOT hurt your partner.*
2. *You get one point every time the back of your partner's hand touches the table.*
3. *You have 45 seconds.*

– Pair everyone up and arrange the partners so they are sitting across the table from each other.

– Read the directions that are posted. Ask if there are any questions.

– Have participants reach across the table with their right arm — elbow on the table — and grasp their partner's hand. (It will look like they are going to arm wrestle — but do not say 'arm wrestle'. Demonstrate what you mean if it is not clear.)

– Time the 45 seconds and tell everyone to stop.

– **Discussion Questions:**

1. Raise your hand if you got more than five points. Ten points. Twenty points.
2. What strategies did people use?
3. Did anyone think to work with his/her partner? Did you actually work together? Why or Why not?
If any of the pairs did work together, have them demonstrate — and then have everyone else see how many more points they can get working together (quickly going back and forth to get more points for both partners) than they got working against each other.
4. How can this idea be applied to other areas of your life? Work?
5. Our society is very competitive so often we see things as a competition, even when it does not have to be. How might this contribute to conflict?
6. Did any of the directions say that this was a competition? Was your goal to get more points than your partner? Why did some people resist working together? Are there are other places we resist working with other people, even if it might help us reach our goals? Why?
7. Conflict resolution is about finding a solution that works for everyone — where everyone 'wins'

- **How do you deal with conflict?**

The five most common ways to deal with conflict are:

– Avoid — not dealing with the conflict at all, pretending it does not exist

– Accommodate — give in, do what the other party wants

– Force — make the other party give in, use threats if necessary

– Compromise — both parties give up something

– Problem Solve — work together to find a solution that works for both parties "win-win" solution. Problem solving is usually the most effective, but it is also often the most difficult and time-consuming.

- **The Positive Side of Conflict**

"If there is no struggle, there is no progress." ~ *Frederick Douglass*

– Do you agree with this quote? Why or why not?

– How could this quote relate to conflict?

– What is the positive side of conflict?

– What are some examples of the positive side of conflict? (Civil Rights, Women's Rights, The End of Slavery, etc.)

IV. Negotiation Skills

- **Fairness in Negotiation Activity (directions included)**
- Negotiation Discussion
 - What types of things do you negotiate? What types of things do people negotiate at work?
 - How do you feel when the negotiation does not go well?
 - What strategies do you use in your negotiations?
- Negotiation Tips
- The Benefits of Negotiation
 - Win-win strategies
 - Problem-solving (working together to find a solution that will work for both parties)
 - Relationship Building

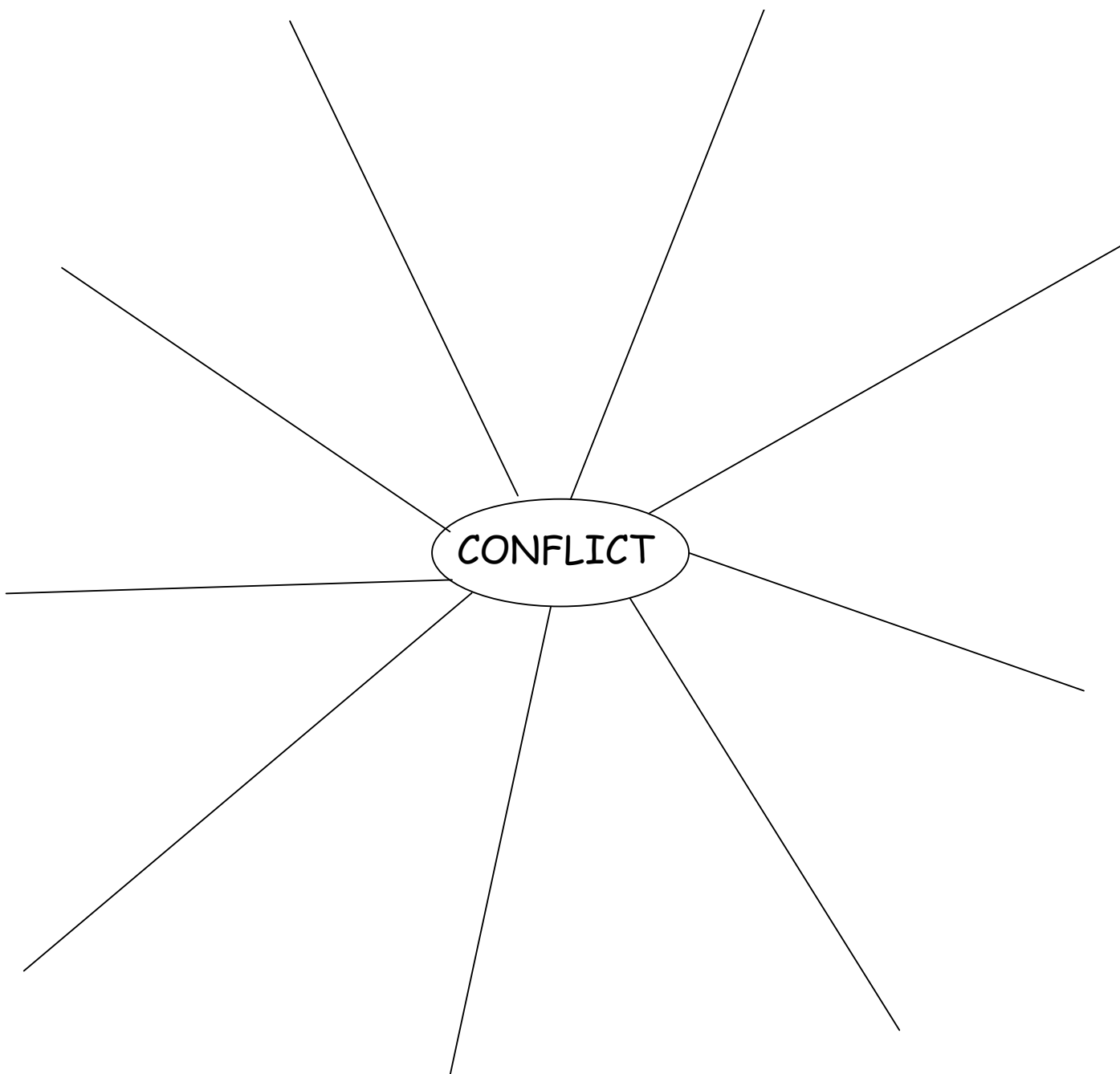
V. Activity (Conflict Resolution and Working on a Team)

- **Frenzy** (directions included)

VI. Being a team player/Working on a team

- Complete the Team Player Survey (attached)
 - Who scored highest as a Contributor?
 - Who scored highest as a Collaborator?
 - Who scored highest as a Communicator?
 - Who scored highest as a Challenger?
 - Do you think the survey accurately describes your team 'style'? In what ways?
Is there another style that describes you better? Which one? In what ways?
- Brainstorm the advantages and challenges of working on a team.
- In small groups, list the skills you need in order to work effectively on a team.
 - Which of these skills do you currently have?
 - Which ones are you learning?
 - Which ones do you need for work?
 - How can you improve the skills needed to work effectively on a team?

Real-World Application: *Observe conflicts around you (at school, on the bus, in a store, at home, something you see on TV, etc.) How are they handled? Choose one and think about how it could have been handled better.*



Fairness of Negotiation

Objective: To stress the importance of perceptions of equity and fairness in any contract or negotiation.

Materials: A substantial supply of a tangible item that is likely to be mutually desirable by two persons present.

Procedure:

- Identify two people to role-play an interaction. Designate them A and B.
- Visibly provide Individual A with a supply of goods to distribute (to share with B). This may be \$100 in (play) money, 100 jelly beans, or M&Ms. Instruct A that he or she is to make an offer to split the resource with B in any proportion desired. B may only accept or reject the offer, but not negotiate the split. If B accepts the offer, a deal is made. If B rejects the offer, neither party is to receive any of the items.
- Inform B that A has 100 of the resource items to be shared between them. B can accept or reject the single offer to be made, but may not provide any input into A's determination of the offer, nor may a counteroffer be made. If B rejects the offer, neither party keeps any of the items.
- Proceed with the role-play interaction.

Discussion Questions:

1. Why did A behave as she or he did?
2. Why did B respond as he or she did?
3. What advice do you have for people like A and B in these situations at work? At school? At home?

Thoughts:

A is often tempted to offer a split that will be personally favorable, such as 60-40 or 80-20. This reflects a world in which individuals compete for resources and are taught to "win" at all costs. From a rational perspective, B should accept any offer from A since B will be better off with anything (even 1). But since people don't like to be exploited, many B's will reject offers that don't seem fair (as perceived by them). Similarly, A could decide to offer any split (even 1-99), since that would make A better off than before. Apparently, the key to making a deal of this kind is not only to convince the other part that they will gain a lot but also to create an image of fairness, wherein B is convinced that A won't be gaining a lot more than B.

Even when it is possible to "make a killing" on a single deal, it would be wiser to build a long-term relationship by offering a fair deal. This requires, of course, either empathizing sufficiently to infer what is fair, or inquiring of the other party what would be a fair resolution to the situation.

If you have more time:

- After the first role-play, ask for new volunteers before discussing the incident, and then repeat the process.
- Repeat the process, allowing B to make a single counteroffer to A.

Negotiation Tips

Whether it's with an employer, family member or business, we all negotiate for things each day like a higher salary, better service or solving a dispute with a coworker or family member. Here are some negotiation skills, techniques and strategies to help you handle these situations more effectively.

1. **Know Thyself:** When you go into a negotiation, take a personal inventory. How do you feel about negotiation? Do you want to get it over fast? If so, you may give in too quickly, or give away too much. Or, do you want to win, no matter what the cost? If so, you may become adversarial and damage the relationship.
2. **Do Your Homework:** Know who you're negotiating with before you begin. What's his or her reputation as a negotiator? Win/Win model or Win/Lose model? Does the person want to negotiate with you (Oh Boy!), dread the negotiation (Oh No!), or is this a neutral situation (Show Me!).
3. **Practice Double and Triple Think:** It's not enough to know what you want out of negotiation. You also need to anticipate what the other party wants (double think). The smart negotiator also tries to anticipate what the other party thinks you want (triple think).
4. **Build Trust:** Negotiation is a highly sophisticated form of communication. Without trust, there won't be communication. Instead you'll have manipulation and suspicion masquerading as communication. Be trustworthy. Honor your commitments. Tell the truth. Respect confidences.
5. **Develop External Listening:** Most people carry on an inner dialogue with themselves. When you're trying to communicate with someone else, this inner dialogue becomes a problem because you can't listen internally and externally at the same time. When you negotiate, turn off your inner voice and only listen externally. You won't miss important nonverbal messages, facial expressions, or voice inflections when you listen externally.
6. **Move Beyond Positions:** It's risky to make yourself vulnerable to someone. That's why in a negotiation, you begin by stating your position. Later, when the trust has deepened, you and the other party can risk more honesty and identify your true interests. As a negotiator, it is your responsibility to ask questions that will uncover the needs or interests of the other party. If you've also done your job of creating a supportive climate, you're more likely to get honest answers.
7. **Own Your Power:** Don't assume that because the other party has one type of power (e.g. position power) that he or she is all-powerful. That's giving away your power! Balance power by assessing the other parties source(s) of power, and then your own. While there are many sources of power, they all break down into two categories; internal power and external power. The former no one can take away from you and includes your personal power, level of self-esteem, and self-confidence. External power fluctuates with your situation. If you're laid off or demoted, you can lose position power. If new technology is introduced, you can lose your expertise power. Because the dynamics of power are so changeable, a negotiation is never dead. Be patient; the power dynamics may shift.
8. **Know Your BATNA:** BATNA stands for Best Alternative to A Negotiated Agreement. The acronym comes out of the research on negotiation conducted by the Harvard Negotiation Project. Before you begin a negotiation, know what your options are. Can you walk away from the deal? What other choices do you have? What are the pros and cons of each choice? Don't stop here. Also consider the BATNA of the other party.
9. **Know What a Win Is:** What is your best case scenario? What is your worst case scenario? The area in between is called your settlement range. If you can reach an agreement within your settlement range, that's a Win! Don't drop below your bottom line; you'll feel bad about yourself and the deal afterwards, and you may not follow through on your commitments.
10. **Enjoy the Process:** Negotiation is a process, not an event. There are predictable steps – preparation, creating the climate, identifying interests, and selecting outcomes – that you will go through in any negotiation. With practice, you will gain skill at facilitating each step of the process. As your skill increases, you'll discover that negotiating can be fun.

Frenzy

What: A relatively quick initiative that highlights the value of cooperation rather than competition.

Group Size: From 8-20.

Space Required: A large, relatively flat open space at least 30 square feet. Works indoors or out.

Time Required: 20 minutes.

Props Required: 5 Hula Hoops and 60-70 tennis balls.

Setup and Objective:

- Arrange 4 hula hoops on the ground spread out from each other at the four corners of an imaginary 25 foot square; place with the one in the middle (imagine the dots on the five sides of a dice).
- Place all tennis balls in the middle (neutral) hoop.
- Divide into four even teams. See the activity write-up for Categories for creative and fun ways to divide into teams — AVOID having 4 captains pick their people (were you ever picked last? I was...). Have each team pick a hula-hoop and stand by it.
- Explain the object of the game: each team is trying to place all of the tennis balls in its hoop; once you have all the balls, you win.

Rules:

- There is no throwing or tossing of the balls.
- All the balls must be out of the middle before you can take them from others hoops.
- No defending the hoops.

Facilitator Notes:

- Play will last for 3-5 minutes, at which point the participants will be out of breath and no nearer to winning. Signal a pause and ask them to regroup with their teams and strategize for two minutes. One group or another may come up with the creative solution (see step 3 below); most groups, however, will try to position the people “strategically,” plan for faster ball transfers, etc. After two minutes, signal time, have them return to their starting positions, then Ready, Set, Go.
- After another fruitless 3-5 minutes, participants will still be no nearer to winning and starting to become a little frustrated. Signal another pause, and ask them to circle up as a group and perhaps “learn from each other.” This will usually produce better results; if they need prodding, restate the object of the game and the rules. Some person will think to suggest that the groups work together; another might ask if the hoops can be moved (YES). In either event, you know that the group is on the right track.
- With some planning and thinking about what you’ve told them, they should realize that the only way to win (other than all of the other groups agreeing to lose — not likely) is for them all to win, (i.e., place all of the balls in the middle hoop, then place their hoops around the balls).

The Team-Player Survey

Purpose

The Team-Player Survey will help you identify your style as a team player. The results will lead you to an assessment of your current strengths and provide a basis for a plan to increase your effectiveness as a team player.

Teams may use the survey to develop a profile of team strengths and to discuss strategies for increasing team effectiveness.

Directions

First, this is a survey, and, therefore, there are no right or wrong answers. Please answer each item according to how you honestly feel you function now as a team member rather than how you used to be or how you would like to be.

You will be asked to complete eighteen sentences. Each sentence has four possible endings. Please rank the endings in the order in which you feel each one applies to you. Place the number **4** next to the ending which is **most applicable** to you and continue down to a **1** next to the ending which is **least applicable** to you.

For example:

As a team member, I am usually most concerned about:

- ___ a. meeting high ethical standards.
- ___ b. reaching our goals.
- ___ c. meeting my individual responsibilities.
- ___ d. how well we are working together as a group.

Please do not make ties or use 4, 3, 2, or 1 more than once. It is possible that some of the sentences will have two or more endings that apply to you or will have none that apply to you, but you should assume these are your only choices and rank them accordingly. Each set of endings must be ranked 4, 3, 2, and 1. Remember, **4 = most applicable; 1 = least applicable**.

THE TEAM-PLAYER SURVEY

1. During team meetings, I usually:

- ___ a. provide the team with technical data or information.
- ___ b. keep the team focused on our mission or goals.
- ___ c. make sure everyone is involved in the discussion.
- ___ d. raise questions about our goals or methods.

2. In relating to the team leader, I:

- ___ a. suggest that our work be goal directed.
- ___ b. try to help him or her build a positive team climate.
- ___ c. am willing to disagree with him or her when necessary.
- ___ d. offer advice based upon my area of expertise.

3. Under stress, I sometimes:

- ___ a. overuse humor and other tension-reducing devices.
- ___ b. am too direct in communicating with other team members.
- ___ c. lose patience with the need to get everyone involved in discussion.
- ___ d. complain to outsiders about problems facing the team.

4. When conflicts arise on the team, I usually:

- a. press for an honest discussion of the differences.
- b. provide reasons why one side or the other is correct.
- c. lose patience with the need to get everyone involved in discussions.
- d. try to break the tension with a supportive or humorous remark.

5. Other team members usually see me as:

- a. factual.
- b. flexible.
- c. encouraging.
- d. candid.

6. At times, I am:

- a. too results-oriented.
- b. too laid-back.
- c. self-righteous.
- d. short-sighted.

7. When things go wrong on the team, I usually:

- a. push for increased emphasis on listening, feedback, and participation.
- b. press for a candid discussion of our problems.
- c. work hard to provide more and better information.
- d. suggest that we revisit our basic mission.

8. A risky team contribution for me is to:

- a. question some aspect of the team's work.
- b. push the team to set higher performance standards.
- c. work outside my defined role or job area.
- d. provide other team members with feedback on their behavior as team members.

9. Sometimes other team members see me as:

- a. a perfectionist.
- b. unwilling to reassess the team's mission or goals.
- c. not serious about getting the real job done.
- d. a nitpicker.

10. I believe team problem solving requires:

- a. cooperation by all team members.
- b. high-level listening skills.
- c. a willingness to ask tough questions.
- d. good, solid data.

11. When a new team is forming, I usually:

- a. try to meet and get to know other team members.
- b. ask pointed questions about our goals and methods.
- c. want to know what is expected of me.
- d. seek clarity about our basic mission.

12. At times, I make other people feel:

- a. dishonest because they are not able to be as confrontational as I am.
- b. guilty because they don't live up to my standards.
- c. small-minded because they don't think long-range.
- d. heartless because they don't care about how people relate to each other.

13. I believe the role of the team leader is to:

- a. ensure the efficient solution of business problems.
- b. help the team establish long-range goals and short-term objectives.
- c. create a participatory decision-making climate.
- d. bring out diverse ideas and challenge assumptions.

14. I believe team decisions should be based on:

- a. the team's mission and goals.
- b. a consensus of team members.
- c. an open and candid assessment of the issues.
- d. the weight of the evidence.

15. Sometimes I

- a. see team climate as an end in itself.
- b. play devil's advocate far too long.
- c. fail to see the importance of effective team process.
- d. overemphasize strategic issues and minimize short-term task accomplishments.

16. People have often described me as:

- a. independent.
- b. dependable.
- c. imaginative.
- d. participative.

17. Most of the time, I am:

- a. responsible and hardworking.
- b. committed and flexible.
- c. enthusiastic and humorous.
- d. honest and authentic.

18. In relating to other team members, at times I get annoyed because they don't:

- a. revisit team goals to check progress.
- b. see the importance of working well together.
- c. object to team actions with which they disagree.
- d. complete their team assignments on time.

TEAM-PLAYER SURVEY RESULTS

Directions:

1. Transfer your answers from the survey to the lines below.
2. Please be careful when recording the numbers because the order of the letters changes for each question. For example, in question #1, the order is a, b, c, d, but in question #2, the order is d, a, b, c.
3. The totals for the four styles must equal 180.

Question	"Contributor"	"Collaborator"	"Communicator"	"Challenger"	
1.	a. _____	b. _____	c. _____	d. _____	
2.	d. _____	a. _____	b. _____	c. _____	
3.	c. _____	d. _____	a. _____	b. _____	
4.	b. _____	c. _____	d. _____	a. _____	
5.	a. _____	b. _____	c. _____	d. _____	
6.	d. _____	a. _____	b. _____	c. _____	
7.	c. _____	d. _____	a. _____	b. _____	
8.	b. _____	c. _____	d. _____	a. _____	
9.	a. _____	b. _____	c. _____	d. _____	
10.	d. _____	a. _____	b. _____	c. _____	
11.	c. _____	d. _____	a. _____	b. _____	
12.	b. _____	c. _____	d. _____	a. _____	
13.	a. _____	b. _____	c. _____	d. _____	
14.	d. _____	a. _____	b. _____	c. _____	
15.	c. _____	d. _____	a. _____	b. _____	
16.	b. _____	c. _____	d. _____	a. _____	
17.	a. _____	b. _____	c. _____	d. _____	
18.	d. _____	a. _____	b. _____	c. _____	
TOTALS	_____	_____	_____	_____	= 180

The highest number designates your primary team-player style. If your highest numbers are the same or within three points of each other, consider them both as your primary style. The lowest total indicates your least active team-player style.

Your primary team-player style defines a set of behaviors that you use most often as a member of a team. It does not mean that it is the only style you use. All of us have the capacity to use any one of the four styles. We simply use one style — our primary style — most often.

Contributor – Task

The contributor is a task-oriented team member who enjoys providing the team with good technical information and data, does his or her homework, and pushes the team to set high performance standards and to use their resources wisely. Most people see you as dependable, although they believe, at times, that you may become too bogged down in the details and data, or that you do not see the big picture or the need for positive team climate.

People describe you as responsible, authoritative, reliable, proficient, and organized.

Collaborator – Goal

The Collaborator is a goal-directed member who sees the vision, mission, or goal of the team as paramount but is flexible and open to new ideas, willing to pitch in and work outside his or her defined role, and able to share the limelight with other team members. Most people see you as a big-picture person, but they believe, at times, that you may fail periodically to revisit the mission, to give enough attention to the basic team tasks, or to consider the individual needs of other team members.

People describe you as forward-looking, goal directed, accommodating, flexible, and imaginative.

Communicator – Process

The Communicator is a process-oriented member who is an effective listener and facilitator of involvement, conflict resolution, consensus building, feedback, and the building of an informal, relaxed climate. Most people see you as a positive “people person,” but they find that, at times, you may see process as an end in itself, may not confront other team members, or may not give enough emphasis to completing task assignments and making progress toward team goals.

People describe you as supportive, considerate, relaxed, enthusiastic, and tactful.

Challenger – Question

The Challenger is a member who questions the goals, methods, and even the ethics of the team, is willing to disagree with the leader or higher authority, and encourages the team to take well-conceived risks. Most people appreciate the value of your candor and openness, but they think, at times, that you may not know when to back off an issue or that you become self-righteous and try to push the team too far.

People describe you as honest, outspoken, principled, ethical, and adventurous.

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 7: EXPLORING CAREERS

Topic OBJECTIVES: The learner will:

- Discover how their interests, skills, personality and values can help them explore careers that might be a good match for them
- Understand that there are numerous jobs in one career cluster

Topic OUTCOMES: The learner will:

- Complete assessments that will help identify possible career paths
- Create a portfolio on Mass CIS
- Identify careers of interest and how to find out more about those careers

Topic ACTIVITIES:

I. Welcome to the Day

Opening Questions:

- When you were a kid, what did you dream about 'being' when you grew up?
- If you could have any job in the world, what would you want to do?

Opening Quotes:

- "The best careers advice to give to the young is 'Find out what you like doing best and get someone to pay you for doing it.' "
~ *Katherine Whitehorn* (journalist, writer, and columnist)
- "What is the recipe for successful achievement? To my mind there are just four essential ingredients: Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team."
~ *Benjamin F. Fairless*
- "If you wish to achieve worthwhile things in your personal and career life, you must become a worthwhile person in your own self-development."
~ *Brian Tracy* (self-help author)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Activity

Part One: Create a Career/Job List

This is a fun Challenge that can be done in a number of different ways

- Relay Race — hang flipchart paper up and have the teams line up behind a designated spot on the floor. When you say go, have one person from the team run to the flipchart and write down a career/job they know. When they are finished, they run back, give the marker to the next person on their team, etc.
 - The relay race can be to see who can come up with the most jobs in 5 minutes (or amount of time you designate).
 - You can put the numbers 1-25 (or any number) on the flip chart, with lines after each number to write jobs on and see which team can come up with 25 jobs first.
 - You can put the letters A-Z on flipchart, with a line after each letter to write jobs on and see which team can come up with one job for each letter first.
- You can do the same thing, but instead of making it a relay race, just have teams sit together at one table to complete the challenge (the most in a designated time, the first to write a certain number or the first to write something for every letter).
- You could also do this as an individual challenge.

After the challenge, compile all of the team's lists to create one giant job list.

Part Two: Who do you know?

- Have individuals, small groups, large group identify people they know in the jobs on the compiled list.
- Have individuals think about other people they know and what they do — and try to add to the large list.

Part Three: Expanding Career Options — Everyday Things (directions included)

III. Mass CIS

- Sign in and create your portfolio.
- Complete Assessments, save results in your Mass CIS portfolio, and print the results for your folder/binder.
 - Career Cluster Inventory
 - O*Net Interest Profiler
 - Work Importance Locator
 - Occupation Sort

IV. Explore Possible Careers

Choose one career area that you are interested in that might be a good fit for you based on today's assessments as well as previous assessments (personality, multiple intelligences, values, skills). Using Mass CIS or other career exploration websites (www.careervoyages.gov or <http://www.bls.gov/oco/home.htm> or <http://online.onetcenter.org/>), research the career area of interest and complete the career information web.

If there is time, have participants share what they have learned about the career area they researched. If some people finish before others, they can explore and research another career area of interest.

***Real-World Application:** Talk to a variety of people that you know. Talk to them about the career area you researched and ask them if they know anyone who works in that career area. Keep track of how many people your 'network' could connect you to in this career area.*

Everyday Things

Have you ever wondered how jobs come about? Jobs are created to solve problems—to provide a product or service that someone needs or wants. Sometimes people don't even know that there is a want, need or market for the service or product.

For example, do you know who Steve Jobs is? In 1973, in his garage, with a friend, Steve Jobs developed the personal computer that later became the Apple II. Now he is CEO of Apple, a leader in personal computers, which he co-founded in 1976, and Pixar, the Academy-Award-winning animation studios that he co-founded in 1986. Pixar has created four of the most successful and beloved animated films of all time: *Toy Story* (1995), *A Bug's Life* (1998), *Toy Story 2* (1999) and *Monsters Inc.* (2001). Pixar's four films have together earned more than \$1.5 billion box office receipts worldwide. Pixar's next films, *Finding Nemo* and *Pirates of the Caribbean* were released in the summer of 2003.

Big businesses and the government used computers. The computers were so big that they filled small rooms. However, Steve Jobs and others had the idea that every person needed a computer — a personal computer so small it would fit on a “desktop.” Every person would need his own computer as a part of his daily life. This was a revolutionary idea. At the same time, scientists at Texas Instruments and Bell Labs were advancing silicon chip technology. Voila! Personal computers. What other products and services have come from the computer explosion that started in the 1970's?

In this activity, you'll think about common objects to consider all the different kinds of jobs necessary to produce and deliver them. For example, how did construction work come about? Human beings need shelter, so people have jobs designing, building, advertising, selling, decorating and repairing homes.

Below are several everyday things. Think of as many career ideas as possible for each object. Be creative! For example, watermelon might elicit the following ideas: farmer, trucker, grocery clerk, food broker, chef, creator of a web site with recipes, creator of a web site that sells food.

Everyday object: chair

Career ideas:

Everyday object: house

Career ideas:

Everyday object: DVD Player

Career ideas:

Everyday object: aspirin

Career ideas:

Everyday object: telephone

Career ideas:

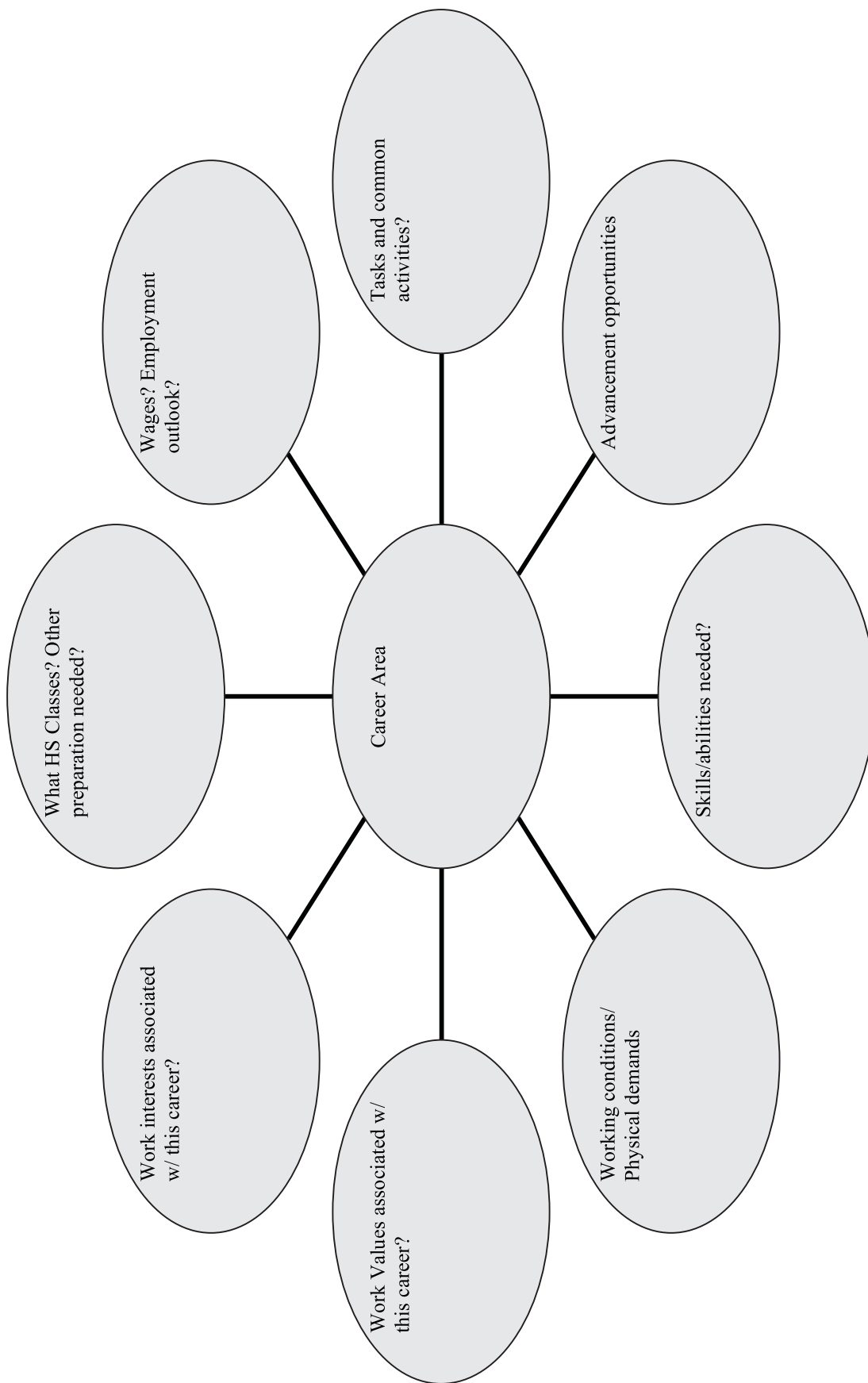
Everyday object: car

Career ideas:

Everyday object: computer

Career ideas:

List here types of jobs you'd like to find out about:



UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 8: GOAL SETTING/SUCCESS

Topic OBJECTIVES: The learner will:

- Explore what success means to them
- Understand the difference between short-term, long-term and transitional goals
- Understand the importance of planning, preparation and practice in reaching goals

Topic OUTCOMES: The learner will:

- Draw what success looks like to them
- Create specific, measurable, action-oriented short term goals with clear timelines
- Identify and prioritize five long term goals

Topic ACTIVITIES:

I. Welcome to the Day

Opening Questions:

- How do you define success?
- What is something you want to accomplish in the next year?

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

Opening Quotes: Have students pick a quote out of a bag when they enter the room. During the introductions, have everyone read their quote. After each quote, give people about 15 seconds to think about the quote. After everyone has read their quote, pass out all of the quotes typed up to all of the participants.

1. "Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending."
~ *Author Unknown*
2. "Some of the world's greatest feats were accomplished by people not smart enough to know they were impossible."
~ *Doug Larson* (columnist)
3. "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."
~ *Michael Jordan* (NBA basketball player)
4. "Don't wait until everything is just right. It will never be perfect. There will always be challenges, obstacles and less than perfect conditions. So what. Get started now. With each step you take, you will grow stronger and stronger, more and more skilled, more and more self-confident and more and more successful."
~ *Mark Victor Hansen* (inspirational, motivational speaker, trainer and author)
5. "It takes 20 years to make an overnight success."
~ *Eddie Cantor* (comedian, dancer, singer-songwriter, actor)
6. "Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."
~ *Herman Cain* (columnist, businessman, politician and radio talk-show host)
7. "One important key to success is self-confidence. An important key to self-confidence is preparation."
~ *Arthur Ashe* (professional tennis player and activist)
8. "Life's real failure is when you do not realize how close you were to success when you gave up."
~ *Anonymous*
9. "A successful man continues to look for work after he has found a job."
~ *Anonymous*

10. "Success is not permanent. The same is also true of failure."
~ *TS Elliot* (poet, playwright and literary critic)
11. "The secret of success in life is for a man to be ready for his opportunity when it comes."
~ *Benjamin Disraeli* (British prime minister and novelist)
12. "Keep these concepts in mind: You've failed many times, although you don't remember. You fell down the first time you tried to walk. You almost drowned the first time you tried to swim... Don't worry about failure. My suggestion to each of you: Worry about the chances you miss when you don't even try."
~ *Sherman Finesilver* (federal judge)
13. "No one ever attains very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required that determines the greatness of ultimate distinction."
~ *Charles Kendall Adams* (educator and historian)
14. "With some basic skills, ambition and persistence, then there is little limit to what you can achieve, and by trying you can often surprise yourself."
~ *Joe Gold* (founder of Gold's Gym and World Gym)
15. "If money is your hope for independence you will never have it. The only real security that a man will have in this world is a reserve of knowledge, experience, and ability."
~ *Henry Ford* (founder of Ford Motor Company and father of mass production assembly lines)
16. "Success doesn't come to you... you go to it."
~ *Marva Collins* (educator)
17. "Success is simply a matter of luck. Ask any failure."
~ *Earl Nightingale* (motivational speaker and author)
18. "To laugh often and much; To win the respect of intelligent people and the affection of children; To earn the approbation of honest critics and endure the betrayal of false friends; To appreciate beauty; To find the best in others; To give of one's self; To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; To have played and laughed with enthusiasm and sung with exultation; To know even one life has breathed easier because you have lived —This is to have succeeded."
~ *Ralph Waldo Emerson* (essayist, philosopher and poet)

II. Activity: Dice Racing

Supplies: Paper for each participant, one pen for each group, a pair of dice for each group

Directions:

- **Goal:** Be the first person to write all of the numbers 1-50 (or 1-100) on your paper (1, 2, 3, 4, 5... 50)
- **Guidelines:** There is only one pen/pencil per group. You only get the pen to write the numbers on your paper when you roll doubles. The first person rolls the dice. If she/he gets doubles she/he gets to take the pen and start writing on his/her paper. If she/he does not get doubles, the next person rolls the dice. As one person writes, the dice continue around the table with everyone rolling once until someone else rolls doubles. As soon as someone gets doubles, they say 'pen' and the person writing has to stop and pass the pen to the person who just rolled the doubles.
- When one person has the pen, everyone else is trying to work quickly as a team to roll the dice and get doubles to take the pen away. This dynamic of constantly shifting alliances makes the game really fun.

Adapted from http://www.teachmeteamwork.com/teachmeteamwork/2006/08/teambuilding_ga_3.html
retrieved April 7, 2010

Discussion Questions:

1. What did you like about this activity? What did you dislike about this activity?
2. Why did (name) win — is she/he smarter than everyone else? More talented? More athletic? Better personality? (at some point someone will mention that it was luck)
3. Is the game only about luck? What if you could not write the numbers 1-(whatever number you used)? Would luck matter then?
4. What else is it about? (being prepared when an opportunity presents itself) People talk about being in the right place at the right time — but if they were not prepared to take advantage of the opportunity, it would not matter how often they were 'in the right place at the right time.' Do you think they were the only person at that place? They were the right person because they were prepared to perform, impress, and seal the deal.
5. You have the power and control to prepare yourself right now — for that future 'lucky' opportunity.

III. Success

- What is success?
- Identify 10 accomplishments (successes) from your life.
- What characteristics help people achieve success? What helped you in the examples of accomplishments that you just identified? (confidence, determination, motivation, practice, responsibility, positive attitude, believing you can do it, having a clear goal, etc.)
- What does success look like?

Drawing

Supplies: paper, pencils, pens, markers

Take a legal sized piece of paper and fold it in half.

Fold it in half again to make four boxes, as shown.

In the top left hand corner, write **In 3 months**. In the top right hand corner, write **In 6 months**. In the bottom left hand corner, write **In 1 year**. In the bottom right hand corner, write **In 5 years**.

In 3 months	In 6 months
In 1 year	In 5 years

Draw pictures of what you want your life to look like at these different points in your life. Think about your possible self — your hopes and dreams. Draw what is possible.

IV. Activities

- **Building Bridges** (directions included)
- **Spoons or Tongues** (directions included)
- **Improve This** (directions included)

V. Goals

- Goal — a clear statement of what you want to achieve and are working toward, and when you expect to achieve it (**Empower Your Future, Part I**).
- Define short term, long term, and transitional goals
- Identify short-term (3 months), long-term, (5 years) and transitional goals (6 months and 1 year) in your drawings
- Create three specific, measurable, action-oriented short term goals with clear timelines. Include your action plan (steps) to reach your goal.
- Identify and prioritize five long term goals (think of your possible self — breaking out of the box)

VI. Read Overview of the 10 Steps to Success

Real-World Application: Share at least one short term goal with three people in your lives, and ask them to support you in reaching your goal — and check in to make sure you are sticking to your plan.

Building Bridges

Learning Objective: To introduce the idea of teamwork, communication and creative problem solving.

Group Size: Small groups of 5-7 people.

Space Required: a room with ample space for movement.

Props Required: Lots of newspaper, rolls (6-8) of masking tape, a gallon jug 1/4 to 1/2 full of water, a plastic dishpan type container, cassette player, cassette tape with "William Tell Overture" or music with a hectic pace.

Activity Instructions: "You are going to build a bridge using only the newspaper and masking tape. The bridge must be strong enough to hold this bottle (show the bottle and let them check the feel of it for weight). Also, the bridge must be tall enough for the pan to pass underneath it. The bridge must be free-standing — not attached to the wall, not a piece of furniture, not a person or an article of clothing...FREE-STANDING."

Have participants count off so that they are divided into teams.

Rules Summary: (Clarify understanding of rules. I also write them on flip chart).

You cannot use materials other than newspaper and masking tape.

Each group must build a bridge that the dish can pass under and hold the gallon jug for 10 seconds.

You cannot stick/tape to another person or furniture.

You have 5 minutes to plan, 8 minutes to build the bridge.

Process:

Tell them they will have 5 minutes to plan, discuss, etc., and to be sure everyone in the group is included. DO THEY HAVE ANY QUESTIONS? Time the 5 minutes. After the 5 minute discussion period, pass out the newspaper and tape. Inform the group they will now have 8 minutes to construct their bridge and, by the way, there will be no talking allowed during this 8 minutes.

At the end of 8 minutes, allow the groups 30 seconds to speak to each other and then an additional 3 minutes of SILENT work to complete their bridge. During this last work session, play the "William Tell Overture" (or other such music) loudly.

Call time and have one group at a time present their bridge. A spokesperson from each group will tell about their bridge and pass the pan under and put the jug on top. When the jug is put on top, all will count for 10 seconds. (This will be done for each group).

Processing/discussion questions:

- How did you work as a group?
- Which part was the most difficult?
- Did everyone participate in some way?
- Did you feel like you contributed to the group?
- Did you feel like you were part of the group?
- Was there one particular person that kept the ball rolling?
- Were there individuals who were particularly quiet?
- How was their quietness interpreted: agreement or disagreement?
- What influenced the type of bridge built by each group?
- Why were no two alike?
- How did communication or lack of it affect the work of the group?
- What characteristics of teamwork became evident during this exercise?

Spoons or Tongues

Players: 3 to 13 players. Best with 6 to 13 players.

Supplies: A standard 52-card deck.

For Spoons: One spoon for each player except one. *EXAMPLE: With 8 players, you need 7 spoons.*

Goal: To be the first to collect four cards of the same rank. If an opponent beats you to that goal, to not be the last to realize it and grab a spoon or stick out your tongue.

Setup: For each player in the game, you need four cards of the same rank from the deck. For example, with 5 players you could use the Aces, 2s, 3s, 4s and 5s.

Shuffle the cards and deal them to the players. Each player will have four cards.

If you're playing Spoons, put the spoons in the middle of the table so that every player can reach them.

Gameplay:

- Players simultaneously choose one card from their hands, pass that card to the opponent on their left, and pick up the card they've received from the opponent on their right. Each player can never have more than five cards in her/his hand, so it's illegal for a player to pick up more than one new card before passing one to the left.
- When a player collects four of a kind, as subtly as possible, he or she needs to take a spoon and place it in front of himself/herself (or if you do not have spoons, the person needs to stick out his/her tongue).
- When one player has four of a kind, every other player is allowed to subtly pick up a spoon (or stick out their tongue) as well. The last player to grab a spoon or stick out his/her tongue gets a letter (S-P-O-O-N or T-O-N-G-U-E).
- Players who either take a spoon or stick out their tongue should continue to pick up and pass cards, making it more difficult for other players to realize what has happened. (The player who actually collected four cards of the same rank must always pass the card they just picked up, because passing any other card would break up their four-of-a-kind).

Winning:

The final two players in the game are co-winners. (I don't usually play long enough for anyone to spell S-P-O-O-N; it is more fun with everyone playing).

Adapted from <http://boardgames.about.com/od/cardgames/a/spoons.htm> April 8 2010

Discussion Questions:

- What did you notice during this game?
- How does this game relate to work? (multi-tasking, goals, prioritizing, observation, focus, dealing with different personalities, dealing with frustration, fun, putting things in perspective — is it worth getting upset about?)
- What was the goal of the game? (short-term to get four of a kind, ultimate/long-term to get a spoon/stick out your tongue)
- What were you focused on — getting four of a kind or getting a spoon? What is your priority?
- What can you learn from this game?

Improve This

A very quick activity in which participants try to improve their seating arrangement with no specific goal in mind.

Purpose: Participants learn that objectives or goals must be specific and that assumptions left unchecked can sabotage an effort.

Use this when:

- Individuals need to see the value of setting clear and specific goals.
- Individuals are making assumptions or not asking questions for clarification.
- You don't have prep time and/or materials for anything more elaborate.

No materials needed

Directions:

1. Announce to the group that they have exactly 60 seconds to improve their seating arrangement.
2. Do not give any further instruction. Look at a clock and tell them to begin... now!
3. If they ask for clarification, simply repeat the original instructions.
4. Stop the activity after 60 seconds and discuss.

Discussion Questions:

- Did you meet your objective? (Possible answers you may hear: yes, because I am closer to the window; no, because I'm not sure what the objective was; I'm not sure...)
- What was your objective? Was it clear? (If they think it was clear, ask them to define "improve," and then show how it could have meant to get more people up front, or to get in a (better) circle, or to sit in small groups etc. — to show there were assumptions made).
- Did you seek clarification? Why not? Or what happened when you tried?
- How does this situation relate to the workplace or life? (We often try to accomplish things when we are not clear on the goal or the specific criteria for success. We often don't ask for clarification [or clarify and specify our own goals] and if we do, we don't always press to get what we truly need to succeed.)
- What can we do to prevent this type of thing from happening?

Tips for Success:

- After giving the instructions, do not ask if there are any questions. Look at the clock to discourage their questions. It is amazing how quickly anyone wanting clarification will back off if the source appears elusive. Usually the pressure of the group will discourage anyone from not moving quickly.
- If they directly ask for clarification, say, *"You determine for yourselves what 'improve' means. You are all intelligent. It seems pretty obvious."* During the debrief, point out how similar this is to responses at school, at work, in their lives.
- Do not be surprised (and do not stop them) if they start moving tables and chairs to "improve" their seating arrangement.
- As they rearrange themselves, listen to their comments. They may say things such as. "I don't know what she wants, but let's try this..." Bring these up (without pointing out who said what) during the discussion.

Overview of the 10 Steps to Success

ATTITUDE: Your attitude is the strongest (or weakest) aspect about you. It will determine your self-image and how well or poorly you do at everything. No more “I can’t.”

GOALS: Succeeding and seeing results should be a lot easier if you know what YOU want. If you enjoy what you’re doing and you’re getting better, you’ll want to do it more. The goals become even bigger and better.

OBJECTIVES: These are the “little things” that constantly focus your attention on the information that will make a difference. The benefits of attaining your objectives daily create a remarkable determination to reach your goals.

ORGANIZATION: Once you are on the path to accomplishing your objectives and goals, you’ll want to reach your outcome faster. The best in every class, in every sport and every area of life learn that time is very precious. It needs to be used wisely.

INSPIRATION: It is inevitable: we all get knocked down physically and mentally. When you were just a baby, you fell down but got back up; otherwise, you would be crawling everywhere. However, staying focused on your goals and objectives can be challenging at times. Don’t lose sight of “why” you want those goals.

COMMITMENT: You will face challenges from friends, classmates, teachers, and even people you don’t know. It is GOING TO HAPPEN. You can plan ahead of time that there will be pitfalls. Top performers and successful people always embrace the pitfalls but staying committed to their goals.

LEADERSHIP: When you set out to accomplish something, friends notice. It creates a level of confidence, courage and determination in you. Little by little, people start to see and wonder how they can get the same results. People start to follow!

ACCOUNTABILITY: You have finally learned that there is no more blaming your challenges, failures or circumstances on other people. If there is something to get done, a decision that needs to be made or a challenge to be met, you have proven you can do it. “If it’s going to be, it’s up to me.”

GOOD CHOICES, BAD CHOICES, IT’S UP TO YOU: So now your friends depend on you. They watch what you say and, more importantly, what you do. So your choices and decisions will impact many. There is no “pressure” on you because you are confident you can make your own choices, as opposed to the group’s choices.

SUCCESS SYSTEM: If you follow the system, you might reap the rewards!!

UNIT 1: BEGINNING YOUR JOURNEY, CAREER READINESS ORIENTATION

TOPIC 9: MOVING FORWARD

Topic OBJECTIVES: The learner will:

- Understand the importance of coping strategies for overcoming obstacles and maintaining a positive attitude
- Understand what resiliency means
- Feel acknowledged and recognized for his/her hard work throughout training

Topic OUTCOMES: The learner will:

- Identify current coping skills as well as new coping skills they want to try
- Write a letter to herself/himself acknowledging what he/she has accomplished and learned in the training
- Help others identify strategies for challenges

Topic ACTIVITIES:

I. Welcome to the Day

Opening Questions:

- What was your favorite part of the training?
- What was the most important thing you learned (in general or about yourself)?

Opening Quotes:

- "The farther backward you can look, the farther forward you can see."
~ *Winston Churchill* (British prime minister)
- "March on. Do not tarry. To go forward is to move toward perfection. March on, and fear not the thorns, or the sharp stones on life's path."
~ *Kahlil Gibran* (artist, poet and writer)
- "Develop an attitude of gratitude, and give thanks for everything that happens to you, knowing that every step forward is a step toward achieving something bigger and better than your current situation."
~ *Brian Tracy* (self-help author)
- "Don't dwell on what went wrong. Instead, focus on what to do next. Spend your energies on moving forward toward finding the answer."
~ *Denis Waitley* (author, keynote speaker and productivity consultant)
- "Life is like riding a bicycle. To keep your balance, you must keep moving."
~ *Albert Einstein* (physicist, philosopher and author)
- "All of the top achievers I know are life-long learners... looking for new skills, insights, and ideas. If they're not learning, they're not growing... not moving toward excellence."
~ *Denis Waitley* (author, keynote speaker and productivity consultant)
- "Don't fear failure so much that you refuse to try new things. The saddest summary of life contains three descriptions: could have, might have, and should have."
~ *Louis E. Boone* (academic author)
- "Be who you are and say what you feel because those who mind don't matter and those who matter don't mind."
~ *Dr. Seuss* (writer and cartoonist)

Real-World Application Check-in:

- Ask participants to share observations and thoughts.

II. Resiliency/Reframing

a. Large Group Discussion: What is resiliency?

Resiliency is...

- The ability to adapt well to stress, adversity, trauma, or tragedy
- The ability to recover from depression or discouragement. It means bouncing back from difficult experiences

Resiliency is not...

- A quality that some people possess and others do not
- Ignoring feelings of sadness or loss
- Always being strong and not asking for support
- Emotionally distant, cold or unfeeling

From **Empower Your Future, Part I**

b. Resiliency Strategies/Building Confidence

Hand out **“The Cup is Half Full.”** Read through the confidence building suggestions together. Divide students into small groups (2-3 people) and have them work together to reframe the “put down” self talk. When people are finished, come together as a large group and discuss the “lift up” self talk options.

III. Coping Skills/Strategies

- Hand out **“Identifying Triggers and Positive Responses to Triggers”** worksheet. Ask participants to identify their triggers and the positive responses they could use. Discuss the importance of being able to identify your triggers and strategies to respond effectively to these challenges.
- Hand out **“Overcoming Obstacles.”** Ask participants to complete the worksheet. Encourage them to think about past obstacles they have overcome and what strategies/skills helped them in those situations. Once students have finished, pair them up to discuss what they have written. After a few minutes, bring the large group together to discuss the identified obstacles.
- **Support Strategies Activity**
 - Identify one obstacle you don’t mind sharing with the group.
 - Write it at the top of the paper — along with one strategy you can use to overcome the obstacle.
 - Pass your paper to the left; you will now have someone else’s obstacle in front of you.
 - Think of a different strategy to overcome the obstacle and write it in the next box.
 - Pass the paper to the left and continue until you get your paper back.
 - Read through the new suggested strategies. Think about which ones you might be able to use.
 - Share some thoughts on this activity. How did it feel to share an obstacle and get support/suggestions from others? How did it feel to share suggestions? What new strategies would you be willing to try?

IV. Letter to Self

Write a letter to yourself that we will give/send back to you in the future. Think about your possible self, your box, your goals, etc. Be positive — focus on your strengths and what you will accomplish. After participants finish their letter, have them seal the envelope and sign over the seal so they know that no one will read their letter.

V. Training Evaluation

Please provide honest feedback on the training program.

V. What's Next

Explanation of what is to come (depends on program).

VII. Acknowledgements

- **Kudos** — acknowledge each participant for something they did in the program or for who they are as a person by recognizing them publicly and giving them Kudos (bar).
- **Awards** — create awards for each participant to acknowledge who they are, what they did in the program, a special contribution they made to the group, etc.
- **Tap the shoulder activity** — (not for every group — might make people uncomfortable because participants are asked to close their eyes).
 - Arrange the room so all of the participants are sitting in a circle facing out.
 - Explain the activity — this is a chance to acknowledge people anonymously.
 - Everyone will sit in their chairs with their eyes closed, or a hand over their eyes so they cannot see.
 - The facilitator will tap a couple of people on the shoulder to invite them to come into the middle of the circle. Everyone will get a chance, but 2-3 people at a time.
 - When you are invited into the middle of the circle, you will have a chance to acknowledge others in the group by gently tapping people on the shoulder when the facilitator reads different statements. For example, if the facilitator says 'makes you smile', you would gently tap the shoulder of one or more people (as many people as fit this category for you) sitting down who make you smile.
 - After a number of statements, the facilitator will ask you to sit back down and tap new people to come into the circle.
 - Make sure you only come into the circle when the facilitator taps you. The facilitator will let you know when he/she is doing the tapping.
 - **Sample statements:**
GENTLY tap the shoulder of someone who:
 1. you would like to work with more
 2. you don't think gets recognized enough for all of their hard work
 3. you look up to
 4. is a good listener
 5. has supported you at work
 6. you would like to thank for something
 7. has helped you to work on bettering yourself
 8. you admire
 9. you would want to take a road trip with
 10. makes you laugh
 11. has a positive attitude
 12. you would seek out for advice
 13. you trust
 14. has inner strength
 15. helps you think about things in a different way
 16. works well with different people
 17. is flexible
 18. is very motivated
 19. you would like to be more like
 20. really seems to enjoy coming to work every day
 21. is effective and productive at work
 22. you look up to
 23. is someone you look forward to seeing at work
 24. you seldom hear complaining
 25. is courageous
 26. is a true leader
 27. is consistent
 28. has fun
 29. never gives up
 30. inspires you

Please feel free to add your own statements that fit your team/group and take away the ones that don't fit.

Make sure you are aware of how people are tapping each other on the shoulder and also who is getting tapped.

If someone is not getting tapped much (or at all), it makes sense to participate as you read and tap them for the statements you agree with. This activity usually leaves people feeling good — but if someone does not get tapped, it can leave them feeling really bad, which is not the goal.

Overcoming Obstacles

Name: _____

Date: _____

What obstacles do you think you will face over the next 6 months?:

1. Moving forward with your education?

2. Maintaining positive behavior?

3. Getting along with others?

4. Maintaining a positive attitude?

OK... so what are going to do about these obstacles? Pick 2 from what you listed above and fill out the charts below to describe what YOU will do to overcome these obstacles.

Obstacle #1 _____

What PERSONAL STRENGTHS will you count on?	What "self talk" will you use? [Positive belief statements] [Affirmations]	How can you REFRAME things?

Obstacle #2 _____

What PERSONAL STRENGTHS will you count on?	What "self talk" will you use? [Positive belief statements] [Affirmations]	How can you REFRAME things?

Identifying Triggers and Positive Responses to Triggers

Triggers: Events that cause me to react in a negative way/lose control

Identify your triggers by circling from the list or writing them in below

1. Other people minding my business
2. Someone blaming me for something I didn't do
3. Working hard and being told it is not enough
4. People talking to me disrespectfully
5. Someone not listening to what I have to say
6. When someone gets something that I don't
7. People laughing at me
8. Feeling excluded or rejected
9. Feeling like I am being treated unfairly
10. Being forced to follow rules
11. Being told 'no' especially for no apparent reason
12. People calling me names
13. People treating me disrespectfully
14. Feeling like I can't do anything right
15. People threatening me with consequences
16. _____
17. _____
18. _____
19. _____
20. _____

Positive Responses to 'triggers'

Identify the responses you could use by circling from the list or writing them in below

1. Take a deep breath
2. Count to ten
3. Think about the different options you have
4. Picture everything working out
5. Use positive self-talk
6. Exercise
7. Talk to someone you trust
8. Walk away
9. Listen to music
10. Read
11. Write
12. Play a game
13. Do something fun
14. Pray
15. Take a hot bath or shower
16. Help someone else
17. Smile and/or laugh
18. Focus on the positives
19. Tell yourself that you can deal with this; you are resilient
20. Ask for help
21. _____
22. _____
23. _____
24. _____
25. _____

Focus on the Positive

It takes confidence to move ahead. Gaining confidence (or losing confidence) goes on constantly through your whole life. It's not an all or nothing characteristic. People have confidence to varying degrees.

Developing confidence isn't as hard as you might think; there are skills you can practice. BUT you have to practice, practice, practice until it becomes a habit to greet self-doubt with self-confidence. Here are 7 suggestions.

1. Catch yourself doing something right.

In your mind, make a list of your strengths. Think about what you can do. Focus on using your strengths and improving your weaknesses, not hiding your weaknesses. Most people aren't very good at hiding their weaknesses, at least not for very long. Take a look around; do you know other people's weaknesses?

2. Talk positively to yourself.

If you talked to your friends the way you talk to yourself, how many friends would you have? If the answer is not many, you need to change your self-talk.

You — and you alone — can control what your mind accepts or rejects. Every day you face a barrage of negative influences. You can replace those negative self-defeating thoughts with positive, self-fulfilling thoughts.

3. Try something new

Suggestions:

- Try a new activity that you think looks fun
- Seek out ideas from people, places, things new to you
- Get to know a variety of people and enjoy their unique qualities
- Travel to a place about which you're curious

4. Say it like you mean it

Statements like "I guess," "I'm sorry, but," "I might be wrong, but" just don't cut it. If you don't sound convinced of what you're saying, how can anyone else? Be Assertive. (State your idea, feeling, or opinion clearly and with respect.)

5. Set goals and take action

Where would you like to be next year? In five years? It's easy to find excuses or put things off. Energy generates energy. Keep moving.

6. Play the part

Look at people you admire. Name one. Look at successful people. Name one. How do they dress and behave? Do the same yourself. Look people in the eye, shake hands firmly, and speak distinctly, dress neatly. When you act confident, you really will feel more confident.

7. Dream

Dreams aren't a waste of time. Start with a vision (a picture in your mind) of who you are and who you want to become. Write or draw this picture. Use details. Close your eyes and picture it. Keep the picture in a safe place. Look at it; change it. Picture it in your mind when you stop and think.

Practice

Be your strongest supporter and most loyal ally.
Change the "put down" Self talk to "lift up" Self talk. At least 2 lift ups

He's so lucky, things never work out like that for me.	1. 2.
It's too early. I'm too young.	1. 2.
It's too late. I'm too old.	1. 2.
I do all the work, but never get any credit.	1. 2.
I'll ignore the problem and hope no one notices.	1. 2.
If I get caught, I'll manipulate my way out of it.	1. 2.
It's not fair.	1. 2.
I'll lie about it, no one will know.	1. 2.
I'm a perfectionist, if I can't do it exactly right, I'm not going to do it at all.	1. 2.
If I fail, I'll be embarrassed.	1. 2.



KNOW YOURSELF



table of contents

Unit 2: Know Yourself

Topic 1: Positive Identity . . . . .	.84
Topic 2: Occupational Interests . . . . .	.95
Topic 3: Work Values . . . . .	.102
Topic 4: Short-Term Goal Setting . . . . .	.106
Topic 5: Highlighting Your Strengths — Creating an Elevator Speech . . . . .	.110

UNIT 2: KNOW YOURSELF

QUOTES

- "The words "I am" are potent words; be careful what you hitch them to. The thing you're claiming has a way of reaching back and claiming you."
~ *A.L. Kitzelman*
- "Watch your thoughts, for they become words. Watch your words, for they become actions. Watch your actions, for they become habits. Watch your habits, for they become character. Watch your character, for it becomes your destiny."
~ *Unknown*
- "Be careful the environment you choose for it will shape you; be careful the friends you choose for you will become like them."
~ *W. Clement Stone* (businessman, philanthropist and self-help author)
- "To be a real man or woman, you've got to know what you believe in. You've got to understand that your actions have consequences and that they are connected to everything that you are"
~ *Sister Souljah* (author, activist, recording artist and film producer)
- "Often people attempt to live their lives backwards: they try to have more things, or more money, in order to do more of what they want so that they will be happier. The way it actually works is the reverse. You must first be who you really are, then, do what you need to do, in order to have what you want."
~ *Margaret Young* (singer and comedian)
- "There is nothing noble about being superior to some other person. The true nobility is in being superior to your previous self."
~ *Hindustani Proverb*
- "Self-knowledge is the beginning of self-improvement."
~ *Spanish proverb*

UNIT 2: KNOW YOURSELF

TOPIC 1: POSITIVE IDENTITY

Topic OBJECTIVES: The learner will:

- Discover that there are various facets to one's "identity"
- Understand that everyone has positive assets to their individual selves
- Understand the importance of identifying and using these assets in a career search

Topic OUTCOMES: The learner will:

- Have their results from a vocational personality assessment, which they can use to narrow down career clusters/areas of interest
- Have a personal account at the Mass Career Information System (**Mass CIS**) career website

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will be able to understand the concepts of identity.

Time: 20 minutes

Materials: Handout: "Identity Discussion Questions" for everyone in the class

Use "Identity Discussion Questions" to discuss and connect self-knowledge and vocation.

Individual Work

Objective: Students will begin to identify their positive assets.

Time: 10 minutes

Materials: Handout: "Your Best Personal Qualities" check-list, pens/pencils

Ask everyone in the group to think of one thing they do well (help friends, play sports, fix cars, watch siblings, etc.). Then, ask them to think about what personal qualities helped them succeed at that task (such as patience, being a good listener, being a team player, etc.) Explain that within a job search, it is important to acknowledge and share your unique qualities with potential employers. Ask students to complete the "Your Best Personal Qualities" activity.

Reflection/Assessment

Objective: Students will understand how Vocational Personality Types (R,I,A,S,E,C) can be a key towards focusing on a career.

Time: 20 minutes

Materials: Handout: "Vocational Personality Assessments," pens/pencils

Explain to the class that their unique qualities and traits can help steer them towards a career path.

Have the students take the "Vocational Personality Types Assessment." Afterwards, ask if the students agree with their individual assessments, and if comfortable, to share why or why not.

Technical (Mass CIS)/Research

Objective: Students will become aware of technological resources that will help them in many areas — career choice, job search, education/training pathways, and life skills, etc.

Time: 10 minutes

Materials: Computers with internet connection, note cards for writing down names and passwords, pens/pencils

Introduce the **Mass CIS (masscis.intocareers.org)** as a valuable tool for job, career, and education searches. Youth can access the **Mass CIS** from anywhere with an internet connection. Have students log on and get a user name and password. From there, they can log into **“my portfolio,”** where they will be creating resumes and other documents in the future. Have each student write their information down in two places, one for the classroom, and one “to go” for their wallet.

Also, use this time to discuss with students where they might access a computer away from the classroom. Ask students to try and think of places they have computer access, and supplement with any resources known in the area (public libraries, one-stop career centers, youth centers, etc.).

Explain that the following exercises will help youth focus on accomplishments and traits they may not have thought of before, in order to see where they have some strengths and some interests. Then a specific vocational assessment (Holland’s Vocational Personality) will follow.

Identity Discussion Questions

What is Identity? (Definition: the condition of being oneself or itself, and not another)

What things make up your identity? (age, gender, race, history, interests, friends, family, etc.)

Is your Identity always the same, or does it change?

Do you need to switch up your Identity at home? In class? On the job?

What are some ways to focus on or emphasize positive aspects of your identity?
(Hand out Personal Qualities Check-List)

How can knowing positive aspects of your personality help you in life?

How could personality and positive identity traits help you in a job/career search?

How can personality and positive identity traits help you once you have a job?

Your Best Personal Qualities (parts 1 and 2)

EFF Skill: Learn, Speak

EFF Task: 21US Monitor quality of own work, 36R Demonstrate willingness to work

Worksheet 9: 20-30 minutes

Your Best Personal Qualities

Personal qualities are parts of our personality that make us who we are. Over a lifetime, we develop personal qualities that are unique to us. In job hunting and on the job it is important to know your strengths. Listen as the list of personal qualities is read. Put a check next to your “best” qualities.

Personal Qualities	
<input type="checkbox"/> Adaptable, willing to make changes	<input type="checkbox"/> Motivated
<input type="checkbox"/> Calm	<input type="checkbox"/> Neat and orderly
<input type="checkbox"/> Careful	<input type="checkbox"/> Not afraid to ask questions
<input type="checkbox"/> Cheerful	<input type="checkbox"/> Patient
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Pay good attention to details
<input type="checkbox"/> Dependable	<input type="checkbox"/> Pay attention to keeping costs down
<input type="checkbox"/> Friendly	<input type="checkbox"/> Persistent—keep at a job until it is done
<input type="checkbox"/> Energetic, self-starter	<input type="checkbox"/> Physically strong
<input type="checkbox"/> Flexible	<input type="checkbox"/> Punctual—always on time
<input type="checkbox"/> Good at following instructions	<input type="checkbox"/> Responsible
<input type="checkbox"/> Good at getting things done	<input type="checkbox"/> Risk taker
<input type="checkbox"/> Good at working on a team	<input type="checkbox"/> Take pride in my work
<input type="checkbox"/> Good imagination-creative	<input type="checkbox"/> Sensitive to the feelings of others
<input type="checkbox"/> Good sense of humor	<input type="checkbox"/> Well organized
<input type="checkbox"/> Hard worker	<input type="checkbox"/> Take initiative—able to solve problems on my own
<input type="checkbox"/> Helpful	<input type="checkbox"/> Work quickly and efficiently
<input type="checkbox"/> Honest	<input type="checkbox"/> Take pride in my work
<input type="checkbox"/> Like to learn new things	<input type="checkbox"/> Work well under pressure
<input type="checkbox"/> Loyal	

Special thanks to Gadsden County Adult and Community Education curriculum for the idea for this activity.

Describing Your Best Personal Qualities

Working on your own, list four of your best qualities. Then think about at least one example of how you have demonstrated this quality. For example, for "dependable" you might say, "I always show up to work on time or call if I will be late." Share what you wrote with your team.

Personal Quality	How I Have Shown That I Have this Quality
1.	
2.	
3.	
4.	

Vocational Personality Assessments

Directions: Circle the numbers of statements that clearly sound like something you might say, do, or think — something that feels like you. Place a check mark beside items that you aren't sure of to see how they change your score.

1. It's important for me to have a strong body.
2. I need to understand things completely.
3. Music, color, beauty of any kind can really affect my mood.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I can do things right.
7. I can usually carry, build, and fix things myself.
8. I can get absorbed for hours thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I'll spend time finding ways to help people through personal crises and problems.
11. I enjoy competing.
12. I'll spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to be creative.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways — to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I'd rather be safe than adventurous in making decisions.
25. I like to buy sensible things that I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.

29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I'll keep trying to resolve it peacefully.
35. To be successful, it's important to aim high.
36. I don't like to be responsible for big decisions.
37. I say what's on my mind and don't beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of the details.
42. Being on time is very important to me.
43. I love doing things outdoors.
44. I keep asking "Why?"
45. I like my work to be an expression of my moods and feelings.
46. I like to find ways to care more for each other.
47. It's exciting to take part in important decisions.
48. I usually have the things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law is important to prevent chaos.
56. Thought provoking books always broaden my perspective.
57. I like artwork, plays, and good movies.
58. I can deal with and understand people who express strong feeling.
59. It's exciting to influence people.

60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I'm willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I'm very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I am a good listener when people talk about personal problems.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It's very satisfying to do a task carefully and completely.

Scoring Your Answers: To score, circle the numbers that you circled on the interest inventory.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
R	I	A	S	E	C
total	total	total	total	total	total

List the letters R,I,A,S,E,C, according to your scores, from highest to lowest:

1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____

Holland's Career Typology Background

John Holland's theory is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

Holland's theory rests on four assumptions:

1. In our culture, persons can be categorized as one of the following: **Realistic, Investigative, Artistic, Social, Enterprising or Conventional.**
2. There are six modal environments: realistic, investigative, artistic, social, enterprising and conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behavior is determined by an interaction between personality and environment.

Much research supports Holland's typology. The strongest criticism is based on gender bias because females tend to score in three personality types (artistic, social and conventional). Holland attributes this to our society that channels females into female-dominated occupations.

Vocational Personality Types

Realistic: “R”

“R” people are independent, practical, and physically strong. They use their hands/eyes to explore things and achieve. They require physical coordination, strength, agility, and logic. They enjoy risk, excitement, being outdoors, solving specific problems and using tools and machinery. They like to solve problems by doing.

“R” People:

- Like mechanical activities
- Like activities that let them see the result of their work
- Like work that involves using machines, tools, and equipment
- Like to develop manual, mechanical, agricultural, or electrical skills
- Prefer occupations that might involve building or repairing things
- Tend to be down-to-earth and matter-of-fact
- Like to work out-of-doors
- May prefer to work with things or objects more than people

Investigative: “I”

“I” people are independent, curious, intellectual, introspective, often unconventional. They enjoy challenge, variety, and complicated, abstract problems. They solve problems by thinking, using written information and instruments to solve problems. I people like mathematical or scientific activities.

“I” People:

- Think through a problem before acting on it
- Tend to be curious, studious, and independent
- Like mathematical or scientific activities
- Like activities that involve learning about a new subject area
- Like to use their knowledge to find their own solutions to problems
- Get so involved in an activity that they lose track of time
- Search through many possible solutions for a problem
- Like to solve complex problems

Artistic: “A”

“A” people are creative, independent, sensitive, and expressive. They use their hand/eyes/mind to create new things, writings, or ways of doing things. They enjoy beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, and people. They solve problems by creating.

“A” people:

- Prefer to make their own plans for a project rather than being given plans
- Like activities that allow them to be creative
- Like to be independent
- Like activities that allow them to use their imagination to do original work
- Like activities that let them work according to their own rules
- Like to express himself or herself through drama, art, music, or writing
- Like to feel free from scheduled routine so that time can be used for creative activities
- Like privacy when they are creating

Social: “S”

“S” people are people lovers. They are concerned, sensitive, and supportive. They enjoy activities that allow them to use their skills and talents to interact effectively with others. They are generally less interested in performing mechanical activities or tasks. They like activities that involve working with and helping others. They enjoy closeness, sharing, groups, unstructured activity and being in charge. They enjoy teaching, developing, or helping others.

“S” people:

- Tend to be friendly and helpful
- Like activities that involve working with others rather than alone
- Like activities that involve informing, training, teaching, understanding, and helping others
- Think most people are easy to get along with
- Usually feel good about expressing themselves verbally
- Meet new people and make friends easily
- Like helping people solve their problems
- Like being asked to take a leadership role

Enterprising: “E”

“E” people are energetic, independent, enthusiastic, confident, and often dominant. They’re good with words and enjoy organizing, persuading, leading, managing, excitement variety, and status. Economic goals are important. They like activities where they can take a leadership role or speak in front of groups. They may be less interested in performing scientific tasks. They like fast-paced activities and ones that require taking on a lot of responsibility. They often solve problems by taking risks.

“E” people:

- Have little problem explaining their ideas
- Like being in charge of activities
- Like speaking in front of groups
- Like activities that are fast-paced
- Like activities that require them to take on responsibility
- Like activities that permit leading or influencing others
- Like activities involving sales or management of people and things
- Like to try something that hasn’t been done before

Conventional: “C”

“C” people feel most comfortable doing structured tasks. They like activities that require attention to detail and accuracy. They enjoy order, certainty, and security. They may be less interested in artistic tasks. They’re efficient, practical and orderly in the way they go about things. They are generally reasonable, reliable, and calm.

“C” People:

- Like to know exactly what is expected of them in a new situation
- Tend to be responsible and dependable
- Usually keep their cool and don’t lose their temper in times of stress
- Like activities that allow them to use their organizational skills
- Like activities that require attention to detail
- Like activities that require attention to accuracy
- Like activities involving preparing records, filing papers, typing letters and/or operating computers

UNIT 2: KNOW YOURSELF

TOPIC 2: OCCUPATIONAL INTERESTS

Topic OBJECTIVES: The learner will:

- Participate in a detailed, online career assessment that will focus on interest areas and specific careers
- Identify their career interests
- Learn more about “Occupation Types” and see which groupings seem to match their interests most strongly
- Understand the Student Career Portfolio process that they will complete during the course of the program

Topic OUTCOMES: The learner will:

- Have their results from an online career interest assessment (O*NET Interest Profiler), which they can use to narrow down career clusters/areas of interest, and discover occupations that match their profile
- Receive their portfolio and portfolio checklist, and enter the first component (O*NET Interest Profiler results) both electronically and in their Student Career Portfolio

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- To help students understand how knowing their interests can be a tool to finding a satisfying career.
 - To understand that their portfolios will be a valuable career resource for them that they will add to during the course of the program.

Time: 15 minutes

Materials: Portfolio binders with labeled clear sleeves for each assignment, flash drives

Begin by handing out the binder portfolios, portfolio checklists, and flash drives to each student. Ask if anyone might know what a portfolio does, or what it looks like. Explain that portfolios are a great way to capture and keep important career information, which they can refer to when interviewing for a job. Remind them there will be a similar online version at their **Mass CIS My Portfolio** site. Reassure students that there will be lots of help and guidance available to them in order to complete their portfolio, and that it will be filled with “real world” information and examples that will help them join, remain, and advance in the workforce. Tell students they should bring their binder and flash drive to class every session.

Ask the students to name some people they know who seem to really like their job. Then ask why they think that is so (money, hours, challenging, interesting, etc.). Ask what interests the people named have that might relate to their job and happiness with their occupation. Explain that knowing your interests while searching for occupations can help ensure success and satisfaction on the job. If comfortable, students can share an interest they have with the group (such as music, dogs, computers, cars, etc.), or the instructor can provide some general interest areas, and the class can brainstorm careers that might support that interest.

Writing/Reflection/Assessment

Objective: Students will learn more about “Occupation Types” and see which groupings seem to match their interests most strongly.

Time: 15 minutes

Materials: Handout: “Interest Assessments” (sheets 1-4) for everyone in the class, pens/pencils

Explain to students that careers are often grouped into “types” or “clusters” that revolve around a unifying interest (Health Care, Agriculture, Information Technology, etc.). Have everyone fill out the quick “Interest Inventory” and add up their scores to see which occupational type they fall under. Ask students to circle three specific careers of interest under the cluster they scored the highest.

Technical (Mass CIS)/Research

- Objectives:**
- Students will participate in a detailed, online career assessment, that will help students focus on interest areas and specific careers.
 - To include this information in paper, electronic, and online portfolios in their portfolios.

Time: 25 minutes

Materials: Computers with internet connection, index cards with names and passwords, pens/pencils, printer to print out individual results for portfolio, flash drives, portfolio binders

Have students log onto **Mass CIS** and click on the **“O*Net Interest Profiler,”** under the Assessment Tools heading in the lower left corner. The Assessment is self-explanatory, but be available for questions or clarifications. After students have completed the assessment and explored related jobs, have them save their results to their **Mass CIS** portfolio and their flash drive, and print the results for their paper portfolio.

Student Career Portfolio Checklist

A Student Career Portfolio could contain the following items in both hard copy and electronically (on a flash drive).

Student Career Portfolio Contents:

- Results of (Mass CIS) O*NET Interest Profiler
- Results of (Mass CIS) O*NET Work Importance Locator
- Results of (Mass CIS) SKILLS Work Skills Assessment
- Writing Sample
- Job Research Sheet
- Career Research Sheet
- Completed Job Application
- E-mail Job Inquiry
- Resume
- Two Cover Letters for Resume
- Two Letters of Reference
- Thank You Letter for Post-Interview
- Successful Practice Interview
- Long Term Goal Sheet

INTEREST INVENTORY

Write the number on each line that rates how much you would enjoy doing each activity.
You can choose any number between 0 and 10.

0= No

3= I don't think so

5= Not sure

7= I might like it

10= Yes!

1. Would you enjoy?
 - a. preparing food in a restaurant
 - b. driving a forklift
 - c. working in a hospital
 - d. performing in front of others
 - e. installing steel beams in buildings
 - f. typing letters
 - g. working with children
2. Would you enjoy?
 - a. working in a grocery store
 - b. being an inspector
 - c. working in a nursing home
 - d. arranging plants
 - e. doing remodeling
 - f. filing letters and office forms
 - g. helping the elderly
3. Would you enjoy?
 - a. dusting, cleaning, polishing
 - b. doing welding
 - c. working in a lab
 - d. singing, reading, playing music
 - e. being a plumber or electrician
 - f. working with books and records
 - g. teaching others
4. Would you enjoy?
 - a. cutting and styling other people's hair
 - b. being a general laborer
 - c. taking x-rays
 - d. working with flowers
 - e. doing carpentry or bricklaying
 - f. opening and sorting mail
 - g. helping others with their problems
5. Would you enjoy?
 - a. being an automobile mechanic
 - b. supervising other working persons
 - c. working with sick people
 - d. working with crafts
 - e. building homes
 - f. answering phones
 - g. helping people who are in trouble
6. Would you enjoy?
 - a. installing carpet
 - b. operating factory machines
 - c. working with a dentist
 - d. doing interior decorating
 - e. driving a bulldozer
 - f. working with money
 - g. doing things for other people

Now put the numbers you have written in these blanks and then add them together.

- TOTAL**
- 1a__ + 2a__ + 3a__ + 4a__ + 5a__ + 6a__ = A__ Service occupations
- 1b__ + 2b__ + 3b__ + 4b__ + 5b__ + 6b__ = B__ Factory occupations
- 1c__ + 2c__ + 3c__ + 4c__ + 5c__ + 6c__ = C__ Health occupations
- 1d__ + 2d__ + 3d__ + 4d__ + 5d__ + 6d__ = D__ Creative occupations
- 1e__ + 2e__ + 3e__ + 4e__ + 5e__ + 6e__ = E__ Building and trades
- 1f__ + 2f__ + 3f__ + 4f__ + 5f__ + 6f__ = F__ Clerical occupations
- 1g__ + 2g__ + 3g__ + 4g__ + 5g__ + 6g__ = G__ Caring and helping occupations

The number you put in each **TOTAL** blank is your score for that type of occupation. The higher your score the better you will like that type of work. Look at the next page for some of the jobs you might find in each type of work.

OCCUPATIONS

A. Service Occupations

Aircraft flight attendant
Air traffic controller
Barber
Bartender
Beautician
Cook/chef
Correction officer
Cosmetologist
Custodian
Food counter worker
Food service management
Forester
Garbage collector
Guard
Maid
Meatcutter
Mechanic
Police officer
Postal mail carrier
Waiter/waitress
Warehouse worker

B. Factory Occupations

Assembler
Equipment operator
Inspector
Laborer
Machine tool operator
Machinist
Photograph process worker
Printing press operator
Supervisor
Tool/die maker
Welder

C. Health Occupations

Dental assistant
Dental hygienist
Dentist
Dietitian
Health administrator
Home health care worker
Medical lab worker
Nurse
Pharmacist
Physical therapist
Physician
Respiratory therapist
Technician
Veterinarian

D. Creative Occupations

Artist
Florist
Graphic arts
Interior decorator
Journalist/reporter
Musician
Photographer
Radio/TV announcer
Recreation
Writer

E. Building and Trades

Bricklayer
Carpenter
Construction laborer
Electrician
Engineer
Heavy equipment operator
Painter
Plumber
Roofer

F. Clerical Occupations

Accountant
Cashier
Clerk
Collection worker
Computer operator
Computer programmer
Insurance representative
Keyboard operator
Librarian
Library assistant
Marketing
Receptionist
Secretary
Stenographer
Telephone operator
Typist

G. Caring and Helping Occupations

Child care worker
Coach
Counselor/therapist
Psychologist
Social worker
Teacher
Bank manager
Bank teller
Bookkeeper

UNIT 2: KNOW YOURSELF

TOPIC 3: WORK VALUES

Topic OBJECTIVES: The learner will:

- Understand how values influence behavior and choices
- Identify their work values and will use this information to identify careers of interest

Topic OUTCOMES: The learner will:

- Have their results from an online career interest assessment (**O*NET Work Importance Locator**) via **Mass CIS**, which they can use to narrow down career clusters/areas of interest, and discover occupations that match their profile
- Add a completed **O*NET Work Importance Locator** to their Student Career Portfolio

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will identify and understand the meaning of work values, and how they can shape behavior.
 - Students will explore how their work values can be a tool for finding a satisfying job/career.

Time: 15 minutes

Materials: Pens/pencils, chalkboard/chalk or chart paper/markers

Ask the students to name some values (make suggestions if the group needs help getting started — helping people, being creative, working as a team, taking on challenges, sense of security, working alone, etc.), and write them on chart paper or a chalk board. Explain that values are things that you find important, and that they often guide behavior. Ask for examples of a corresponding behavior for each of the values listed.

A quick “show of hands” poll could be conducted for each of the values listed to show that different people have different value systems, even though they can overlap with others. Have students suggest which of the values listed could be considered “work values” or things that would be important for satisfaction on the job, and circle those. See if students can generate any more “work values” for the list.

Writing/Reflection/Assessment

Objective: Students will identify their own set of “work values” and be able to organize them by importance.

Time: 15 minutes

Materials: Handout: “**Work Values Worksheets**,” pens/pencils

Hand out the “**Work Values Worksheet**,” and explain that this work is to give more ideas of “work values.” Ask students to categorize them by their importance to them. The work values that have the highest scores are ones that should be emphasized in a career search, as they will increase chances for good job performance and personal satisfaction. If time, have students answer the reflective questions at the end of the exercise.

Technical (Mass CIS)/Research

Objective: Students will participate in a detailed, online career assessment, that will focus on “work values” and specific careers. Students will keep this information in paper and online portfolios for future reference.

Time: 25 minutes

Materials: Computers with internet connection, note cards for names and passwords, pens/pencils, printer to print out individual results for portfolio

Have students log onto **Mass CIS** and click on the “**Work Importance Locator;**” link under the Assessment Tools heading in the lower left corner. The Assessment is self-explanatory, but some students may require staff assistance. After students have completed the assessment and explored related jobs, have them save their results to their **Mass CIS** portfolio, their electronic portfolio, and print a copy for their paper portfolio.

MY VALUES

The fit between your values and the rewards in the job affects how happy you are in your job. Also how well you perform on the job is affected by how happy you are with the job. So, when exploring careers, it is useful to look at your values because using your values in your work will satisfy you and perhaps enhance your job performance.

For the purposes of this activity, a value is something that **you** consider important and something that influences the way **you**, and you alone, think and act. Read the twenty values concepts below and think about your ideal job. Next, organize these values into the five categories depicted by the table headers below. Finally, answer the questions at the bottom of this page. Take your time, be honest, and enjoy yourself.

VALUES CONCEPTS

1. Making use of my abilities
2. Treated fairly by the business
3. Busy all the time
4. Opportunity for advancement
5. Give directions and instructions to others
6. Provide feeling of accomplishment
7. Pay compares well with co-workers
8. Co-workers easy to get along with
9. Try out my own ideas
10. Work alone
11. Never be pressured to do things against my beliefs
12. Recognition for the work I do
13. Make my own decisions
14. Steady employment
15. Do things for others
16. Supervisors back me up to management
17. Supervisors who train workers well
18. Do something different every day
19. Good working conditions
20. Plan my own work; little supervision

Importance Scale				
Most Important	-----			Least Important
1	5	4	3	2

How did you come to possess these values?

How do your values affect the decisions that you make?

How do your top five values influence your career plans?

Now, go use the Work Importance Locator and carefully read the interpretations to learn more about how your values relate to occupations.

UNIT 2: KNOW YOURSELF

TOPIC 4: SHORT-TERM GOAL SETTING

Topic OBJECTIVES: The learner will:

- Learn the definition of a short-term goal
- Understand that short-term goals can be seen as “steps to success”

Topic OUTCOME: The learner will:

- Choose personal short-term goals utilizing the steps outlined in the lesson for present and future goal setting

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will understand the definition of a short-term goal.

Time: 15 minutes

Materials: Chalkboard/chalk or chart paper/markers

“If you don’t know where you are going, you will probably end up somewhere else.” ~ Eleanor Roosevelt

“You have to expect things from yourself, before you can do them.” ~ Michael Jordan

Write these quotes in front of the group, and ask students to explain what they think these quotes might mean, in terms of jobs and careers. Explain that a goal is something someone wants or needs to do. Additionally, short-term goals can be seen as steps on a ladder to get to where you want to go.

Explain that when deciding on a short-term goal, it should be specific, realistic, and measurable. Write these three terms on the board/chart paper, and define in relation to goals. Encourage any students who feel comfortable to share a time they have set and achieved a short-term goal (completed an assignment on time, practiced a sport every day to improve, etc.), and how it fit the three items.

Writing/Reflection/Assessment

Objective: Students will decide on and set one short-term (within 2 weeks) goal relating to work or training.

Time: 20 minutes

Materials: Handout: “Short-Term Goal Sheet,” pens/pencils

Ask students to choose a short-term goal related to work/training (such as applying for a specific job, signing up for a GED class, or going to a Career Center to learn about youth internships) and fill out the “Short-Term Goal Sheet.” In two weeks, check in with the students one-on-one to see if they were able to complete their goal.

Ask students to work on a final version by encouraging them to check spelling, grammar, neatness, and accuracy of their work. Ask them to keep the final copy in their portfolio as a reminder of steps to take to achieve a goal.

Technical (Mass CIS)/Research

Objective: Students will view goals as building blocks towards achievement and success.

Time: 25 minutes

Materials: Computers with internet connection

Ask the students to go to the website www.wgby.org/localprograms/mihteenstyle.org, and click the “**Watch Full Teen Episodes Online**” link at the bottom of the page. Then, have them choose an episode where the jobs featured are of the most interest to them. Ask them to consider, when watching, what short-term goals the young people featured in the show may have used to get their job or what short-term goal setting they may need to do currently in the workplace.



Choice-Making Self-Check

1. Identify my goal...



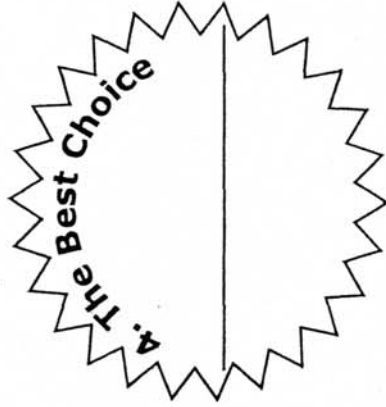
2. What are my options?

1. _____
2. _____
3. _____



3. What might happen?

1. _____
2. _____
3. _____



6. How did I do?



7. Did I meet my goal?



8. My NEW goal is...



9. Reward Yourself!

UNIT 2: KNOW YOURSELF

TOPIC 5: HIGHLIGHTING YOUR STRENGTHS CREATING AN ELEVATOR SPEECH

Topic OBJECTIVES: The learner will:

- Understand what an elevator speech is
- Understand when to use an elevator speech
- Understand what employers are looking for when they ask for a writing sample

Topic OUTCOMES: The learner will:

- Create an elevator speech
- Practice their elevator speech with at least three people

Topic ACTIVITIES:

Opening Activity

- Think about someone famous (so that other people will know that person as well) that you admire. Give everyone two minutes to write down the person's name, what he/she does, what her/his strengths are and why someone would want to hire him/her. Have everyone introduce themselves as that person to the group.
- Have a bunch of candy, bags of chips, drinks, etc., and have everyone choose one. Give people two minutes to create an advertisement (and write it down) for the item they chose. Have all participants present their item. Instruct them to be creative, descriptive and highlight what is great about the item.

Large Group Discussion

- Objectives:**
- Students will understand what an elevator speech is.
 - Students will understand what should be included in an elevator speech.
 - Students will understand when to use an elevator speech.

Time: 20 minutes

- Materials:**
- Flip chart with the following written on it: **An elevator speech is a short (15-30 second, 150 word) sound bite that succinctly and memorably introduces you. It spotlights your uniqueness. It focuses on the benefits you provide. And it is delivered effortlessly... A great elevator speech makes a lasting first impression, showcases your professionalism and allows you to position yourself.**
~ Dale Kurow <http://www.dalekurow.com/elevator>
 - Additional flip chart, markers

Ask students if they have ever heard of an elevator speech. Ask them to explain what they think an elevator speech is. Share the flipchart with the elevator speech description and ask for a volunteer to read it out loud. Discuss with students what should be included in an elevator speech and capture what they say on flip chart (or have one of the students capture what they say on flipchart). Discuss when an elevator speech should be used (career fairs and formal networking opportunities, casual networking opportunities, to answer college and job interview "tell me about yourself" questions, when requesting an application, informational interviews, voicemail for potential employers, etc.).

Technical/Research Activity

Objective: Students will explore how people and/or products are marketed

Time: 20 minutes

Materials: Computers with internet access

Have students go back to their notes from the opening activity. Work in small groups (2-3 people) to improve the introductions or advertisements.

Famous person: Go online to find out more information about the person you introduced in the opening activity. What did you forget to highlight? How is the person 'marketed' online?

Item: Go online to find out more information about your product. Can you find an advertisement for the product online? How does it catch people's attention? What did you forget to highlight?

Have the individuals in the small groups work together to improve the opening introductions/advertisements and re-present the people/products to the larger group.

Writing/Reflection/Assessment

Objectives:

- Students will explore how to create an elevator speech.
- Students will practice creating their own elevator speech.

Time: 20 minutes

Materials: Handout: "Creating an Elevator Speech," pens/pencils

Ask students to complete "Creating an Elevator Speech." Encourage them to help each other — to be open to feedback and available to offer suggestions to other participants. After everyone has created their elevator speech, take about 10 minutes for people to move around the room and practice using their elevator speech. Come back together as a group and discuss how it felt to use their elevator speech. What do they remember from other people's speeches? What really stood out?

Creating an Elevator Speech

An elevator speech is a short (15-30 second, 150 word) sound bite that succinctly and memorably introduces you. It spotlights your uniqueness. It focuses on the benefits you provide. And it is delivered effortlessly... A great elevator speech makes a lasting first impression, showcases your professionalism and allows you to position yourself.

~ Dale Kurow <http://www.dalekurow.com/elevator>

Answer the following questions:

Who are you?

How can you grab the listener's attention?

What are your key strengths?

What positive adjectives describe you?

What will you bring to an employer? What can/do you do?

What do you want to get out of the elevator speech? Why are you telling this person about yourself? What is your request for action? (talk to them about potential opportunities, ask for a card, ask for advice, get an application, etc.)

Possible requests for action:

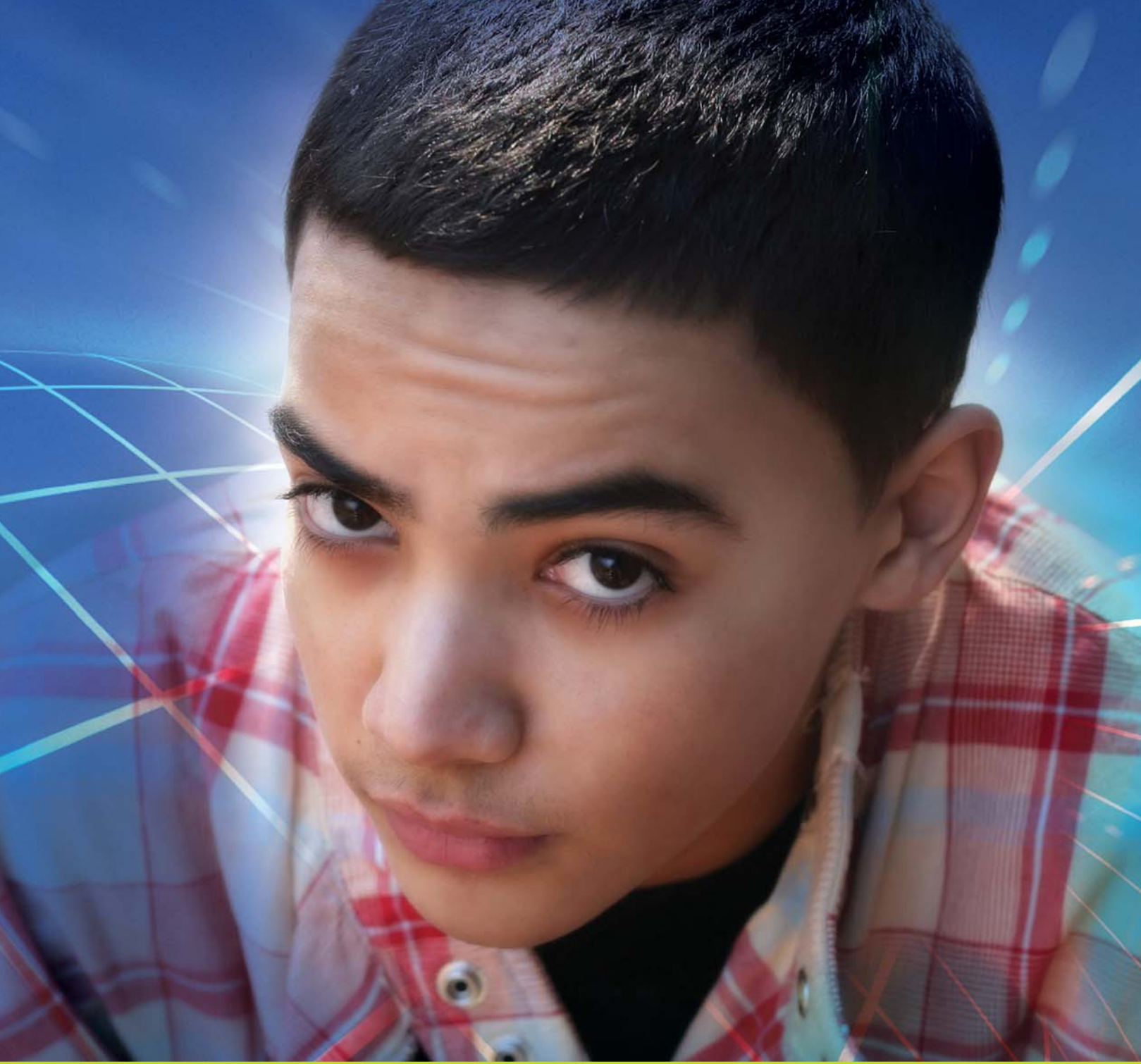
from http://www.quintcareers.com/job-search_elevator_speech.html

At a career fair: "I'd like to take your business card, as well as leave my networking card and resume. Would it be possible for me to get a spot on your company's interview schedule?"

In a networking situation: "What advice do you have for me? Can you suggest any employers I should be contacting?"

Cold-calling an employer: "When can we set up a meeting to discuss how I can help your company?"

Telephone or e-mail situations: "May I send you my resume?" (For in-person situations, you should always have resumes handy).



EXPLORING CAREERS



table of contents

Unit 3: Exploring Careers

Topic 1: Individual and Transferable Skills	116
Topic 2: Career Search	121
Topic 3: Education and Training	125
Topic 4: Exploring Careers through Informational Interviews and Job Shadows	135
Topic 5: Internships	139

UNIT 3: EXPLORING CAREERS

QUOTES

- "Ah, mastery... what a profoundly satisfying feeling when one finally gets on top of a new set of skills... and then sees the light under the new door those skills can open, even as another door is closing."
~ *Gail Sheehy* (author)
- "Work to become, not to acquire."
~ *Elbert Hubbard* (writer, publisher, artist and philosopher)
- "Don't waste time learning the "tricks of the trade." Instead, learn the trade."
~ Attributed to both *James Charlton* (author and disability rights activist) and *H. Jackson Brown, Jr.* (author)
- "The difference between school and life? In school you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."
~ *Tom Bodett* (author, radio host, and voice actor)
- "I make progress by having people around who are smarter than I am and listening to them. And I assume that everyone is smarter about something than I am."
~ *Henry J. Kaiser* (industrialist, known as the father of American shipbuilding)
- "Tell me and I'll forget; show me and I may remember; involve me and I'll understand."
~ *Chinese Proverb*

UNIT 3: EXPLORING CAREERS

TOPIC 1: INDIVIDUAL AND TRANSFERABLE SKILLS

Topic OBJECTIVES: The learner will:

- Understand the meanings of personal and transferable skills
- Identify their personal and transferable skills
- Increase his or her understanding of the range of skills sought by employers
- Explore how they can apply their understanding of their skills and interests to finding a job
- Explore careers of interest

Topic OUTCOMES: The learner will:

- Obtain or strengthen knowledge and skills that will help them to search for a job
- Develop a list of their personal skills that will assist them with matching their transferable skills with position requirements
- Complete a career assessment and explore related jobs

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will understand the meanings of personal, job, and transferable skills.
 - Students will explore how knowing and growing their own skill set can be a tool to finding a satisfying career.

Time: 15 minutes

Materials: Handout: “Individual Skills,” pens/pencils, chart paper/markers

Ask students to name a skill they have, or a skill they think is needed for a job they might like. Explain that there are three basic types of skills — individual, job, and transferable. Explain that “individual skills” such as being prompt, organized, loyal, or flexible are valued on the job site. “Job skills” are usually learned on the job, and “transferable skills” are learned in one setting, but can “carry over” to another occupation.

On chart paper, make a column for each of the three skill types, and have students name some skills, and where they might belong.

Hand out “Individual Skills,” and have students circle at least three skills they possess. Some students may need definitions of the skills, so be prepared to help define and/or have dictionaries or a web dictionary available if possible.

Writing/Reflection/Assessment

- Objectives:**
- Students will be able to identify many of the skills employers are looking for when hiring new staff.
 - Students will identify their own set of “transferable and personal skills.”

Time: 20 minutes

Materials: Handout: “Skills Today’s Employers Expect,” pens/pencils

Hand out “Skills Today’s Employer’s Expect,” and explain that students will rate themselves on each of these skills. Afterwards, discuss the listed skills. Were people surprised at what skills are expected? What areas do they feel most or least confident in? Where can people go to improve their skills and/or learn new ones?

Technical (Mass CIS)/Research

- Objectives:**
- Students will participate in a detailed, online career assessment, that will help them focus on their strongest skill areas and identify related careers.
 - Students will add a completed “Skills” assessment to their paper, electronic, and online portfolios.

Time: 25 minutes

Materials: Computers with internet connection, note cards with names and passwords, pens/pencils, printer (to print out individual results for Student Career Portfolio)

Have students log onto **Mass CIS** and click on the “**SKILLS**” link under the Assessment Tools heading in the lower left corner. After students have completed the assessment and explored related jobs, have them save their results to their **Mass CIS** portfolio and their flash drive, and print for paper portfolio.

Individual Skills

Circle the individual qualities and skills that you have. Be prepared to tell things you do that show you have this quality. Use the dictionary if you're not sure of a word's

meaning.

academic

loyal

active

accurate

mature

affectionate

aggressive

neat

ambitious

analytical

open-minded

artistic

optimistic

assertive

organized

athletic

businesslike

patient

perceptive

polite

practical

dependable

productive

determined

progressive

punctual

easygoing

energetic

quick learner

enthusiastic

expressive

realistic

reasonable

fair-minded

responsible

flexible

formal

self-confident

friendly

sensible

strong

generous

supportive

genuine

sympathetic

giving

hardworking

tactful

healthy

task-oriented

honest

teachable

humorous

thorough

independent

thoughtful

industrious

trustworthy

informal

understanding

intelligent

well-groomed

kind

witty

logical

Skills Today's Employers Expect

This list of skills was compiled by the Colorado Department of Education. Four hundred companies were surveyed as to the specific skills they wanted their employees to have.

How many do you have? How can you best learn and practice these skills? Put an **X** if you have the skill, put an **L** if you're learning the skill, put a **W** if you're weak in that skill.

Reading Skills

- _____ Read for details and specific information
- _____ Interpret pictorial information such as graphs, charts, diagrams, and maps
- _____ Use source materials and do research
- _____ Follow intent of written instructions
- _____ Interpret ideas and concept
- _____ Read accurately within a given time

Mathematical Skills

- _____ Handle basic calculations — add, subtract, multiply, divide
- _____ Estimate quantities needed on the job
- _____ Calculate costs
- _____ Use values from charts, diagrams, manuals, and tables
- _____ Construct diagrams, charts, records
- _____ Research and use statistics
- _____ Use formulas — at least Algebra I
- _____ Use 10 key calculator to complete above tasks

Computer Skills

- _____ Become aware of computer functions
- _____ Input data into computers
- _____ Access data from computers
- _____ Perform simple programming
- _____ Perform word processing

Manual/Perceptual Skills

- _____ Construct, assemble materials
- _____ Use job-specific hand tools
- _____ Develop visual presentations
- _____ Use keyboard skills
- _____ Operate job-specific power equipment

Writing Skills

- _____ Write legibly
- _____ Complete forms accurately
- _____ Write sentences in STANDARD ENGLISH
- _____ Organize, select, relate ideas
- _____ Produce reports and summaries
- _____ Identify and correct errors in writing-edit

Communication Skills

- _____ Give clear, oral instructions/directions
- _____ Explain activities and ideas clearly
- _____ Report accurately on what others have said
- _____ Stay on the topic in job-related conversations
- _____ Present information effectively
- _____ Speak clearly
- _____ Use appropriate vocabulary/grammar
- _____ Follow intent of oral instructions

Interpersonal Skills

- _____ Function cooperatively with co-workers
- _____ Function cooperatively with a team member
- _____ Adhere to company policies and regulations
- _____ Cooperate with clients/customers
- _____ Exhibit openness and flexibility
- _____ Seek clarification of instructions
- _____ Exercise patience and tolerance
- _____ Accept constructive supervision
- _____ Exhibit leadership
- _____ Understand supervisory authority and worker responsibility

Problem Solving/Critical Reasoning Skills

- _____ Determine work activities — what needs to be done and when
- _____ Use appropriate procedures
- _____ Obtain resources
- _____ Conduct work in appropriate sequence
- _____ Recognize the effects of changing the quantity and quality of materials
- _____ Collect and organize information
- _____ Analyze and synthesize information
- _____ Identify alternative approaches — different ways of doing the job
- _____ Review progress periodically
- _____ Evaluate for accuracy and completeness
- _____ Correct deficiencies and problems
- _____ Summarize and draw reasonable conclusions
- _____ Deliver completed work on time
- _____ Devise new ideas and better work methods

Job Retention and Career Development Skills

- _____ Participate in training
- _____ Pursue education outside the job
- _____ Become aware of company operations
- _____ Learn about employee benefits and responsibilities
- _____ Suggest and/or make workplace improvements
- _____ Accept additional responsibilities
- _____ Maintain consistent effort
- _____ Make efficient use of new technology
- _____ Work with a positive attitude towards job and co-workers
- _____ Adapt to different job assignments
- _____ Maintain acceptable appearance
- _____ Keep work area clean and organized
- _____ Exhibit interest in future career development
- _____ Indicate interest in future career development
- _____ Be punctual
- _____ Avoid missing work

Think about it:

Circle five of your strong skills.

Circle five skills you'll improve through practice.

Look at the ten skills you circled. Even strong skills can be improved.

Where and how can you strengthen all ten of these skills?

UNIT 3: EXPLORING CAREERS

TOPIC 2: CAREER RESEARCH

Topic OBJECTIVES: The learner will:

- Increase his or her understanding of “growing” careers
- Apply their own knowledge, skills, and understanding of their interests and values to choosing careers of interest to explore further

Topic OUTCOMES: The learner will:

- Understand occupational information, including the concept of “supply and demand”
- Have a completed research sheet for their Student Career Portfolio which identifies their careers of interest, along with the necessary occupational and educational requirements for each of the careers

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will explore current occupations that are experiencing growth.
 - Students will understand that many factors can influence career demand.

Time: 15 minutes

Materials: Handout: “Jobs for the Twenty-First Century,” pens/pencils

Explain to students that besides their own interests and training, other factors go into what jobs they will have available to them. Suggest several labor market trends they may have noticed or heard about (green jobs, working from home, outsourcing, etc.). Hand out “Jobs for the Twenty-First Century.” Explain that the charts represent two groups of careers that are growing — meaning there are more available openings, as opposed to some other careers. Have students suggest a reason one of the careers in the charts may be growing. Ask students to circle any careers on the handout they may want to learn more about.

Technical (Mass CIS)/Research

Objective: Students will use their personal and career knowledge to select potential careers.

Time: 45 minutes

Materials: Handout: “Career Research Sheet,” computers with internet connection, index cards with Mass CIS log-in names and passwords, pens/pencils

Have students log-in to **Mass CIS**. Ask them to find three occupations of interest using the “Occupation Sort” function or just choose on their own. For each career, ask students to list which career cluster it belongs to, what the average rate of pay is, and what type of training or education is needed. Once completed, students should copy this information on to the “Career Research Sheet” handout and add it to their Student Career Portfolio.

Chart 7. Percent change in employment in occupations projected to grow fastest, 2006-2016

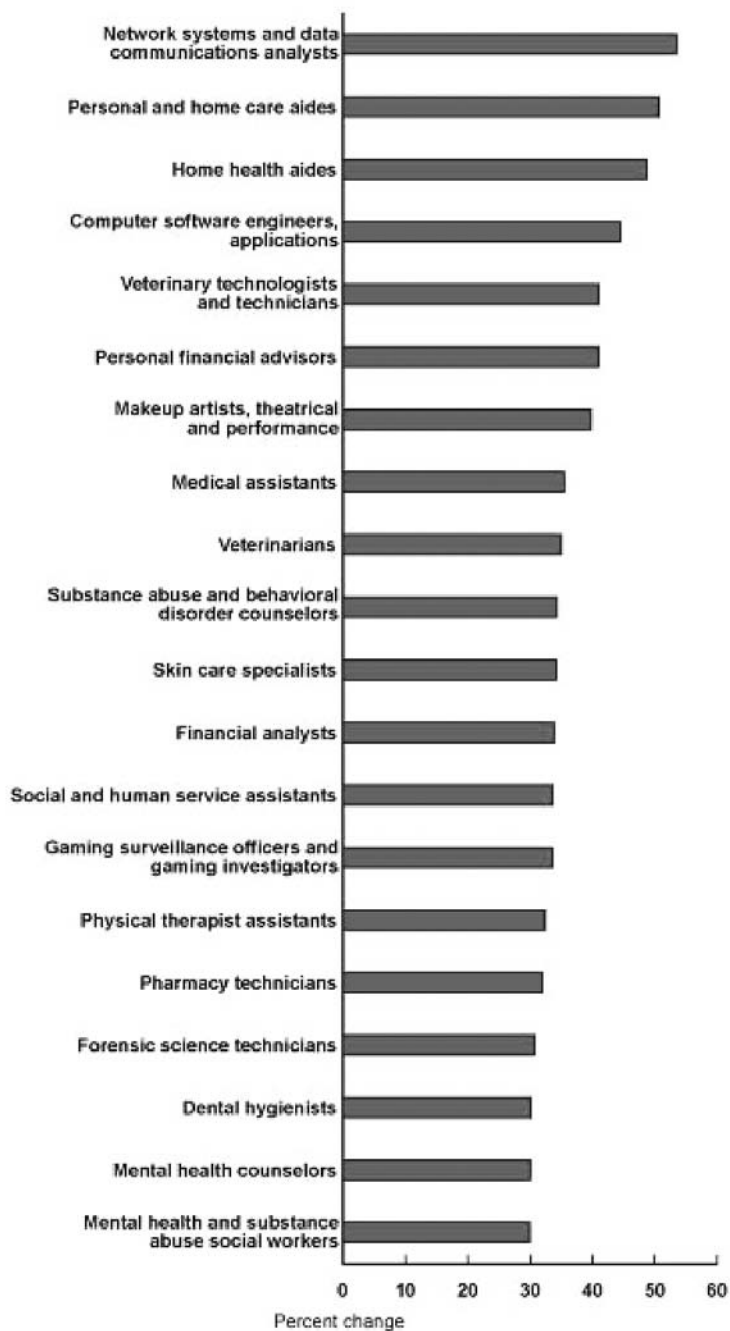
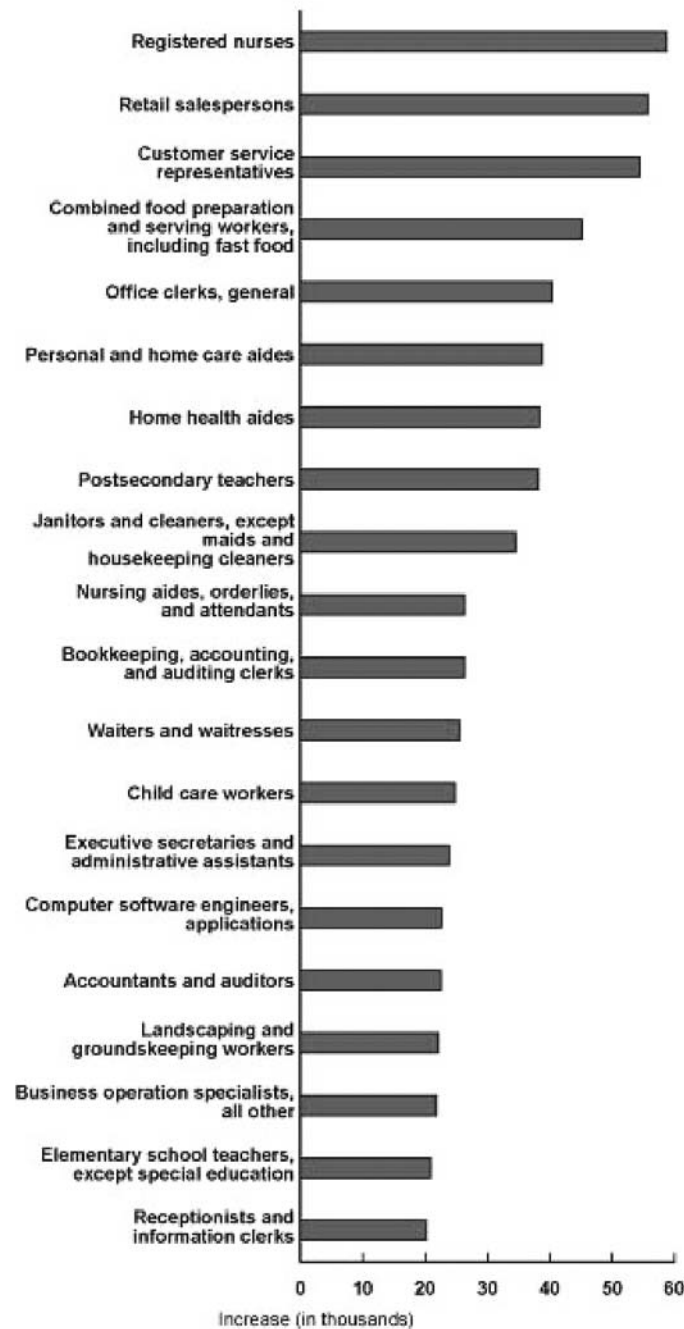


Chart 8. Occupations with the largest numerical increases in employment, projected 2006-2016



Career Research Sheet

Name: _____

Occupation	Cluster it belongs to	Average pay	Education and Training Needed to Achieve it

Information from the Occupational Outlook Handbook, by the Bureau of Labor Statistics

UNIT 3: EXPLORING CAREERS

TOPIC 3: EDUCATION AND TRAINING

Topic OBJECTIVE: The learner will:

- Understand the relationship between a person's education and their lifetime earning potential

Topic OUTCOMES: The learner will:

- Explore how education relates to his/her career choices and income goals
- Understand and be able to locate the education and training requirements for occupations of interest

Topic ACTIVITIES:

Think Again DVD/Large Group Discussion

Objective: Students will understand "real-life" connections between educational choices and financial self-sufficiency and success.

Time: 20 minutes

Materials: DVD of "Think Again" (or download from www.commcorp.org/p21), and "Think Again Discussion Guide"

(Note: This lesson will require the instructor to download and burn the "Think Again" video from the website www.commcorp.org/p21 to a DVD (or project using an LCD projector and laptop computer) beforehand as well as read through the discussion guide to select the best topics/questions for their particular class.)

Introduce the DVD "Think Again: The Connection Between Education and True Independence." Explain that this DVD was made by youth for youth, to share their stories of dropping out of school and returning to complete their education and the effect these events have had on their finances and their lives. Watch the DVD (as a group if possible), and use chosen questions from the guide for discussion.

Technical (Mass CIS)/Research

Objective: Students will understand and be able to locate the education and training requirements for occupations of interest.

Time: 30 minutes

Materials: Handouts: "Education, If I Need to Know Where do I go?" and "Career Preparation Worksheet," computers with internet connection, index cards with students Mass CIS log-in names and passwords, pens/pencils

Have the students log on to the Mass CIS website (www.masscis.intocareers.org). Ask the class to click on the left hand side under "Occupations." They will choose two occupations of interest to them, and use the "compare" function to fill in the Career Preparation worksheet. As a final step, they can use Mass CIS and the "Education, If I Need to Know, Where Do I Go?" handout to explore and write down local options to get the education and training for their chosen careers.



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

Quick Start Guide for Discussion with Youth Groups

Objective: Engage the audience to think about the consequences of dropping out of school, examine their own thoughts and feelings about education and their future, and then have a person available to connect interested youths to educational and support resources

Equipment: Think Again DVD, TV/DVD Player, Laptop and LCD unit

Materials: Resource Materials List

Time: Forty-five minutes to one hour

Procedure:

1. Introduce yourself and other facilitators.
2. Show the Think Again video.
3. After viewing the DVD, facilitate discussion using open-ended questions (In-School and Out-of-School lists).
4. Close by distributing the Resources Guide and suggest talking with the Resource Person who will be available to talk with youth after the session



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

Out-of-School Youth Discussion Questions

“You’ve just seen a group of young people share their experiences on dropping out of school and how they’ve dealt with that decision. What messages were they trying to get across?”

“Which of the speakers did you identify with? What were the reasons, do you think?”

“Do their situations and struggles ring true for you?”

“What do you think are the biggest reasons people drop out of school? Were there any that weren’t mentioned in this DVD?”

“What are some of the reasons the youth decided to get their diploma, GED, or consider college?”

“What are some of the fears people have about going back to class?”

“What were some of the financial implications of dropping out of school vs getting a diploma?”

“In what ways does not having a diploma or GED impact the ability to find and keep a good job?”

What advice would you give a friend who was thinking of dropping out of school?

“How much money does a person need to make each week to live a comfortable life?”

“Can you identify which of your friends are supportive of your education. Describe how they are supportive.”

“What kind of work would you like to see yourself doing? What sort of education is needed for that?”

In-School Youth Discussion Questions

What are your reactions to the video?

Which of the speakers did you identify with?

What did the video say are the biggest reasons people drop out of school? Were there any that weren’t mentioned in this DVD?

What do you think of the statistic that a dropout earns more than \$1 million less over a lifetime than college graduates?

What advice did the video give about dropping out of school?

How much money does a person need to make each week to live a comfortable life?

What are some of the difficulties that prevent people from graduating from high school?

Can you identify which of your friends are supportive of your education. Describe how they are supportive.

If you had to put into words what you learned from the video, what would you say?



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

Creating Youth-Adult Partnerships that Work

What is a youth-adult partnership?

- A youth-adult partnership is a joint effort where youth and adults work together to achieve common goals. Adults offer knowledge, experience, and access to resources and youth give fresh ideas, new perspectives, and enthusiasm. Working together is a powerful combination.
- Youth and Adult roles have traditionally been defined by the teacher/student relationship. Youth Voice, however, requires that youth and adults define the relationship differently. The partnership is one in which both parties share power and control over making decisions on what gets done, who does what and how.

Tips when showing the DVD and leading the discussion

- Engage more than one youth for this DVD and discussion session so that one youth does not feel like he or she is on display as the voice of all youth. Include young people who enjoy talking in public.
- Select young people and adults who are motivated and interested in working together.
- Have youth co-train with the adults. Establish clear expectations, roles and responsibilities.
- Rehearse a portion of the session and engage youth in critiquing and providing feedback.

Tips for Building Youth-Adult Partnerships:

- Mutual respect is essential; open communication and listening carefully is important
- Provide stipends or paid work experience to compensate youth for their participation
- Have snacks available for the youth; give them time to socialize

Just For Adults

- Provide youth with the information and support they need to succeed
- Youth may need help with transportation to and from sites
- Youth need encouragement; This is an opportunity for youth to develop their leadership and teamwork skills. Recognize their accomplishments.
- Remember that your role is to be a teammate not a parent.
- Have fun

Just For Youth

- Adults may not be aware of how capable you are.
- Do commit time and energy to get the job done
- Adults are often just as uncertain as you are; they have learned to disguise it better.
- Have fun



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

Tips for DVD Discussion Session with Different Groups

In-School Youth

- Focus on immediate concerns.
- What would being out of school look and feel like?
- What would you do in the next few days, if you left school?
- If you are thinking of working, how much money would you make and how much money would you need?

Youth Who have Dropped Out of School

- Focus on future and what positive changes could happen with a return to school or alternative program.
- Talk about real things like earning power, preparing for a desired career, etc.
- Talk about their goals and dreams and then how going back to school could help them accomplish them

Young Adults

- Focus on independence and its relationship to education (more education = more earnings, therefore, financial independence)
- How much does it cost to live on my own?
- Going back to school means I could choose how much money I could make. (I could choose my career therefore I could choose my income)

Youths Who Are Parents

- What do you want your kid's life to look like?
- The decision to go back to school could help shape that.
- Is going back to school (or completing school) worth it if it means a better life for my kid(s)?



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

DVD List of Resources

Alternative Schools

Statewide:	Massachusetts Dept. of Education	www.doe.mass.edu/FamComm/f_alted.htm
Local:	West Side High School	www.newbedford.k12.ma.us/westside.htm
	Parenting Teens Program	www.gnbcoast.org/agencies.php?id=141

GED Preparatory Programs

Local:	Greater New Bedford Career Center	www.newbedfordcareercenter.org
	New Directions	www.newbedfordcareercenter.org/newdir.html
	Training Resources of America	www.massjob.org/
	My Turn Inc.	www.my-turn.org
	New Bedford Public Schools Division of Adult and Continuing Education	www.newbedford.k12.ma.us/adult_education.htm

Career Information:

Statewide:	Massachusetts Career Information System	http://www.masscis.intocareers.org
	Career Voyages	www.careervoyages.gov
Local:	Greater New Bedford Career Center	www.newbedfordcareercenter.org

College Information

Statewide:	TERI College Planning	www.tericollegeplanning.org/
Local:	Bristol Community College (BCC)	www.bristol.mass.edu
	UMASS Dartmouth	www.umassd.edu
	Southern New England School of Law	www.snesl.edu/
	Fisher College	www.fisher.edu/



THINK AGAIN

THE CONNECTION BETWEEN EDUCATION AND TRUE INDEPENDENCE

Financial Information

Statewide: Reality Check www.masscis.intocareers.org/
Local: Consumer Credit Counseling Service
of Southern New England www.creditcounseling.org

Life Issues

Statewide: Casey Life Skills Tools www.caseylifeskills.org
Local: Greater New Bedford Community
Health Center, Inc. www.gnbchc.gnbchc.org

Housing

New Bedford Housing Authority www.newbedfordha.org
Massachusetts Department of Housing
and Community Development www.mass.gov/dhcd

Child Care

P.A.C.E.—Child Care Works www.paceccw.org

Transportation

Southeastern Regional Transit Authority www.SRTABUS.com

Substance Abuse

Positive Action Against Chemical Addiction
(P.A.A.C.A.) www.paaca.org
Seven Hills Behavioral Health (S.H.B.H.)—
Outpatient Substance Abuse Services www.sevenhills.org

Counseling

New Bedford Child & Family Services www.child-familyservices.org
Seven Hills Behavioral Health (S.H.B.H.) www.sevenhills.org

Education: If I Need to Know, Where Do I Go?

1. On the job training

This can also be called staff development.

Training can take place at outside workshops, lectures, or conferences.

Another worker can train you. Classroom instruction may be included.

2. Apprenticeship programs

An apprentice works with an experienced, skilled worker in a craft or trade. Baking, masonry, plumbing, electrical, welding, carpentry, certified auto mechanics are trades often with apprenticeship programs.

Training periods last for months or years.

You're paid while you're being trained.

Contact:

Bureau of Apprenticeship and Training

U.S. Department of Labor

200 Constitution Ave., N.W. Rm. N-4649

Washington, DC 20210

<http://www.doleta.gov/individ/apprent.htm>

Local labor unions, school guidance counselors or transition specialists, state employment agencies, employers directly

3. Vocational Education

Specific areas of training, cosmetology, data entry, dental technician

Technical programs, computers, repair, programming, web page design, LPN

Trade may have its own school (e.g. *ITT Technical Institute* www.ittech.edu) or it may be affiliated with another agency (e.g. hospital, clinical lab technologies — phlebotomist).

4. Federal and state job-training programs

Many types of jobs are available. Some you have to meet certain qualifications.

Call the state employment agency for the recent list of available programs.

Contact:

Research Administrator, Arizona Department of Economic Security (DES)

P.O. Box 6123, Site Code 733A

Phoenix, AZ 85005

Phone (602) 542-3871

<http://www.des.state.az.us/links/economic/webpage/page6/html>

5. Military

Career opportunities in many fields, computers, medical services, business.

All branches help with the cost of college.

Don't accept person with felony conviction. You can check after your records are sealed if you have no additional charges.

6. Learning on your own

You can use books, magazines, videos, computer programs and audiocassettes.

You can also join groups, meetings, classes, seminars, in your community or around the world.

Libraries — ask the librarian, there are tons of helpful resources and school catalogues. Directory of Private Career Schools and Colleges of Technology.

Colleges, schools and training centers will send you free information.

Home or correspondence courses.

Contact:

Distance Education and Training Council

1601 18th St. NW

Washington, DC 20009

<http://www/detc.org>

7. Community Colleges

Community colleges are in a unique position to offer low cost, convenient, personalized associate degree programs. They also offer comprehensive tutoring, guidance and job placement services.

8. Specialized Groups

Vocational rehabilitation

Helps people who have been injured or are disabled. If you were in special classes when you were in school, you may be eligible.

Trade associations or labor unions. AT THE LIBRARY: The Encyclopedia of Associations lists trade associations, professional societies, labor unions, patriotic and fraternal organizations.

Opportunities for women

Contact:

Department of Labor, Women's Bureau Clearinghouse

200 Constitution Ave. NW

Washington, DC 20210

<http://www.wowonline.org>

Career Preparation Worksheet

Name: _____

Date: _____

Log onto **Mass CIS** and review careers that you have identified that may be of interest. Click on the Occupations tab on the home page and click on an occupation of interest and record information on that career on the chart below. Do the same for a second career.

	Career Area	Career Area
Skills and Abilities <i>Needed</i>		
Helpful High School courses		
Knowledge <i>needed</i>		
Preparation needed [college, technical school, apprenticeship etc.]		
Cost of preparation?		
Locations where preparation is available?		

UNIT 3: EXPLORING CAREERS

TOPIC 4: EXPLORING CAREERS THROUGH INFORMATIONAL INTERVIEWS AND JOB SHADOWS

Topic OBJECTIVES: The learner will:

- Understand the importance of asking the right questions
- Understand the purpose of an informational interview
- Understand the benefits of a job shadow

Topic OUTCOMES: The learner will:

- Practice asking informational interview questions
- Identify three businesses/agencies to contact for a job shadow and/or informational interview

Topic ACTIVITIES:

Opening Activity **The One Question Ice Breaker**

Materials: Situations written on small slips of paper

Time: 15 minutes

If you could ask just one question to discover a person's/provider's suitability forX..... (insert situation, see examples below), what would your question be?

Pair people up to work on creating the one question they would ask and have them pick one of the situations without looking.

Examples of situations to use for the activity and insert in the instruction:

- baby-sitting or child-minding
- being a street worker/youth worker
- running a business together
- arranging your charity bungee jump/parachute leap/sky-dive
- being your personal assistant/bodyguard
- being your boss/employer/leader
- being the leader of your country/company
- being a judge
- being the commissioner of DYS

Give students a time limit to create their question. At the end of the time limit, ask the students to share their question as well as to talk about the process they went through to choose their question. They might also want to share other questions they considered.

There are no absolute 'right' or best questions — there are many effective questions, depending on the situation and people's needs, but there are certainly questions which do not work well and which should be avoided.

Discussion Questions:

- Are there advantages in preparing important questions, rather than relying on instinct or invention at the time?
- What else happens while we ask questions, aside from the words between us? (Explore body language and non-verbal communications.)
- What sort of questions are least effective and should be avoided? (Try to identify characteristics of ineffective questions.)
- What sort of questions are most effective? (Try to identify characteristics of effective questions.)
- How do we feel when being asked effective/ineffective questions?
- To what extent and how should questions be tailored for the particular listener, and for the questioner's needs?
- What crucial questions do we ask (at work/in life) which we could prepare more carefully?

Adapted from <http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>
April 13, 2010

Large Group Discussion

Objective: Students will understand the definition and purpose of informational interviews and job shadows.

Time: 15 minutes

Materials: Definitions of Informational Interview and Job Shadow

- Ask students what additional information would be helpful to have in deciding where he/she might want to work or what career field she/he might want to work within.
- What are the different ways people find out about jobs, careers, organizations and businesses?
- Two ways to find out more about a job, career, business or organization are through Informational Interviews and Job Shadows.

Informational Interview

Definition: "An informational interview is an interview conducted to collect information about a job, career field, industry or company? It is an interview with an individual working in a career you would like to learn more about."
From <http://jobsearch.about.com/od/infointerviews/g/infointerview.htm> April 14, 2010

Job Shadow

Definition: "An experience that takes place at a work site in which an individual observes and interacts with an employee to learn about a specific job. As an exploratory exercise, teachers (employers and workers) share first-hand knowledge about occupations and businesses in their region. The individual gains real life experience, which may lead them to improved career choice decisions. Job shadowing is also being used as part of the interview process by some employers."
From <http://www.vilmi.info/glossary.cfm#J> April 14, 2010

Activity: Practicing Informational Interviews

- Objectives:**
- Students will learn to choose questions for an informational interview.
 - Students will practice asking informational interview questions.

Time: 25 minutes

Materials: Handout: "Questions to Ask at the Informational Interview," pens/pencils, and paper, stopwatch

Option One: Invite professional men and women from a variety of career fields to come practice informational interviews with the young people. Hand out "Questions to Ask at the Informational Interview" and ask students to choose 5-7 questions from the list. Match students up with the professional guests (if possible with people from career fields in which they are interested) to practice informational interviews. You might need to match up a couple of students with each guest. Ask the guests to provide feedback to the young people in a positive, constructive way at the end of the interview. Discuss with the young people what new information they discovered through the process.

Option Two: Hand out “Questions to Ask at the Informational Interview” and explain that students will choose 5-7 questions from the list. After the young people have prepared their interview questions, direct them to move their chairs so they are sitting in two lines. Explain that they will have two minutes with 5 different people to practice asking interview questions (one minute for their question, one minute for their partner’s question). Encourage participants to take notes and think of appropriate follow-up questions. At the end of the two minutes, have everyone stand up and move one chair to the right as shown. Continue until everyone has ‘interviewed’ five different people.

Round One

1 2 3 4 5
6 7 8 9 10

Round Two

6 1 2 3 4
7 8 9 10 5

Discuss the activity:

- How did it feel to ask the questions?
- Why is it important to really listen? (to know if one of your other questions has already been answered and to see if there are appropriate follow-up questions to ask). How do you show that you are listening?
- Why is it important to take notes?
- Which question do you think was most important? Why?
- What are the benefits of an informational interview?
- The interview should feel like a conversation, not an interrogation.

Job Shadow Discussion/Research

Objective: Students will discuss the benefits of a job shadow experience and identify three jobs they would like to shadow.

Time: 20 minutes

Materials: Flipchart paper, markers, pens/pencils, paper

Ask students what they think the benefits of a job shadow experience might be, and capture what they say on flipchart. (For example: see first hand the ins and outs of the job, experience the workplace culture, see how people interact, experience how busy or boring the job can be, etc.) Have students think about three career fields they would like to shadow. If computers are available, have students look up three area businesses/organizations in their interested career field for potential job shadows or informational interviews. Discuss what they can do to try to set up a job shadow experience. Work with the students, employers and other partners to create job shadow opportunities for students.

Questions to Ask at the Informational Interview

You have arrived and are greeted by the individual at the front desk. When the interviewee comes out to meet you, introduce yourself. Thank your contact for his or her willingness to meet with you, and re-emphasize that you are there to learn and gather information about his or her career field. Use an informal dialogue during the interview.

Below are some typical informational interview questions. Pick the questions that get at what you most want to know.

Questions about Job Duties:

1. What is your job like? What does a typical day look like? What do you do? What are the duties/functions/responsibilities of your job?
2. What kinds of problems do you deal with? What kinds of decisions do you make? What percentage of your time is spent doing what? How does the time use vary? What part of this job do you find most satisfying? Most challenging?

Questions about Experience, Education, Training:

3. How did this type of work interest you and how did you get started?
4. How did you get your job? What jobs and experiences have led you to your present position? What was most helpful? Can you suggest some ways a student could obtain this necessary experience?
5. What are the educational requirements for this job? What other types of credentials or licenses are required? What types of training do companies offer persons entering this field?
6. What are the skills that are most important for a position in this field? What particular skills or talents are most essential to be effective in your job? How did you learn these skills? Did you enter this position through a formal training program? How can I evaluate whether or not I have the necessary skills for a position such as yours?

Questions about the Career Field:

7. What are the various jobs in this career field? What sorts of changes are occurring in this field? How is the economy affecting this industry?
8. What are the typical entry-level job titles and functions? What entry-level jobs are best for learning as much as possible?
9. How does a person progress in your field? What is a typical career path in this field or organization? What are the advancement opportunities?
10. What can you tell me about the employment outlook in your occupational field? How much demand is there for people in this occupation? How rapidly is the field growing? Can you estimate future job openings?
11. If your work were suddenly eliminated, what kinds of work do you feel prepared to do?

Questions about Job Incentives/Satisfaction:

12. What are the salary ranges for various levels in this field? Is there a salary ceiling? What other benefits are typical for this field?
13. What are the major rewards aside from extrinsic rewards such as money, fringe benefits, travel, etc.?
14. If you could do things all over again, would you choose the same path for yourself? Why? What would you change?

Questions about Personal Characteristics:

15. What abilities or personal qualities do you believe contribute most to success in this field/job?
16. These are my strongest assets (skills, areas of knowledge, personality traits and values):
_____. Where would they fit in this field? Where might they fit in other fields?

Words of Advice:

17. Do you have any special words of warning or encouragement as a result of your experience?
18. What advice would you give me as I try to figure out my own career path?

UNIT 3: EXPLORING CAREERS

TOPIC 5: INTERNSHIPS

Topic OBJECTIVES: The learner will:

- Understand what an internship is
- Understand how to handle some common internship challenges
- Understand that self-reflection and journal writing can help to enhance an internship experience

Topic OUTCOMES: The learner will:

- Identify solutions to potential internship challenges
- Select and/or create journal questions that would help them reflect most effectively on an internship experience

Topic ACTIVITIES:

Brainstorm

Objective: Students will understand what an internship is.

Time: 10 minutes

Materials: Flipchart paper, markers, handout: “What is an Internship?”

Ask students to call out what they think an internship is. Write all of their ideas on the flipchart paper. Work with the students to create a definition from their ideas. Ask students what makes an internship different from a job.

Hand out “What is an Internship?” Ask students to pick out the important points from the two definitions. Discuss the reasons why people participate in internships and the value of internship experience.

Common reasons that people intern:

- To develop professional skills and gain hands-on experience in their field of interest
- To apply their academic coursework to a real-world work situation
- To explore career options and develop their personal sense of vocation
- To learn how organizations operate
- To begin building their professional network
- To gain exposure to careers and jobs
- To build occupational knowledge and technical skills

Adapted from http://www.nww.org/qwbl/tools/kcktoolkit/Print_Toolkit.PDF and http://www.stolaf.edu/services/cel/students/Internships_Getting_Started.html

Small Group Activity

- Objectives:**
- Students will identify solutions to potential internship challenges.
 - Students will understand how to handle some common internship challenges.

Time: 30 minutes

Materials: Pens/pencils, paper

Divide students into groups of 3-4. Have them create four potentially challenging scenarios that an intern might face and write them out neatly on one piece of paper. Once all of the groups have created their scenarios, instruct each group to pass their scenarios to the group to their right (or however you want them to pass the scenarios).

Explain to the groups that they will have about 10 minutes to discuss the scenarios and work together to figure out how they could best handle each situation. Groups will then either present the scenarios as well as their suggested best way to handle each situation OR choose 2 of the scenarios to act out for the larger group.

Once the scenarios have been presented and/or acted out, the larger group should discuss the different situations and suggest other professional ways to handle the challenge. Four common internship problems are listed below. If these challenges are not presented to the group, you should introduce the challenges to the group and ask for possible solutions. Offer the possible solutions below as other options, if they are not mentioned.

Possible Problem	Possible Solution
The internship doesn't meet your expectations.	<ol style="list-style-type: none"> 1) List out and assess your expectations. Are they realistic? If so, think about ways to meet them and consider talking to your internship supervisor about them. If you decide they're not realistic, try to figure out why. 2) If you started the internship with a specific position description, reference that description to see if it accurately represents the work you're doing. 3) If you don't already have one, consider working with your supervisor to create a learning contract. This is a good way to chart out internship expectations for both you and the organization. If you already have a learning contract, review it and modify if possible.
You and your internship supervisor have conflicting goals or priorities.	Some degree of difference is natural. If your differences are extreme, talk to your supervisor openly and positively to see if you can find a middle ground. Remember that your supervisor should want you to have a positive, useful experience. Try to meet your supervisor's expectations while also meeting your own.
Boredom	Ask for new projects. If you notice a need or an area that could use some work, offer to work on it. If you show initiative and help solve problems, you'll stand out and gain even better experience for your future.
Poor communication	Many workplace problems are a result of poor communication. Don't hesitate to talk to your supervisor about your concerns, but be sure to do so in a diplomatic, positive, and professional way. Most supervisors do not take on an intern unless they're committed to providing a positive experience.

Self-Reflection Exercise

- Objectives:**
- Students understand that self-reflection and journal writing can help to enhance an internship experience.
 - Select and/or create journal questions that would help them reflect most effectively on an internship experience.

Time: 20 minutes

Materials: Handout: “**Internship Journal**,” pens/pencils, paper

Ask students what self-reflection is. Explain that it is the process of learning about and examining one’s thoughts and feelings; self-observation; the act of looking within oneself.

Explain to students that you are going to ask them to participate in a reflection activity.

Gratitude

Much of our time is spent complaining about the things we don’t like, the things that are not going right. Take this time to think about all of the things that are going well, the things you have to be thankful for. Take out a piece of paper and write “**My Life**” at the top of it. Think about the **positive** things you have in your life — think about your health, relationships, education/training, workplace, community, etc., and write a bulleted list on the paper. Every time you feel a negative thought creep in, attempt to trump it with a greater positive thought. Continue listing items until you are asked to stop.

Adapted from http://www.ehow.com/way_5173463_self_reflection-activities.html April 20, 2010

Give students three minutes to work on their list. Ask them how they feel thinking about all of the positive things in their lives — all of the things they have to be thankful for.

Ask students what they think the benefits of self-reflection are for an intern. Ask them if any of them keep a journal or have ever kept a journal. Why do people write in journals? Journals are a great way to self-reflect, and it is a great way for interns to make the most out of their internship experience.

Hand out “**Internship Journal**.” Ask for one (or more) volunteer(s) to read the top paragraphs. Ask if there are any questions or comments about what was just read. Allow students to read the journal questions silently. If students need help reading, read the questions out loud or pair students up. Ask students to choose 8 questions (from the list or create their own) that they feel would be most helpful in reflecting on an internship experience. Once they have picked their top 8 questions, have them pair up and explain why they chose the questions they chose. Ask students who created new questions to share the questions with the larger group. Journals are a great way to reflect on many different experiences.

What is an Internship?

Definition: Internships provide real world experience to those looking to explore or gain the relevant knowledge and skills required to enter into a particular career field. Internships are relatively short term in nature with the primary focus on getting some on the job training and taking what's learned in the classroom and applying it to the real world. Interns generally have a supervisor who assigns specific tasks and evaluates the intern's overall work. For internships for credit, usually a faculty sponsor will work along with the site supervisor to ensure that the necessary learning is taking place. Interns can be high school or college students or even adults interested in trying out a new career. Many college students do internships to gain relevant experience in a particular career field as well as to get exposure to determine if they have a genuine interest in the field. Internships are an excellent way to begin building those all important connections that are invaluable in developing and maintaining a strong professional network for the future."

Penny Loretto

<http://internships.about.com/od/internshipsquestions/g/internshipdefin.htm>

- An internship is your best chance to test out potential career choices. You'll get real-life experience doing the work of an employee in an organization.
- An internship is also a good way to learn about different management styles and work environments. Internships help you learn what type of work suits you.
- An internship helps you develop professional skills and build a network of contacts. This will help you later when you begin your job search.
- An internship is the best way to connect the learning you are doing in the classroom to the world of work. Basically, you'll learn by doing.
- An internship will help you get a job after you graduate. Employers seek job candidates with some type of experience. Internships build your resume and increase your chances of getting hired later.

<http://www.clacareer.umn.edu/internships/index.html>

The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your internship experience. Some of its uses are to examine new knowledge and skills, to discover what you feel as a result of experiences in your internship, and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your internship. You may record your responses to difficulties that come up during the course of your internship. In addition, you may record personal reactions to internship coordinators, supervisors, co-workers or other people you meet through the internship. You may use the journal to record any problems you are having that interfere with your learning experience.

You may write about anything that relates to your experience at the internship or about experiences outside of the internship that relate to the “you” participating in the internship. If you choose, you may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once, or to repeat the topic if it seems useful or important. You may be asked to share some of your reflections if your internship is connected to an education opportunity. Consider the journal an opportunity to remind yourself of situations on which you would like some input.

This journal is specifically designed to help you process the learning that happens as a result of your internship. Adapted from http://www.nww.org/qwbl/tools/kcktoolkit/Print_Toolkit.PDF April 6, 2010

Possible Internship Journal Questions

Starting your Internship

1. Describe your job — what a typical day looks like, your regular responsibilities, what special projects you work on, the job expectations, etc.
2. What was the orientation process like? What training did you get for your position? Did it prepare you for your internship? What else do you wish you had been told/taught from the beginning?

Reflecting on your Internship

3. Explain three new things you have learned through your internship
4. Describe the best thing that happened at work this week — something you were really proud of yourself for or something that was exciting or new.
5. What skills/personal qualities are most useful and most important at your job?
6. What do you like best about your job? What do you like least about your job? What parts of your job do you think you do best? What parts are most challenging?

Things I am learning about myself

7. Are you interested in continuing to work in this field? Why or why not?
8. What have you learned about yourself through this experience?
9. What are you most proud of — what have you accomplished? What does this mean to you?
10. What are some of the unexpected challenges you have faced? What are some of the frustrations? How have you dealt with these challenges? Who has helped you?

Other things to consider

11. How have you dealt with conflict at work? With whom have you had conflicts?
12. What really good decisions have you made at work or about work? What helped you make those decisions?
13. How important are communication skills at your internship? Describe an experience where communication went really well — and describe an example of a miscommunication. What were the differences in these experiences?
14. Create a top ten list of things other young people need to know before they begin an internship.



STRATEGIES FOR SUCCESS



table of contents

Unit 4: Strategies for Success

Part I: Job Readiness

Topic 1: Motivation and Initiative	146
Topic 2: Workplace Safety	151
Topic 3: Technology Etiquette in the Workplace	164
Topic 4: New Employee Payroll Process and Your Paycheck	170
Topic 5: Time Management	173
Topic 6: Positive Working Relationships	179

Part II: Obtaining and Retaining Work

Topic 1: Job Searching	197
Topic 2: Job Applications and Inquiries	202
Topic 3: Resume	211
Topic 4: Job Interviews	223
Topic 5: Cover and Thank You Letters	233
Topic 6: Building a Network/References	242
Topic 7: Job Retention	247
Topic 8: Job Advancement	259

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

QUOTES

- "If people knew how hard I worked to get my mastery, it wouldn't seem so wonderful after all."
~ *Michelangelo* (Renaissance painter, sculptor, architect, poet and engineer)
- "I'm a great believer in luck, and I find that the harder I work, the more I have of it."
~ *Thomas Jefferson* (US president, principal author of the Declaration of Independence)
- "Good manners will open doors even the best education cannot."
~ *Clarence Thomas* (US Supreme Court Justice)
- "If you want to feel rich, just count the things you have that money can't buy"
~ *Proverb*
- "Life is all about timing... the unreachable becomes reachable, the unavailable becomes available, the unattainable... attainable. Have the patience, wait it out. It's all about timing."
~ *Stacey Charter*
- "Better late than never, but never late is better."
~ *Author Unknown*

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 1: MOTIVATION AND INITIATIVE

Topic OBJECTIVES: The learner will:

- Understand what it means to take initiative
- Understand the importance of taking initiative at work
- Understand how motivation is connected to taking initiative

Topic OUTCOMES: The learner will:

- Complete a handout on self-motivation as a self-reflection exercise
- Develop a list of things they could do at different jobs to demonstrate initiative

Topic ACTIVITIES:

Roll the Dice

Objective: Students will think about the importance of working hard and smart.

Time: 10 minutes

Materials: Five dice, small prize

Ask for a volunteer to come to the front of the room. Hold out the dice, but hand just one to the volunteer. Avoid encouraging them to take other dice. Tell the volunteer to throw six 'sixes' in thirty seconds to win a small prize. (If you have colored dice, let them know they need to get 12 'greens' to win the prize.) Keep the other dice in your hand throughout the exercise. Let them know when they have twenty seconds left and count down the last ten seconds out loud. (If there is time, you could ask for another volunteer and give them a chance to try.)

Learning points:

- The chance of getting the six 'sixes' increases with the number of throws. Did the person start throwing faster in the last ten seconds? (If more than one person tried, did the second person roll faster throughout the activity? Why do you think this might be?) Too often in life we don't 'throw quickly' until there is a crisis or a deadline. Why wait until the week before you have to go to court to do your community service hours or get a letter of support? Why wait until the night before a test to study? Why wait until June to try to get a summer job? Why wait until the day of a job interview to try to find something to wear?
- The thrower could have asked for more dice. Explain that you would have given the volunteer more dice if she/he had asked. The more dice being thrown, the greater the chance of getting the 'sixes'. How often do we make things more difficult because we don't ask for help or additional resources? What is the chance of getting what you want/need if you ask for it? What is the chance if you don't ask?
- Someone with average skills can easily outperform a more skillful employee if he/she targets their effort more effectively and uses their time more efficiently. Success is not always about skills — determination, motivation, work ethic, initiative and attitude are key components to success.

Adapted from <http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>
retrieved April 12 2010

Large Group Discussion

- Objectives:**
- Students will understand the importance of taking initiative.
 - Students will understand how motivation is connected to taking initiative.

Time: 15 minutes

Materials: Handout: “**Self-Motivation**,” pens/pencils

Read the following quote to students: “A recent poll of executives asked, ‘What do you feel is the single best way for employees to earn a promotion and/or raise?’ Topping the list for 82% of the respondents was, ‘Ask for more work and responsibility.’ Employees who take initiative greatly enhance their chances for recognition, learning, advancement, pay raises, and bonuses — and have a more meaningful and exciting time at work.” ~ *Bob Nelson*
From <http://www.inc.com/articles/1999/09/16417.html#> retrieved April 15, 2010

Ask students what they think about what you just read? Ask students what taking initiative means? The definition we will focus on for today’s discussion is: without prompting or direction from others: on one’s own (from www.thefreedictionary.com) Why is it important to be able to do things on your own at work?

Hand out “**Self-Motivation**” and ask students to take a few minutes to answer the questions. Discuss the questions and answers.

Small Group Exercise

- Objectives:**
- Complete a handout on self-motivation as a self-reflection exercise.
 - Develop a list of things they could do at different jobs to demonstrate initiative.

Time: 20 minutes

Materials: Handouts: “**Exercise: Taking Initiative**” and “**Taking Initiative At Work**,” pens/pencils

Divide students into four small groups. Hand out “**Exercise: Taking Initiative**” and instruct the small groups to discuss the scenario and the questions. Have each group take the lead on one of the questions for the larger group discussion.

Divide the students into three small groups. Hand out “**Taking Initiative at Work**” and instruct each group to work on three jobs. Have the groups present their ideas to the larger group and see if people from other groups have additional ideas to share.

Remind students that taking initiative is important, but that they must also remember that some ideas should be discussed with a supervisor before employees start working on them (as discussed in the example with Margaret).

Self-Motivation

Taking the Initiative:

1. Why is self-motivation important?

2. What motivates you?

3. Who is responsible for motivating you in the workplace? Your supervisor? Your peers? Yourself? Why?

4. What happens if you don't take responsibility for motivating yourself?

5. Can you think of any situation in which you would take on extra work, even if you were not getting compensated for it? Why or why not?

Exercise: Taking Initiative

Scenario: Read the following scenario. Discuss it in your small group.

Margaret just got hired as a clerk in a medical laboratory. She is an extremely hard worker and is eager to prove herself to her new employer. After only a few weeks on the job, she comes up with what she thinks is a better and more efficient way to process customer accounts. To impress her boss, she comes in early one morning to implement her plan. Margaret's boss arrives at work and is upset to find the office in a mess as she attempts to put her plan into action.

Discussion Questions:

1. Do you think that what Margaret did was wrong? Why or why not?
2. What could she have done differently?
3. How do you know your limitations at work?
4. How does this scenario demonstrate the importance of knowing the difference between taking the initiative and knowing your limitations?

Taking Initiative at Work

When you are at work, there are always extra little things that can be done. Try to think of at least three things you could do if things are slow at work in the following jobs/place of employment:

1. Fast food restaurant

2. Summer camp

3. Office

4. Retail store

5. Ice cream parlor

6. Coffee shop

7. Book store

8. Grocery store

9. Auto-mechanic shop

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 2: WORKPLACE SAFETY

Topic OBJECTIVES: The learner will:

- Understand workplace hazards and some things he/she can do to stay safe at work
- Better understand workplace safety laws, child labor laws and her/his rights on the job

Topic OUTCOMES: The learner will:

- Identify potential hazards in various workplace settings
- Know where to go to find more information about his/her rights and workplace safety information

Topic ACTIVITIES:

Safety IQ Quiz

From <http://www.cdc.gov/niosh/talkingsafety/states/ma/> retrieved April 16, 2010

Hand out the “Safety IQ Quiz” and ask students to answer the questions. Review the correct answers with all participants:

Quiz Answers

1. **True** You should get training before you start work. The training should cover how to do your job safely. Training about hazardous chemicals and other health and safety hazards at your job is required by OSHA (the Occupational and Safety Health Administration), the agency that enforces workplace health and safety laws.
2. **True** The federal law says if you are 14 or 15, you can only work until 7pm on a school night. Some states also have restrictions on how late you can work if you are 16 or 17. Child labor laws protect teens from working too late, too early or too long.
3. **False** Teens who are 16 may not drive a car or truck on public streets as part of their jobs. Federal law permits teens who are 17 to drive in very limited situations. Some states do not allow anyone under 18 to drive on the job. Child labor laws protect teens from doing dangerous work.
4. **True** If you get hurt on the job, the law says your employer must provide worker’s compensation benefits. These include medical care for your injury.
5. **One every 7 minutes** Overall, 84,000 teens are hurt each year badly enough to go to a hospital emergency room. Only one-third of work-related injuries are seen in emergency rooms, so it is likely that 250,000 teens suffer work-related injuries each year. This number is fairly close to the number of teens (ages 15-17) who go to emergency rooms each year for all motor vehicle accidents, including vehicle occupants, pedestrians, bicyclists, and motorcyclists (320, 000 teens). About 64 teens (17 and under) die each year from job injuries. About 90 who are 18 or 19 die. Teens are often injured on the job due to unsafe equipment or stressful conditions. They also may not receive enough safety training or supervision.

Large Group Discussion

Objective: Students will understand what workplace hazards are and the main categories of hazards on the job.

Time: 20 minutes

Materials: Handouts: “Workplace Scenes,” pens/pencils

Explain that one reason workers get hurt on the job is because there are hazards (dangers) on the job. **A job hazard is anything at work that can hurt you either physically or mentally.** (<http://www.cdc.gov/niosh/talkingsafety/states/ma/>)

There are three main categories of hazards — safety hazards, chemical hazards, and biological hazards, but those categories do not cover all job hazards. Ask students if they can think of examples of safety hazards? Chemical hazards? Biological hazards? Other health hazards? (Some examples are included below.)

- **Safety hazards:** knives, hot grease, hot surfaces, slippery floors, etc.
- **Chemical hazards:** dusts, gases, vapors, acids, asbestos, lead, etc.
- **Biological hazards:** living organisms, viruses, molds, used needles, etc
- **Other health hazards:** noise, radiation, repetitive movements, heat or cold, stress, harassment

Hunting for Hazards (<http://www.cdc.gov/niosh/talkingsafety/states/ma/>)

Divide the students into four small groups. Give each group one of the workplace scenes, with enough copies for each member of the group. Have them identify as many hazards in the picture as they can, as well as offer suggestions to address the safety concern.

Examples:

- **Fast food:** hot grill, fire, cooking grease, heavy lifting, cleaning chemicals, stress, steam, hot oven, knives, slippery floor, pressure to work fast
- **Grocery Store:** heavy lifting, meat slicer, repetitive motion, standing a lot, box cutter, cleaning chemicals, bending or reaching, stress
- **Office:** repetitive use of the keyboard, awkward posture, stress, cluttered workplace, copier and other chemicals
- **Gas station:** gasoline, heat or cold, stress, other chemicals, tools and equipment, violence

Ways to deal with hazards at work:

- Personal Protective Equipment (PPE)
- Work Policies/Practices
- Remove the Hazard (not always possible)

Workplace Safety/MA Child Labor Laws Scavenger Hunt

Objective: Students will discover where they can go to find out about workplace safety and MA child labor laws.

Time: 20 minutes

Materials: Handout: "Workplace Safety/MA Child Labor Laws Scavenger Hunt," computers with Internet access, small prizes (optional)

Divide the students into groups of 2-3 (or one group per available computer). Hand out one scavenger hunt to each student and one extra for each group. Explain that they will have ten minutes to complete the scavenger hunt and put all of their answers on the group sheet. Groups can work together or split up the work. After ten minutes, collect the group sheets and if you choose to, award prizes to the winning group.

Discuss the correct answers and where people went to find the information.

Answers:

1. How many hours per week can a 14 year old work while school is in session? **18**
2. What is the maximum number of hours a 15 year old can work on a school day? **3**
3. What is the maximum number of hours a 16 year old can work in one day? **9**
4. What is the maximum number of days a 17 year old can work in a week? **6**
5. What is the latest that a 14 year old can work on a school day? **7 pm**
In the summer? **9 pm**
6. How old do you have to be to work in a freezer or meat cooler? **at least 16**
7. How old do you have to be to operate, clean or repair power-driven bakery machines? **at least 18**
8. How old do you have to be to work on ladders or scaffolds? **at least 16 (if more than 30 ft above ground or water the answer is at least 18)**
9. How old do you have to be to work in amusement places (such as a pool or billiard room or bowling alley)? **at least 16**
10. How old do you have to be to work in roofing or on or about a roof? **at least 18**
11. What is minimum wage in Mass? **\$8.00/hr**
12. How many hours do you have to work in a week to qualify for overtime pay? **Over 40**
13. What does Worker's Compensation pay for? **Medical expenses and lost wages**
14. What is the name of the agency that handles complaints about workplace safety? **OSHA**
15. What is one health and safety protection your employer must provide? **Safety training, PPE (personal protective equipment)**

Reading/Resource to take home: Handout: "Are You a Working Teen? Protect Your Health! Know Your Rights!"

Federal and State labor laws:

- Set a minimum age for some types of dangerous work
- Protect teens from working too long, too late or too early

OSHA says every employer must provide:

- A safe and healthy workplaces
- Safety training on certain hazards, including information on dangerous chemicals
- Safety equipment

By law, your employer is not allowed to fire or punish you for reporting a safety problem.

Your Safety IQ Quiz

Work together in your group to answer these questions. Guessing is OK. You won't be graded on your answers. Pick one person in your group to report your answers to the class later.

✓ Check the correct answer.

1. The law says your employer must give you training about health and safety hazards on your job.

True False Don't know

2. The law sets limits on how late you may work on a school night if you are under 16.

True False Don't know

3. If you are 16 years old, you are allowed to drive a car on public streets as part of your job.

True False Don't know

4. If you're injured on the job, your employer must pay for your medical care.

True False Don't know

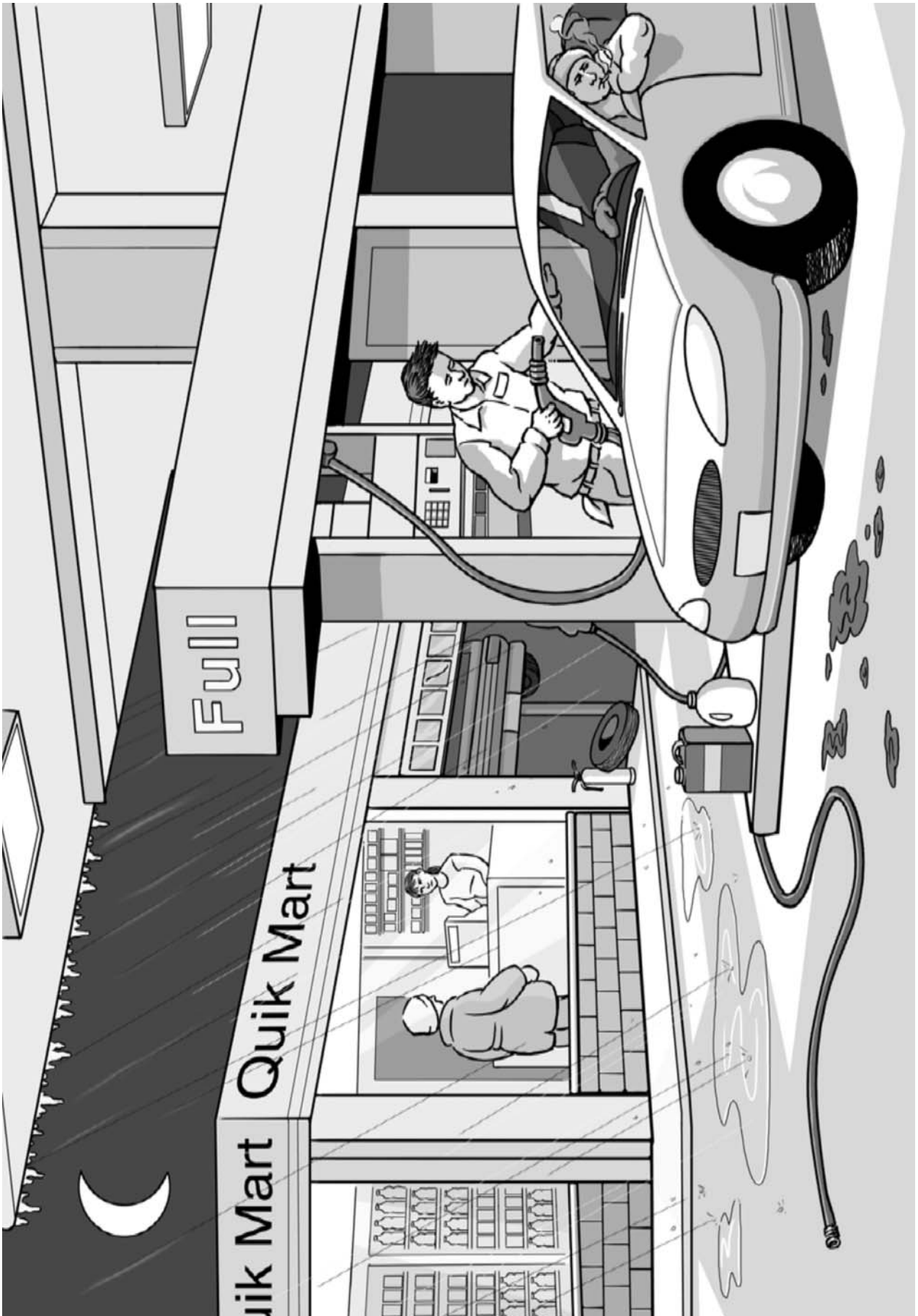
5. How many teens get seriously injured on the job in the U.S.?

One per day One per hour One every 7 minutes Don't know



<http://www.cdc.gov/niosh/talkingsafety/states/ma/>





<http://www.cdc.gov/niosh/talkingsafety/states/ma/>



<http://www.cdc.gov/niosh/talkingsafety/states/ma/>

Worker Safety/MA Child Labor Laws Scavenger Hunt

1. How many hours per week can a 14 yr old work while school is in session?

2. What is the maximum number of hours a 15 yr old can work on a school day?

3. What is the maximum number of hours a 16 yr old can work in one day?

4. What is the maximum number of days a 17 yr old can work in a week?

5. What is the latest that a 14 yr old can work on a school day? In the summer?

6. How old do you have to be to work in a freezer or meat cooler?

7. How old do you have to be to operate, clean or repair power-driven bakery machines?

8. How old do you have to be to work on ladders or scaffolds?

9. How old do you have to be to work in amusement places (such as a pool or billiard room or bowling alley)?

10. How old do you have to be to work in roofing or on or about a roof?

11. What is minimum wage in Massachusetts?

12. How many hours do you have to work in a week to qualify for overtime pay?

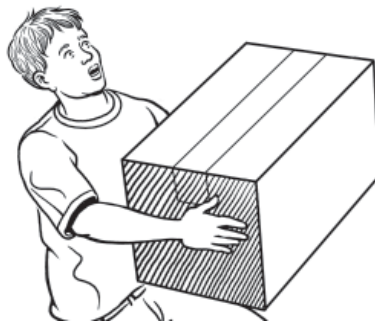
13. What does Worker's Compensation pay for?

14. What is the name of the agency that handles complaints about workplace safety?

15. What is one health and safety protection your employer must provide?

Sources used:

Protect Your Health! Know Your Rights!



Could I Get Hurt or Sick on the Job?

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Every year nearly **70 teens under 18 die** from work injuries in the United States. Another **84,000 get hurt** badly enough that they go to a hospital emergency room.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision.

Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none"> • Toxic chemicals in cleaning products • Blood on discarded needles
Food Service	<ul style="list-style-type: none"> • Slippery floors • Hot cooking equipment • Sharp objects
Retail/Sales	<ul style="list-style-type: none"> • Violent crimes • Heavy lifting
Office/Clerical	<ul style="list-style-type: none"> • Stress • Harassment • Poor computer work station design

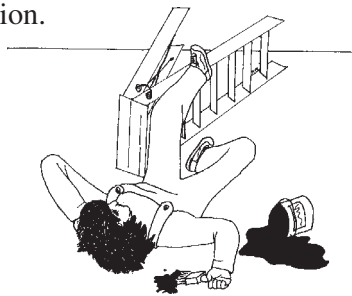
What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training on chemicals and other health and safety hazards.
- Protective clothing and equipment.
- In most cases, at least the Massachusetts minimum wage of \$6.75 an hour.
- 1/2 hour meal period after no more than 6 hours
- Workers' compensation benefits if you are hurt on the job. These include:
 - Medical care for your injury, whether or not you miss time from work.
 - Payments if you lose wages for more than 5 calendar days.
 - Other benefits if you become permanently disabled.

You also have a right to:

- Report safety problems to OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.



Is It OK to Do Any Kind of Work?

NO! There are laws that protect teens from doing dangerous work.

In Massachusetts no worker under 18 may:

- Drive a motor vehicle on public streets as part of the job (17-year-olds may drive in very limited circumstances)
- Drive a forklift or other heavy equipment
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Prepare, serve, or sell alcoholic beverages
- Work where there is exposure to radiation or toxic substances

Also, no one 14 or 15 years old may:

- Do any baking activities
- Cook (except with electric or gas grills that do not involve cooking over an open flame and with deep fat fryers that automatically lower and raise the baskets)
- Work in dry cleaning or a commercial laundry
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor
- Work on a ladder or scaffold

Are There Other Things I Can't Do?

YES! There are other restrictions on the type of work you can and cannot do. **Age 14** is the minimum for most employment, except for informal jobs like babysitting or yard work. Check with your state labor department, school counselor, or job placement coordinator to make sure the job you are doing is allowed.

Do I Need Working Papers?

YES! If you are under 18 and plan to work, you must get a *work permit* (if you are 14 or 15) or an *educational certificate* (if you are 16 or 17). Check with your school department or visit www.mass.gov/dos/youth



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions; use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor
- Ask questions if you don't understand

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (Some school districts may have more restrictive regulations. Also, there are some exceptions for teens in work experience education programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • 7 am–7 pm, from Labor Day–July 1 • Not during school hours • 7 am–9 pm, from July 1–Labor Day 	<ul style="list-style-type: none"> • 6 am–10 pm when there is school the next day • 6 am–12 am if you work in a restaurant or at a racetrack and there is no school the next day
Maximum Hours When School Is in Session	18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday–Sunday and holidays • 6 days a week 	48 hours a week, but not over: <ul style="list-style-type: none"> • 9 hours a day • 6 days a week
Maximum Hours When School Is not in Session	40 hours a week, but not over: <ul style="list-style-type: none"> • 8 hours a day • 6 days a week 	48 hours a week, but not over: <ul style="list-style-type: none"> • 9 hours a day • 6 days a week



What If I Get Hurt on the Job?

- Tell your supervisor right away. If you're under 18, tell your parents or guardians too.
- Get emergency medical treatment if needed.
- Your employer must give you a **claim form**. Fill it out and return it to your employer. This helps ensure that you receive workers' compensation benefits.

Workers' Compensation: Did You Know?

- You can receive benefits:
 - Even if you are under 18.
 - Even if you are a temporary or part-time worker (in most cases).
- You receive benefits no matter who was at fault for your job injury.
- You don't have to be a legal resident of the U.S. to receive benefits.
- You can't sue your employer for a job injury (in most cases).

You have a right to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem or injury, or for claiming workers' compensation.

The information in this factsheet reflects your state and/or federal labor laws, whichever are more protective. The more protective laws usually apply. Check with your state agencies listed at the right.

What If I Have a Safety Problem?

- Talk to your supervisor, parents, teachers, job training representative, or union representative (if any) about the problem.
- If necessary contact one of these agencies.

For health and safety information and advice:

- **National Young Worker Safety Resource Center** (many materials available in Spanish)
☎ (510) 643-2424 www.youngworkers.org
- **Mass. Dept. of Public Health, Occupational Health Surveillance Program**
☎ (617) 624-5632
www.mass.gov/dph/bhsre/ohsp/ohsp.htm

To make a health or safety complaint:

- **OSHA** (Occupational Safety and Health)
☎ (800) 321-OSHA (6742)
www.osha.gov

To make a complaint about wages or work hours:

- **Office of Mass. Attorney General Fair Labor & Business Practices Division**
☎ (617) 727-3465 www.ago.state.ma.us
- **US Department of Labor**
☎ (866) 487-9243 (617) 624-6700
www.wagehour.dol.gov

To make a complaint about sexual harassment or discrimination:

- **Mass. Commission Against Discrimination**
☎ (617) 994-6000 www.mass.gov/mcad
- **US Equal Employment Opportunity Commission**
☎ (800) 669-4000 www.youth.eeoc.gov

For information about benefits for injured workers:

- **Mass. Dept. of Industrial Accidents**
☎ (800) 323-3249
www.mass.gov/dia

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 3: TECHNOLOGY ETIQUETTE IN THE WORKPLACE

Topic OBJECTIVES: The learner will:

- Understand the basics of technology etiquette in the workplace
- Understand the importance of having a professional e-mail address and voicemail message
- Understand the potential risks and benefits of social networking sites

Topic OUTCOMES: The learner will:

- Create a professional e-mail address (if he/she does not already have one)
- Create a professional voicemail message
- Obtain or strengthen knowledge around what to post and how to use social networking sites

Topic ACTIVITIES:

Cell Phone Exercise

Objective: Students will experience the disruptive power of technology in the workplace.

Time: 5 minutes

This is a simple and funny activity/warm-up/icebreaker for large groups.

The exercise especially demonstrates the influential power of mobile phones (and by inference, other communication methods such as e-mails) to disrupt effective working, time management and organizational efficiency.

Normally, groups at conferences and training sessions are asked to switch off their mobile phones/cell phones. Try a different twist: Ask all delegates to **switch on** their phones. Say that this is a demonstration of the disruptive and negative effects of technology controlling people rather than vice-versa.

Ask delegates to select the loudest most annoying message alert tone/ringtone. Ask everyone to text a friend (or two or several friends each) whom they know to be keen in responding to text messages. *(If it is not safe to ask people to text friends, you could simply ask everyone to turn up their phone as loud as possible and wait to see what happens).*

Then, continue with the training or conference session, and wait for the chaotic interruptions to begin. The chaos is a very audible demonstration of what typically happens in organizations where people are not managing their incoming communications.

When your point is made, you'll need to ask everyone to switch off their phones again.

Discussion questions:

- When/where should people turn their phones off or put them on silent?
- What should you do if you forget to put your phone on silent and it rings out loud?
- What should you do if you need to take a call while you are in a meeting?
- What other cell phone etiquette points should people be aware of?

Points of interest:

- Compulsive checking of e-mails and being continuously available to incoming text messages, etc., is considered by some experts to be driven by the same impulses that are experienced by gamblers, i.e., following the principle of unpredictable occasional reward, and similar descriptions of such behavior.
- Surveys regularly find vast amounts of wasted time spent by workers dealing with e-mails and e-mail interruptions. A 2008 report in the Guardian newspaper staggeringly calculated that a worker who checks/responds to e-mail interruptions every five minutes wastes 8.5 hours a week, given the recovery time required after each interruption.
- Inappropriate use of e-mails prevents people from communicating and resolving issues by phone.
- Inappropriate use of phones/texting prevents people from communicating and resolving issues face to face.

<http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>

Large Group Discussion: Voicemail Messages and E-mail Addresses

- Objectives:**
- Students will understand the importance of having a professional voicemail message on their cell phone (and home phone).
 - Students will create professional voice mail messages.

Time: 15 minutes

Materials: Handout: “Professional Voicemail Messages,” pre-recorded professional, unprofessional, and extremely long musical voice mail messages

Pre-record a mix of unprofessional, professional, and extremely long musical voicemail messages on phones that you would be able to call for training purposes; OR if you know your group well enough and you know the messages some of them have on their phones, call some of their phones as examples of professional and/or unprofessional messages, OR you can record messages on a tape recorder or computer to play at the session.

Let students know that it is your job to call potential candidates to schedule interviews. Your supervisor wants you to schedule 5 more interviews before you leave for the day. Your shift ends in 10 minutes. You have a list of 30 potential candidates to call.

You call candidate number one and hear: Play first message. What would you do?

You call candidate number two and hear: Play second message. What would you do?

Continue until you play all of the prepared messages.

What would make you hang up on someone’s message and call the next person?

What would convince you to put a star next to a candidate’s name on the interview list?

What happens if a number is no longer in service? Would you bother trying to find another number? Why or why not?

What should a professional voicemail message include?

E-mail Addresses

- Objectives:**
- Students will understand the importance of having a professional e-mail address.
 - Students will each create their own professional e-mail address.

Time: 15 minutes

Materials: Computers with Internet access, flipchart, markers

Ask students if they currently have an e-mail address. If they do, ask them to put the first half of their e-mail on the flipchart (everything before the @). If they do not have an e-mail address, or if they are not comfortable sharing their own e-mail, ask them to create an e-mail name and write it on the flipchart (or write one that they have seen). You might want to add some unprofessional names that you have seen or make some up. For example: foxiladi, sexy4eva, bigpimpin508, or thebestueverhad.

Ask students to look at the names on the list. Ask for a volunteer to circle the ones that are professional and/or appropriate to put on a resume or application. Ask why it is important to have a professional e-mail address. Why does it matter what your e-mail address is? What assumptions might people make based on an e-mail address? What first impression are you giving when you send a resume from an unprofessional e-mail address?

Help students who do not have a professional e-mail address (or who do not have an e-mail address at all) sign up for a professional e-mail address. Make sure they write down the address and password somewhere safe.

Reading/Discussion

Objective: Students will think about and discuss the potential risks and benefits of social networking sites.

Time: 20 minutes

Materials: Handout “MySpace vs. Workplace”

Have students read the article “MySpace vs. Workplace” as one large group. Ask for students to volunteer to read out loud. Stop at certain points to discuss the article as you read. This will help to keep students engaged and help with their comprehension.

Discussion Questions:

- Should employers look at candidate’s MySpace/Facebook pages? Why or Why not?
- What do you think someone could post that an employer would not like?
- If you were an employer, what might you look for on a candidate’s page?
- Do you think people should get fired or not get hired for something on their page? What do you think would be serious enough to fire someone? What would be something that could change someone’s mind about hiring someone?
- Where is the line between personal and professional on the Internet?

Remind young people once something is posted online or sent through e-mail/text message, it is no longer in the sender’s control. You can’t always take back a picture, a post, a text — so think about whether or not you want a future employer judging you on a post/picture before you put it on the Internet.

Professional Voicemail Messages

- Hello, you have reached Sam's voicemail, I am not available at the present moment, but if you leave your name, number and a short message, I'll be sure to get back to you as soon as possible.
- Hello, you've reached Nicole. I'm currently not available. Please leave your name and number and I'll make sure to return your call within one business day.
- Hi, you've reached Miguel. I'm sorry that I am not available to answer your call at the present time. Please leave your name, number and a quick message at the tone, and I'll return your call as soon as I can.
- Hi this is Chrystal. I'm either away from my desk or on the phone; please leave your name and number along with a short message, and I'll be sure to get back to you.
- Hello, you have reached the office of Ricardo; I will be out of town starting on Tuesday, October 18th, and will be returning on Monday, October 24th. You can call me when I return, or leave a brief message.
- Hello, you have reached the voicemail of Maria. I am currently unavailable; please leave your name and number and I will be happy to return your call.

Create your own professional voice mail message:

MySpace vs. Workplace

During the day you're all business; at night you like to let loose and have some fun. No problem with that — unless you share your adventures with others on the Internet.

By Don Aucoin, Globe Staff | May 29, 2007

At 35, Eva Montibello is not exactly ancient, and she considers herself reasonably Internet-savvy. Still, it never would have occurred to her to scrutinize a MySpace page the way she would, say, a resume.

When she did so, she found it an eye-opening — and eye-widening — experience.

Montibello, the marketing manager at a Newton-based consulting firm, was screening job candidates last year when an application came in from a recent college graduate. As she prepared to set up an interview with the applicant, one of her younger co-workers asked a fateful question: "Did you check out her MySpace page?"

Montibello did so, and there on the applicant's public profile she found what she calls "all kinds of compromising photos," including one of her applicant Jell-O-wrestling. Still, that "wasn't necessarily an issue" to Montibello or her boss. "The real issue came when my boss was interviewing her and mentioned it, and the person was like 'Oh, yeah, it was so funny,' and was so cavalier about it, instead of being responsible," she says.

They ultimately hired someone else. The applicant's blasé reaction to questions about her MySpace photos "wasn't the deal-breaker, but it was a factor," says Montibello. "We had another candidate who was equally qualified, and who showed up at the interview and was professional all the way. When you're comparing two or three people, everything matters."

Like it or not — and many employees emphatically do not — social-networking sites such as MySpace and Facebook are creating an increasingly murky workplace terrain.

What happens in Vegas may stay in Vegas, but what happens on MySpace can make it into the wider world, whether it is office gossip, racy photographs, or first-person accounts of weekend revelry. Conversations — about work, about bosses, about co-workers — that used to take place at water coolers or on barstools now potentially have a much larger audience. With one high-speed collision after another between MySpace and the workplace, the personal and the professional are converging in new and unpredictable ways.

Yet there is no consensus on where the line should be — or even if there should be a line.

"Whatever I do outside or after work shouldn't be brought up against my work review," contends Lydia Fabiano, 23, of Braintree, who has a MySpace page she allows co-workers to see. "Just about every person has their own thing that they do outside of work. As long as it doesn't hinder your work performance, it should be two separate things. Whatever I do at 10 o'clock on a Saturday night shouldn't matter at all to my boss."

However, employers don't necessarily see it that way. The clash between the interests of employers and the private lives of employees has been on vivid display recently.

The Defense Department, citing concerns about too much "recreational traffic" on MySpace and a dozen other websites, announced that it was cutting off access to the sites by military personnel. A supervisor in an Olive Garden restaurant in Florida was fired after she posted photos of herself, her daughter, and other restaurant employees hoisting empty beer bottles. (The restaurant contended the photos could damage the company's brand). A university in Pennsylvania, contending she had promoted underage drinking, denied a 27-year-old woman a teaching degree just before graduation after she posted a photo of herself that was titled "Drunken Pirate."

She filed a lawsuit against the university, but Harvey Schwartz, a Boston attorney who specializes in civil rights and employment discrimination, says that in general, he doesn't think sites like MySpace will be considered private from a legal standpoint. "I don't really see it as much of a legal issue," says Schwartz, of Rodgers, Powers & Schwartz. "If you're putting something up on the Internet, anybody can read it. I don't think you should complain if somebody reads it who you hadn't planned on reading it."

"This is something that people are going to be learning. It's a new area," he adds. "It's just like when e-mail first happened. People were wild and crazy with what they said on e-mails, and it came back to bite them. People are going to learn the same thing about MySpace."

On the most basic level, employers worry about lost productivity. Lynda Slevoski, vice president of Associated Industries of Massachusetts, says she hears increasing complaints from employers about employees dawdling on MySpace during company time. "Because you can do so many things on MySpace — you can get e-mail, you can do chat groups, you can have a virtual baby shower — there are more ways for an employee to be sidetracked at work to do all this stuff," Slevoski says. "At some companies, people are spending more than half their time on MySpace, as opposed to working. And they're utilizing company equipment."

Employees, meanwhile, have their own set of concerns. Some wonder whether employers are using MySpace profiles to violate the privacy of employees or applicants and obtain personal information to which they are not entitled. Warren Agin, a Boston attorney who specializes in Internet law, says employers would run afoul of antidiscrimination laws if they use a MySpace page to learn, say, that a job applicant is gay, and decide not to hire him or her on that basis.

"There are many aspects of MySpace profiles that are not legal on job applications," notes Jody Kordana, an administrative assistant at Pittsfield Community Television. "Say a woman goes for a job interview, and she passes the standard recruitment process, and someone goes to her MySpace page and discovers she's a single mother or she had stated something about her difficulties in finding good child care." That, Kordana says, could lead some employers to unfairly conclude "she might not be reliable."

"MySpace is a social site. The whole idea is to make some friends, or to have old friends find you, on a social level," says Kordana, 34, who also works as an actress. "And we should be completely free to do that. But on a professional level, we're having to censor ourselves from potential future employers. How much control do we want the companies to have over our private lives? If you are proving yourself in the workplace and you are not putting the image of your employer at risk, I feel that your private life is yours."

While the issue sorts itself out, there will continue to be episodes that illustrate how MySpace has complicated the relationship not just between employers and employees, but among employees as well.

Take the case of Dana Schaeffer of Burlington. When she started a new job a year ago, Schaeffer, now 42, required training from two co-workers who were in their 20s. At home one night about two weeks after she started the job, she was on her own MySpace page when, she recalls, she thought to herself: "Hmm, I wonder if anybody in my office has it. They seem like a pretty techno-savvy place." So she typed in the name of one co-worker, checked out his MySpace page, then typed in the name of another, and went to that page... and was stopped cold. There was a vituperative message about her, directed to a co-worker. She went to that person's page, and found an even more vicious reply to the original message.

It was devastating for Schaeffer. "They went back and forth on how much they couldn't stand working with me," she says. "I was absolutely, absolutely horrified. It was very hurtful."

She said nothing to her co-workers, and still hasn't. But in hindsight, Schaeffer has figured out what she should have said to them — and they are words that could stand as a mantra for the modern workplace: "I have a MySpace page, and I know you do too."

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 4: NEW EMPLOYEE PAYROLL PROCESS AND YOUR PAYCHECK

Topic OBJECTIVES: The learner will:

- Understand the new employee payroll process including the forms that need to be filled out and the documents that need to be copied by an employer
- Understand how to read their paycheck/stub

Topic OUTCOMES: The learner will:

- Practice figuring out personal allowances for people with different life circumstances
- Know how to read a paycheck/pay stub and answer questions about a sample paycheck

Topic ACTIVITIES:

Opening Activity: Aluminum Foil Models

Materials: Aluminum Foil (one piece for each participant)

Using the aluminum foil in front of you, create a model of

- something you are saving up your money to buy

OR

- something you hope to buy with your first paycheck

Give people about ten minutes to create their sculptures and then have everyone present their foil sculpture to the group.

Large Group Discussion

- Objectives:**
- Students will understand the payroll process.
 - Students will know what the forms W-4, M-4 and I-9 are for.

Time: 20 minutes

- Materials:** copies of W-4, M-4, and I-9 forms,
- http://www.mass.gov/Ador/docs/dor/Forms/Wage_Rpt/PDFs/m_4.pdf
 - <http://www.irs.gov/pub/irs-pdf/fw4.pdf>
 - <http://www.uscis.gov/files/form/i-9.pdf>

Ask students if they know what forms they need to fill out when they begin a new job. Ask if they know what the forms are for? Pass out copies of the W-4, M-4 and I-9 documents. Explain why they have to fill out all three forms (federal taxes, state taxes, employment eligibility). Go through the forms with the youth, and answer any questions about the different information that must be filled in.

Explain personal allowances and how to determine the correct number of personal allowances. The more allowances you claim, the less tax will be taken from your check. If you claim too many allowances, you might owe the IRS at the end of the year. (This is not where most people want to be at the end of the year — when in doubt, claim fewer allowances). If you do not claim enough allowances, you will be owed money at the end of the year. If you work more than one job, claim zero allowances at your second, third, fourth jobs. Claiming exempt is NOT the same as claiming zero. Exempt means that you do not have to pay taxes because you will make less than a certain amount of money. When you claim exempt in box 7 on form W-4, federal taxes will not be withheld from your paycheck. When you check box D on form M-4, MA state taxes will not be withheld from your paycheck. Social Security and Medicare will always be withheld. Claiming zero means the highest amount of taxes will be withheld from your check.

Tips for filling out W-4 form,

from http://www.hrblock.com/taxes/tax_tips/tax_planning/fillingout_w4.html

- Generally, claim 1 allowance on your W-4 if you're single, work 1 job and no one can claim you as a dependent.
- You're exempt from withholding if you didn't have any federal tax liability last year and don't expect to have one this year. You can't claim exemption from withholding if someone can claim you as a dependent, and your total income for 2010 is more than \$950, and you expect to receive more than \$300 of unearned income.
- If you're working more than 1 part-time job, or a full-time job and a part-time job, you may need to withhold more tax (claim fewer allowances) on each W-4.
- If you have taxable income other than wages, adjust your withholding to cover the tax on the extra income.

Go through the 1-9 and review the documents that employees can provide to an employer to establish their employment eligibility — US passport, driver's license or state ID, birth certificate, social security card, etc.

Writing/Reflection/Assessment

Objective: Students will practice figuring out personal exemptions for people with different life circumstances.

Time: 15 minutes

Materials: Handout: "Figuring out Personal Allowances," pens/pencils

Pair students up. Give each student a copy of the handout "Figuring Out Personal Allowances." Ask the pairs to work together to figure out the number of allowances for each person. Discuss the answers when everyone is finished.

Technical/Research: Understanding your Paycheck/Pay Stub

Objective: Students will understand how to read their paycheck/pay stub.

Time: 15 minutes

Materials: Computers with Internet connection, copies of sample paycheck, small prizes, paper for trivia answers, pens/pencils

Instruct students to go to <http://www.japersonalfinance.com/gsjapf/activities/page3.jsp?key=Activity1Page1> or <http://studentcenter.ja.org/Money/Pages/CountOnIt.aspx> and click on Your Paycheck. Give them about 7-10 minutes to move the mouse around to learn about the different parts of the paycheck/stub. Give them a hard copy of the sample paycheck. Let them know they can take notes if they want to. Once everyone has had enough time to learn about the different aspects of the paycheck, ask students to shut down their computers and come back together.

Play a quick trivia game to see who can remember what they just learned. Teams can use the sample paycheck handout. Break the group into small teams (2-4 people) and ask them a number of questions. Tell the teams they must write the answer down to get credit. At the end of the game, collect the answers, score them and hand them back to the teams to go over the correct answers. Give small prizes to the winning team if you want to.

Sample Trivia Questions:

1. How many federal personal allowances did Jane claim?
2. How much does Jane get paid per hour when she works overtime?
3. How much money was taken out of Jane's check for her retirement plan?
4. How much holiday pay has Jane earned so far this year?
5. What is the difference between Jane's gross pay and her net pay?
6. What is the Medicare tax?
7. What was Jane's previous regular pay rate?
8. How many state personal allowances did Jane claim?

Figuring Out Personal Allowances

1. Greg is 16 years old. He is beginning his first job, a summer job. He expects to make about \$1200 for the summer. He is hoping to continue working after the summer. His mother claims him as a dependent on her taxes.

a. W-4 Number of allowances _____

b. M-4 Number of allowances _____

2. Monique is 21 years old. She is a full time student who has a work-study job on campus during the school year. She makes \$5000 at this job in a year. She is beginning a summer job where she expects to make about \$2500. No one can claim her as a dependent.

a. W-4 Number of allowances _____

b. M-4 Number of allowances _____

3. Nicole is a 19 year old, single mother with one child. She lives with her daughter and her grandmother. Her grandmother claims her and her daughter as dependents. Nicole is beginning a new job making \$8/hr for 20-25 hours/week.

a. W-4 Number of allowances _____

b. M-4 Number of allowances _____

4. Miguel is 17 years old. He lives with his father who does not file taxes. He has a part time job after school, and he is beginning a full time job for the summer.

a. W-4 Number of allowances _____

b. M-4 Number of allowances _____

5. Brian is a 20 year old father of two children. He claims his son on his taxes, and his girlfriend claims their daughter. They live in their own apartment and no one can claim him as a dependent.

a. W-4 Number of allowances _____

b. M-4 Number of allowances _____

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 5: TIME MANAGEMENT

Topic OBJECTIVES: The learner will:

- Understand that you can't really manage time; you can only manage yourself and your use of time
- Understand how setting goals, planning, organizing, and prioritizing can help you use your time more efficiently
- Understand different time management personality types

Topic OUTCOMES: The learner will:

- Create a plan for getting to scheduled appointments, work, and/or school on time
- Learn to plan, organize and prioritize to reach his/her goals

Topic ACTIVITIES:

Opening Activity: 'Things' (from <http://www.thingsthegame.com/>)

- Materials:** Categories, pens/pencils, small slips of paper
Possible Categories (Be creative and have fun in creating categories.)
- "Things people could do if they had 25 hour days"
 - "Things people do when they are bored (at work)"
 - "Things people do to better manage the use of their time"
- (remind people to keep their answers work appropriate)

Rules included from <http://www.thingsthegame.com/rules.html>

Reflection/Assessment

- Objective:** Students will explore different time management personality types.
- Time:** 15 minutes
- Materials:** Handout: "Time Management Personality Types"

Hand out and read "Time Management Personality Types" as a group. Ask students to identify which personality type BEST describes them. Have people group up by personality type and discuss the greatest challenge for their 'type'. Have them also discuss the best way to address that time management challenge and report back to the larger group.

Large Group Discussion

Objective: Students will explore different strategies for better managing their use of time.

Time: 15 minutes

Materials: Handout: “Ten Tips for Time Management,” flip chart paper, markers

Break students into small groups. Ask each group to create a “Top Ten Tips for Time Management” list on flipchart paper. Have students present their lists to the larger group.

Hand out and read “Ten Tips for Time Management” as a group. Discuss the similarities among all of the lists. Which tips seem most useful? Which tips would be most difficult to follow? Why?

Discuss the importance of time management at work. Ask for at least one example of how each tip could be applied at work.

Writing/Reflection/Activity

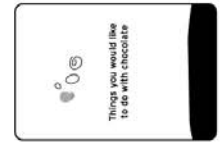
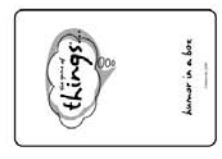
Objective: Students will understand the importance of being responsible for being on time.

Time: 15 minutes

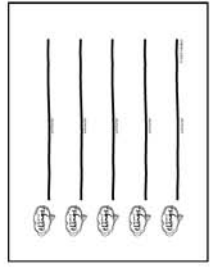
Materials: Handout “Be on Time Checklist,” pens/pencils

Hand out “Be on Time Checklist.” Ask students to think of something that they have to do in the next two weeks, for which it is important for them to be on time. For example: school, work, interview, training program, court, doctor’s appointment, meeting, etc. Ask them to write what they are thinking about on the line and continue to complete the Checklist. When they have finished, discuss the benefits of planning in advance to be on time.

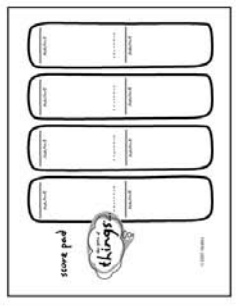
CONTENTS (8 pencils also included)



300 Topic Cards



Answer Pad



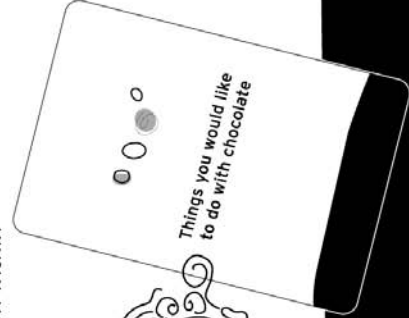
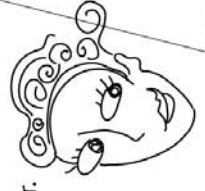
Score Pad

SET UP YOUR GAME LIKE THIS

- Someone keeps score. This player takes the Score Pad.
- Every player gets a pencil and a perforated section from the answer pad.
- Shuffle the cards and place them facedown within reach of all the players.

WHAT YOU DO...

- 1** Pick a player to be the Reader. This player picks a card and reads it aloud.



WHAT THE READER DOES

- Keeps the game moving...
- Doesn't let people linger too long on their answers...
- Reads all of the responses out loud...
- Re-reads the answers for those with short memories...



- 2** Everyone (including the Reader) writes an answer on their answer sheet. Fold it twice and give it to the Reader. **IMPORTANT:** There are no correct answers! These are topics not questions. So write whatever you want. Write funny things or write outrageous things!



- 3** The Reader reads **ALL** the answers out loud.

make brownies
keep it to myself
make a fondue

- 4** The player to the left of the Reader guesses first. Choose one answer and try to match it to the player who wrote it. **YOU CANNOT GUESS THE READER.** If you're right, the Reader gives the answer sheet back to its writer and that player is out of the round. Now you guess again. If you're wrong, you're still in the round but the chance to guess passes to the player on your left.

THE READER DOESN'T GUESS. You remain in the round until someone matches you up with your response.

- 5 THE ROUND ENDS** when only one player (**BESIDES THE READER**) has not been matched to his/her answer. The person to the left of the last Reader now becomes the new Reader. **THE GAME ENDS** when every player has been the Reader.

Time Management Personality Types

Are You Sabotaging Your Time Management Efforts?

By Susan Ward, *About.com Guide*

The key to time management is knowing ourselves, as we can't actually "manage" time; all we can manage is our own behavior.

For many of us, this is more than enough of a challenge. While we claim that effective time management is a top priority and that we just have to get more organized, our actions don't match our stated desires. I've invented these time management personality "types" to describe patterns of behavior that sabotage many people's attempts at time management.

Which of the following time management "types" are you? While intended as fun, this time management exercise may provide you with some clues for more effective time management.

The Fireman – For you, every event is a crisis. You're so busy putting out fires that you have no time to deal with anything else — especially the boring, mundane things such as time management. Tasks pile up around you while you rush from fire to fire all day.

Typically seen — Running to car.

The Over-Committer – Your problem is you can't say 'No'. All anyone has to do is ask, and you'll chair another committee, take on another project, or organize yet another community event. You're so busy you don't even have time to write down all the things you do!

Typically seen — Hiding in rest room.

The Aquarian – There is such a thing as being too "laid-back" — especially when it starts interfering with your ability to finish tasks or bother to return phone calls. Getting to things when you get to them isn't time management; it's simple task avoidance.

Typically seen — Hanging out with feet on desk.

The Chatty Kathy – Born to socialize, you have astounding oral communication skills and can't resist exercising them at every opportunity. Every interaction becomes a long drawn out conversation — especially if there's an unpleasant task dawning that you'd like to put off.

Typically seen — Talking on cell phone.

The Perfectionist – You have a compulsion to cross all the "t's" and dot all the "i's," preferably with elaborate whorls and curlicues. Exactitude is your watchword, and you feel that no rushed job can be a good job. Finishing tasks to your satisfaction is such a problem, you need more time zones, not just more time.

Typically seen — Hunched over latest project.

Hopefully none of these time management personality profiles is a photograph of you! But perhaps these descriptions will provoke some thought about the different ways we manage or mismanage time, and some clues about how we might change our behaviors to make our time management efforts more successful.

Ten Tips of Time Management

1. **Make a to do list, and then prioritize your list. Don't prioritize your schedule, schedule your priorities.**
2. **Dare to break the to do list. Be flexible as things change. Adjust your list as needed; the list is just a guide to help you use your time more efficiently.**
3. **Don't wait until things become urgent. Take care of things when you have time. Figure out a way to avoid living crisis to crisis.**
4. **Focus on your goals. Use your time to work towards your goals.**
5. **Identify where you waste time and figure out how you can spend that time more efficiently.**
6. **Know when to quit. If something is not working, don't be afraid to make a new plan.**
7. **Don't waste time holding on to or worrying about things you can't change. Use your time to change what you can.**
8. **Learn to be okay with the outcome if you delegate. Choose carefully who you delegate to, and check in to make sure progress is being made and the work is getting done, but understand that not everyone will do things the way you would do it.**
9. **Learn to say 'no'.**
10. **Take time for you. You can't work efficiently if you are not taking care of yourself.**

Be Responsible for Being On Time Checklist

Think of something that it is important for you to be on time for in the next two weeks. Write it on the line:

Things I need to do before leaving home:

- Eat
- Shower/bath
- Brush teeth/floss/use mouthwash
- Hair
- Make-up
- Iron
- Get dressed
- Assist other people (younger sibling, grandmother, dad, etc.)
- Chores (wash dishes, make bed, take out garbage, etc.)
- Get everything together that I need

This will all take approximately _____ minutes

I know where to go.

- Yes
- No — How am I going to find out? _____

I am getting there by:

- Car (Consider traffic and whether your car has gas.)
- Bus/Subway (Get to the bus stop early, and take a bus that is scheduled to arrive to your destination with extra time to spare.)
- Taxi (Make sure the taxi will be there with enough time to get to your destination early and that you have enough money to pay for the trip.)
- Another person is driving, (Make sure the person driving you is responsible and will get you where you need to be on time, if not early.)
- Walking (Have you walked there before? How long did it take?)

Transportation will take approximately _____ minutes.

Total time it will take for me to get ready and travel there: _____

Time I need to be there: _____

I will need to leave by: _____

Add an extra 10-15 minutes to your estimated time to allow for unexpected circumstances (weather, accidents, something at home, bus running late, etc.)

UNIT 4: STRATEGIES FOR SUCCESS

PART I: JOB READINESS

TOPIC 6: POSITIVE WORKING RELATIONSHIPS

Topic OBJECTIVES: The learner will:

- Understand how to develop and maintain positive working relationships
- Understand the importance of positive behavior in producing positive effects
- Understand how to give and receive feedback in a professional way

Topic OUTCOMES: The learner will:

- Complete a positive behavior exercise
- Participate in a group exercise and a team challenge to practice developing positive working relationships

Topic ACTIVITIES:

Group Exercise: Alone and Together

From <http://www.thiagi.com/pfp/IE4H/november2007.html#ControlGroups>

Objective: Students will explore the advantages and disadvantages of working in teams and working independently.

Time: 20 minutes

Materials: Handouts: “How to Solve a Mini Sudoku Puzzle,” “First Sudoku: Solve in Teams,” “First Sudoku: Solve Alone,” “First Sudoku: Solution,” “Second Sudoku: Solve in Teams,” “Second Sudoku: Solve Alone,” “Second Sudoku: Solution,” pencils with erasers, stopwatch

- Participants are divided into an even number of teams. During the first round, some teams solve a sudoku puzzle jointly while members of the other teams solve it individually. During the second round, teams solve another sudoku puzzle, reversing the joint and individual approaches.
- Distribute copies of “How To Solve Mini Sudoku Puzzles.” Pause while participants read the handout. Answer any questions.
- Form an even number of teams (2, 4, 6, 8, 10, etc.), each with two to seven participants.
- Give the “First Sudoku: Solve in Teams” handout to one half of the teams. Each team should receive a single copy of the handout to require team members to work together. Ask the teams to work jointly and solve the puzzle.
- Give the “First Sudoku: Solve Alone” handout to the remaining teams. Each team member should receive a personal copy of the handout to solve the puzzle independently. Ask team members not to talk to each other and solve the puzzle independently.
- Announce a 3-minute time limit for solving the puzzle. At the end of this time, blow a whistle and ask everyone to stop solving the puzzle. Distribute copies of the solution.
- After a short pause, ask each participant to write down a number from 1 to 5 to indicate her reaction to the puzzle solving experience. Explain that “1” stands for a very negative reaction (including frustration or boredom) and “5” for a very positive reaction (including enthusiasm and a feeling of achievement). Participants can write this number on a corner of the solution sheet. Team participants can write their number on a separate piece of paper.
- Identify the teams that received the independent-solving handout during the previous round and give each team a single copy of the “Second Sudoku: Solve in Teams” handout. Ask members of each team to work jointly and solve the problem.
- Identify the teams that received the team-solving handout during the previous round and give each member of these teams a copy of the “Second Sudoku: Solve Alone” handout. Explain that each team member should solve the puzzle independently.
- As before, announce a 3-minute time limit for solving the puzzle. At the end of this time, blow a whistle and ask everyone to stop solving the puzzle. Distribute copies of the solution.
- As before, ask each participant to write down a number from 1 to 5 to indicate her reaction to the second puzzle solving experience.

Debriefing Questions:

- Was your reaction to working alone different from your reaction to working in a team?
- Why do you think people have different reactions to working alone and working in a team?
- Why would some people prefer teamwork to independent work? Why would others have the opposite preference?
- What are the advantages of teamwork? What are the advantages of independent work?
- In which situations would you prefer to use teamwork? Independent work?
- If you were an expert sudoku puzzle solver, how would you feel about working in a team? Working alone?
- If you were a newcomer to solving sudoku puzzles, how would you feel about working in a team? Working alone?

Large Group Discussion

Objective: Students will understand how to develop and maintain positive working relationships.

Time: 15 minutes

Materials: Handout: **“Developing and Maintaining Good Working Relationships,”** flipchart and markers, stickers

Explain to students that even if they would rather work alone, being able to develop and maintain positive working relationships is very important. Ask students why this is so important at work. Discuss the importance of working well with others.

Ask students to brainstorm ways to develop and maintain positive working relationships. Capture what they say on flipchart. Once they have added all of their ideas to the list, give everyone five stickers and ask them to vote on the five ideas that they feel are the most important. Once everyone has voted, circle the top ten ideas (determined by stickers). Hand out **“Developing and Maintaining Good Working Relationships.”** Check with the group to see if there are any important ideas missing from the handout or from the list they created. Have students circle the things they currently do.

Small Group Exercise

Objective: Students will better understand the importance of positive behavior in producing positive effects.

Time: 15 minutes

Materials: Handout: **“Positive Behavior Exercise,”** pens/pencils

Instead of trying to unravel the secrets of the karmic universe or the meaning of religious and spiritual life, we can perhaps understand better the effects of our own positive behavior (or that of a group or entire corporation) by considering how we personally respond to the positive behavior of others.

Ask students to independently complete the **“Positive Behavior Exercise.”** After about five minutes, divide students into small groups to discuss their answers. Post some questions for the groups to discuss:

- Discuss your responses to the different behaviors with your group.
- How do these behaviors relate to developing and maintaining positive working relationships?
- How do these behaviors connect to customer service and building working relationships with customers? Why is this important?
- Are positive behaviors always recognized? Do they always produce positive effects?
- Look back at the handout, and think about how you would feel or respond to: someone who rarely smiles and is generally unhappy, only gives to get something, never says thank you, blames others for everything, etc.
- Are negative behaviors more likely to produce negative effects? Why or Why not?
- Over time, which behaviors will most likely produce positive effects?

Positive behavior is sometimes described using the analogy of ripples from a pebble thrown into a pond — the effects radiate far and wide, and one day reflect back in ways that are difficult to predict beforehand, or to measure afterwards. Positive behavior in an organization could be compared to hundreds of pebbles in a pond every day.

Millions of people believe strongly that goodness and positivity are more likely to be rewarded in life than selfishness and negativity. And almost without exception, successful, happy people seem to exhibit and aspire to positive behaviors. The exercise should confirm how positively we each respond to positive behavior (and negatively to negative behavior). It's far simpler than karma.

Rather than try to find vast universal explanations for the way positive behavior works, the cause/effect of positive behavior is perhaps more easily explained by the general tendency for positive/giving behavior simply and **inevitably** to attract and to generate positive responses, somehow, somewhere, sometime.

Large Group Activity

Objective: Students will understand how to give and receive feedback professionally.

Time: 25 minutes

Materials: Handout: “**Feedback**,” Feedback Definitions on Flipchart, paper, pens/pencils

Ask students what feedback at work is? Explain that the definition we are going to use for today's discussion and activity is: *The communication of information to an employee/co-worker/supervisor with the goal of reinforcing positive behaviors while also enabling adjustments for future behaviors to be made as necessary to improve work performance.*

Adapted from <http://www.businessdictionary.com/definition/feedback.html> & <http://dictionary.bnet.com/definition/Feedback.html>

Divide the students into three groups. Assign each group one of the following topics: *From Supervisor to Employee, From Employee to Supervisor, From Co-worker to Co-worker*. Ask each group to create five scenarios describing specific situations where someone would need to provide feedback at work — for the relationship the group has been assigned. For example, if Group One is assigned From Supervisor to Employee, the group could create a scenario where a customer complained that one of the cashiers at a grocery store was rude and unprofessional. The cashier answered his phone while he was checking the woman out and had an unprofessional conversation while he was ringing her items up.

After the groups create the scenarios, collect them. Hand out “**Feedback**” and read through it with the large group. Discuss the Do's and Don'ts of Giving and Receiving Feedback. Pair students up and pass out one of the scenarios created earlier to each pair. Have them create two role-plays for the situation: one where the feedback is not given or received in a professional way, and the other where the feedback is given and received in a professional way. Discuss the role-plays, and point out where students used the tips from “**Feedback**.”

How To Solve a Mini Sudoku Puzzle

You have probably seen sudoku puzzles in newspapers, magazines, books, and websites. Most sudoku puzzles use a 9 x 9 grid. In this learning activity, however, we will use mini-sudoku puzzles with 6 x 6 grids.

Here's a mini-sudoku puzzle. Notice that this 6 x 6 grid is divided into six rectangular 2 x 3 blocks. Some of the squares already contain numbers.

6		4		5	2
	5		4	3	
3	4		5		1
5		1		4	3
	1	3		6	
2	6		3		4

The challenge

Fill the empty squares of the grid above using the numbers 1, 2, 3, 4, 5, and 6.

Each of the six numbers should appear only once in

- each row (six horizontal squares from left to right)
- each column (six vertical squares from top to bottom)
- each block (the 2 x 3 rectangles surrounded by thick lines).

The solution

Check the solution below. Verify that each row, column, and block contains the numbers 1, 2, 3, 4, 5, and 6 once and only once.

6	3	4	1	5	2
1	5	2	4	3	6
3	4	6	5	2	1
5	2	1	6	4	3
4	1	3	2	6	5
2	6	5	3	1	4

First Sudoku: Solve Alone

Here's a mini-sudoku puzzle.

Solve this puzzle by yourself. Do not talk to anyone else.

5	3		4		
4				2	3
3	1		2	6	4
6	2	4		3	5
1	5				2
		6		5	1

First Sudoku: Solve in Teams

Here's a mini-sudoku puzzle.

Work with the other members of your team to solve the puzzle.

5	3		4		
4				2	3
3	1		2	6	4
6	2	4		3	5
1	5				2
		6		5	1

First Sudoku: Solution

5	3	2	4	1	6
4	6	1	5	2	3
3	1	5	2	6	4
6	2	4	1	3	5
1	5	3	6	4	2
2	4	6	3	5	1

Second Sudoku: Solve Alone

Here's a mini-sudoku puzzle.

Solve this puzzle by yourself. Do not talk to anyone else.

			4	3	1
4	1		5	6	
1			3	2	6
3	6	2			4
	3	1		4	5
2	5	4			

Second Sudoku: Solve in Teams

Here's a mini-sudoku puzzle.

Work with the other members of your team to solve the puzzle.

			4	3	1
4	1		5	6	
1			3	2	6
3	6	2			4
	3	1		4	5
2	5	4			

Second Sudoku: Solution

5	2	6	4	3	1
4	1	3	5	6	2
1	4	5	3	2	6
3	6	2	1	5	4
6	3	1	2	4	5
2	5	4	6	1	3

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 and 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 work group

To Improve Your Relationship with Your Supervisor:

- Keep your Word
- Be Flexible
- Take Initiative
- Stay Focused on Your Work
- Communicate Effectively and Regularly
- Take Responsibility for Mistakes
- Learn to Work Independently
- Demonstrate Appropriate Behaviors
- Show Respect
- Do Your Best
- Maintain Professional Boundaries
- Be Positive
- Say Thanks for Recognition

Positive Behavior Exercise

Complete the chart by thinking about and writing how you feel about and respond to someone who behaves in the following ways:

1. Smiles a lot and is generally happy	
2. Gives to others and wants nothing in return	
3. Thanks others	
4. Helps others	
5. Listens to others without judging	
6. Takes the blame or responsibility for faults	
7. Gives others credit for successes	
8. Absorbs negative behavior from others with tolerance and understanding	

Giving Feedback

DO'S

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'TS

1. Don't accuse the person. "You always interrupt me."
2. Don't bring in third parties. "John also says that you interrupt a lot."
3. Don't take for granted that the person understands what you are saying.
4. Don't give vague consequences. "That kind of behavior is going to get you in trouble."
5. Don't bring up behaviors that the person can't help. "The way you breathe really bothers me."
6. Don't deny the other person's feelings.

Receiving Feedback

Tips on 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.

More Activities to Practice Working Together (Optional)

Keypunch

A powerful exercise for learning how to work together, communicate and seek to improve performance in medium-sized groups.

Randomly lay out up to 30 numbered markers or spots in a set area. This forms the keypad.

Create a starting/finish point up to 10 yards beyond the set area — the group must assemble here — hence, they do not have clear view of the keypad either before the first attempt or in between attempts.

Briefing: The group must touch all the numbered spots as fast as they can. The team is given five attempts and must complete all attempts within a 30 minute window, whilst seeking to A. complete the task, and B. if possible, better their time. The group is penalized when a number is touched out of order and if more than one person is inside the boundary of the set area. The penalty may be, for example, that the group must start the attempt again but the time keeps ticking for that attempt.

Give the team 5 minutes to plan, then begin the 30-minute count down, and then start the timer for the first attempt. Time each attempt when they say they are ready to begin the next one.

The team will eventually arrive at a variety of solutions including giving each member of the team a number (or several numbers) to step on in sequence as they run through the set area. After several attempts this 'ordering' will become more fluid.

Variations:

- Use this team-building exercise to highlight the value of continuous improvement.
- Can be presented as a fun team-building initiative problem — There is a computer virus and the team must punch in the correct code or the entire database will be lost!
- Variation in briefing — create a greater sense of role-play by shaping the story line: a computer virus has infected the entire network of the organization/government and your team has been flown in to disinfect it. If more than one person enters the 'restricted zone' then they are 'fried'... add as much detail as you wish to enhance the atmosphere and/or build pressure.
- Depending on the group, alter the total time to 45 minutes and allow 5 minutes of separate planning time in between each attempt.

Processing Ideas:

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- Did everyone listen to each other's ideas?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about him/herself as an individual?
- What key factor led to an improvement in time?
- How motivated were participants to continually improve the time after initial success at the task?

Helium Stick

This is a classic team-building game, and an amusing exercise around which to design icebreakers.

This explanation includes games variations, and very easily improvised ideas for the stick equipment.

The basic exercise requires **all** team members to:

- support a long stick or tube — each person using one or two fingers
- lower the stick to the ground
- with no fingers losing contact with the tube.

The tendency is for the stick to rise, hence the name of the exercise, because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason use a stick for the exercise that is light enough for this effect to occur, given the number of people in the team. For example a broomstick is too heavy for a team of three people, but might work for a team of ten. See the suggestions for stick types per team size below.

Other rules and guidelines:

- The stick (or any alternative item being lifted) must be rigid and not too heavy to outweigh the initial 'lift' tendency of the team size. If it's not rigid, it makes it easy for team members to maintain finger-contact.
- Start with the stick at about chest height.
- Team members can be positioned either on one or both sides of the stick — depending on stick length and team numbers.
- The team must return the stick to the starting position if any finger loses contact with the stick.
- The stick must rest on fingers — the stick cannot be grasped or pinched or held in any way.
- Typically, teams are instructed to rest the stick on the outside (nail-side or 'backs') of fingers; however, specifying a side of the finger is not critical to the activity.
- Optionally, you can instruct that a finger from each hand be used, which increases the lifting effect and the difficulty of the task. The length of the stick and the number of team members are also factors in this (i.e., two fingers per person requires a longer stick.)
- Clarify the point at which the stick is considered 'lowered to the ground' — underside of fingers or hands touching the ground is easier to monitor than actually depositing the stick onto the ground, which depending on the ground surface, can be very tricky.
- There are many ways of improvising sticks. Some people use inter-connecting tent-poles, but these are too heavy for very small teams (the gravitational force is greater than the collective lift, which makes the task too easy). Use your imagination — any rigid lightweight stick or tube will do, and if you can't improvise a stick, then other materials and shapes can be used instead, as described below.
- The activity works best with six to a dozen per team, or even more subject to having a stick long enough.
- The bigger the team, the longer the activity will take to complete successfully. This is an important point — for example given a limited time you'd be better splitting a group of twenty into two or three teams rather than run the risk of failing to complete the task, which is not great for team-building or for creating a successful mood.
- Two fingers per person (one finger each hand) creates more lifting effect and challenge but requires a longer stick than one finger per team member.
- Positioning team members on both sides of the stick enables bigger teams, but can make it more difficult for the facilitator to monitor finger-contact.

Game variations:

- Use a hula hoop instead of a stick.
- Start with the stick (or whatever else is used) at ground height, raise it to shoulder height and lower it back to the ground. The challenge is stopping it rising beyond shoulder height when it gets there.
- Issue two sticks per team — one finger for each stick — very challenging.
- Mix up the teams for different rounds to explore the dynamics of working in a new team even after all members understand the challenge and the solution.
- Just before starting the exercise, ask team members to press down hard with their outstretched fingers onto the edge of a table for 30 or 60 seconds. This confuses the brain still further and increases the tendency for the stick to rise.

Ideas for sticks and team sizes (rough guides):

- joined-together drinking straws (6 or fewer people)
- houseplant sticks (6 or fewer)
- kite struts (6 or fewer)
- rolled sheet(s) of newspaper (5-10)
- straightened-out wire coat-hangers (6-10)
- light wooden dowel rods (6-12 — cheap from most hardware stores)
- bamboo poles (5-20 people)
- hula hoop (5-20 people)

Review points examples:

- Why did the stick rise when we wanted it to go down?
- Did we anticipate the problem?
- How did we fix the problem?
- Having achieved the task with this team, was it/would it be easier/as difficult with a different team?
- How did we feel when fingers lost contact?
- What are the effects of time pressures and competition?
- How might we coach or prepare others to do this task?
- And countless other possibilities, many of which you'll see while running the exercises.

As a facilitator, use your imagination. The 'helium stick' exercise is amusing and effective in its basic format, but it can also be adapted in many ways to support many different themes related to team-work and problem-solving.

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

QUOTES

- "There are costs and risks to a program of action, but they are far less than the long range risks and costs of comfortable inaction."
~ *John F. Kennedy* (US president)
- "Opportunity is missed by most people because it is dressed in overalls and looks like work."
~ *Thomas Edison* (inventor, scientist, and businessman)
- "No man ever listened himself out of a job."
~ *Calvin Coolidge* (US president)
- "When your work speaks for itself, don't interrupt."
~ *Henry J. Kaiser*
- "Maturity: Be able to stick with a job until it is finished. Be able to bear an injustice without having to get even. Be able to carry money without spending it. Do your duty without being supervised."
~ *Ann Landers* (advice columnist)
- "I don't know the key to success, but the key to failure is trying to please everybody."
~ *Bill Cosby* (comedian, actor, author, tv producer, educator, musician, and activist)

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 1: JOB SEARCHING

Topic OBJECTIVES: The learner will:

- Explore a variety of resources available for job seekers
- Increase his or her understanding of different approaches available for finding employment
- Apply their own knowledge, skills, and understanding of their interests and values to finding a job

Topic OUTCOMES: The learner will:

- Obtain or strengthen knowledge and skills that will help them to search for a job, including understanding and deciphering job postings
- Develop a research sheet of potential jobs to help guide them through the application and decision process

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will explore the variety of methods and resources they can utilize to look for employment.
 - Students will understand typical abbreviations used in “Help Wanted” ads.

Time: 20 minutes

Materials: Handouts: “Top Ten Places to Look for a Job” and “Abbreviations Used in Help Wanted Ads” for everybody in the class, pens/pencils

Hand out to the students “Top Ten Places to Look for a Job.” Read the handout aloud or ask for volunteers to read the handout. Ask students to flip over to the back of the paper and brainstorm other ways to search for a job — such as the newspaper, specific local job search websites, asking in-person if a business is hiring, etc. Hand out the “Abbreviations Used in Help Wanted Ads” and explain this will help them understand common terms that are used when advertising for employees.

Role-Play: Discuss with students the importance of making a good first impression with potential employers when they are job hunting — whether picking up applications, or making an inquiry on the phone, they should be dressed neatly (in-person) and speak professionally. Have students role-play asking for hiring information or a job application on a “phone call” or in-person.

Research/Reflection/Assessment

- Objectives:**
- Students will search for and select several job postings that are best suited for them (based on what they have learned so far about themselves and jobs — values, interest, skills, practicalities, etc.).
 - Students will save three examples of jobs that match their skills and interest in their Student Career Portfolios.
 - Students will add a completed “Job Research Sheet” to their Student Career Portfolios.

Time: 30 minutes

Materials: Handout: “Job Research Sheet,” newspapers, pens/pencils, computers

Ask students to find three “Help Wanted” ads in either a newspaper or online that they think they could apply to either today or upon completion of the program and possibly get hired. (If there are not enough compatible jobs listed, students can generate one of their own (for example — landscape help, or work in a retail store, etc.). Ask each student to think about why (skills, timing, transport, pay, hours, type of work, etc.) these jobs seem like a good match for them.

Have students fill out the “Job Research Sheet” including the following information for each job — where job listing was found, location of job, hours and pay, and duties.

Have students save their sheets electronically, and print it for their Student Career Portfolio.

Technical (Mass CIS)/Research

Objective: Students will use the **Mass CIS** system to learn about additional job search techniques.

Time: 10 minutes

Materials: Computers with internet connection, index cards with **Mass CIS** log-in names and passwords

Have students log onto **Mass CIS** (www.masscis.org). Once on the website, instruct students to click on the “**Job Search**” link and explore steps 4 and 5 which provide more information on searching for a job. Students should also begin an “**Occupational Sort**” on **Mass CIS** which will allow them to save occupations of interest for the next class’s activity.

Top Ten Places to Look for A Job

Find the Job: If I Need to Know, Where Do I Go?

1. **Personal contacts**

Tell everyone you know you're job hunting. Tell them what work you can do, ask that they ask their friends and employer if they know of job openings. Include neighbors, family, friends, former employers, teachers, and coaches. Don't forget the receptionist at your mother's doctor's office, your friend's daughter's teacher, or your brother's mother-in-law. Tell everyone.

2. **Bulletin Boards**

Bulletin Boards at schools, supermarkets and community centers. Most towns have Adult Education/GED preparation centers, community centers such as the YMCA, or technical schools such as ITT. Also, check for bulletin boards at the library, day-care centers, neighborhood businesses, churches and shelters. Special associations, labor unions, employers also post job openings.

3. **Employment agencies**

There are three types:

Private agencies: they charge a fee

State agencies: they're free. There's a huge amount of help at state agencies, everything from job listings to help writing your resume. There's access to computers and the internet. It's all free. Job coaches will often even take your job application and match your qualifications with jobs available statewide. State unemployment offices also have job leads. Additionally, job counselors at state offices can recommend Federal offices or programs that are available to you. Check: there are usually a couple of locations right on the bus route. CONTACT: <http://www.ajb.dni.us>. This website is run by the (Federal) Department of Labor. IT posts approximately 1 milli on job openings around the country. Also, www.dol.gov where you can order, Job Search Guide.

Nonprofit agencies: church affiliated (Salvation Army) or community (Goodwill).

4. **Newspaper classified ads**

Sunday is usually the best day, but these openings go fast, so look every day and call immediately to find out what you have to do to apply. Don't limit yourself to local papers; some papers may have ads for jobs that also apply to your local area. Papers are available free, at the library or employment agencies, for example.

5. **Temp agencies**

Temporary employment agencies are hired by employers to find workers. The service is free to you. Temporary jobs sometimes lead to permanent jobs.

6. **Local news**

Read the newspaper's business section. Save ads or articles that interest you. Look for companies that are expanding or moving into your area. Watch for job fair ads.

7. **Volunteer**

You may gain firsthand knowledge, meet potential employers and help others at the same time. Anthony has a good job as a landscaper. He loves animals and volunteers every Saturday morning at the ASPCA animal shelter. The veterinarian who works there is starting his own practice and has asked Anthony to be one of his full-time assistants. Anthony is flattered and seriously considering accepting the job offer.

8. **Job fairs/Employers**

Many employers join together at a conference center or auditorium. You can find out information about their companies, fill out a job application and sometimes have a mini job interview.

9. **Community Colleges/Career Planning Centers**

The Community College placement office is uniquely positioned to help an individual member of the community (that's you) — use his talents to benefit himself and others.

10. **Job Hot Line/Job websites**

Each hot line and website has its own features. Some specialize in particular occupations, for example, so start your search using a keyword. Posting your resume on a website can be risky business, so call the Better Business Bureau or Consumer Protection Agency to check for complaints against a site before you post.

P.S. Ask other people how they found their jobs.

Look for people who work at a job you think you'd like. Ask them how they got started.

Abbreviations Used in Help Wanted Ads

a/c	air conditioning	lic.	license
Am	morning	mach.	machine
appt.	appointment	maint.	maintenance
asst.	assistant	manuf.	manufacturing
avail.	available	mech.	mechanic, mechanical
ben.	benefits	M-F	Monday through Friday
bus.	business	mo.	month
cert.	certified, certificate	msg.	message
co.	company	nec.	necessary
const.	construction	ofc.	office
dept.	department	pd.	paid
elec.	electric	pm	afternoon or evening
EOE	Equal Opportunity Employer	pos.	position
etc.	and so on	pref.	preferred
eve.	evening	P/T	part-time
exp.	experience	ref.	references
exp'd.	experienced	req.	required
F/T	full-time	sal.	salary
gd.	good	sec.	secretary
grad.	graduate	temp.	temporary
hosp.	hospital	typ.	typing
hr.	hour	w/	with
immed.	immediate	wk.	week
incl.	including	WP	word processing
info.	information	yr.	year

Job Research Sheet

Name: _____

JOB TITLE and HOW YOU FOUND IT	LOCATION	HOURS AND PAY	DUTIES

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 2: JOB APPLICATIONS AND INQUIRIES

Topic OBJECTIVES: The learner will:

- Understand the importance of a well written job application for obtaining employment
- Explore several different ways to inquire about job openings

Topic OUTCOMES: The learner will:

- Complete a sample job application and an e-mail inquiry to add to their Student Career portfolio
- Have the knowledge and skills to successfully complete various types of applications (paper and online)
- Create a professional e-mail account to use for employment-related communications

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will review sample employment application questions.
 - Students will practice completing an employment application professionally and completely.

Time: 15 minutes

Materials: Handouts: “A Job Seekers Guide to Successfully Completing a Job Application” and sample “Employment Application,” pens/pencils

Read aloud (or have students take turns) from the “How to Fill Out a Job Application” handout. Emphasize that an application is more than a piece of paper; it is a chance to make a good impression with potential employers. Review each section of the sample “Employment Application” handout informing students about the required contents for each section and the importance of writing legibly.

Writing/Reflection/Assessment

- Objectives:**
- Students will be aware of the basic information and expectations needed to successfully complete a job application.
 - Students will have a completed sample job application for their portfolio and to reference in the future.

Time: 20 minutes

Materials: Handout: sample “Employment Application” plus extras, pens/pencils

Ask students to fill out the sample “Employment Application” handout. The instructor should help students by answering questions, clarifying terms, and giving suggestions. Upon completion, ask students to proofread their work, and give it to the instructor to proofread as well. Ask students to place the completed sample job application in their Student Career Portfolio.

Technical/Research Activity 1

Objective: Students will be able to locate and complete job applications online.

Time: 20 minutes

Materials: Computers with internet connection

Explain to students that many employers are now making applications available online. Ask students to complete the sample online job application at the following address: <http://www.careerkokua.org/js/jsa/article.cfm?id=12>.

After proofreading the online application, have students save the application to their electronic portfolio. If time allows, ask students to internet search for one or two regional businesses that accept online applications.

Technical/Research Activity 2

Objective: Students will have the skills and knowledge to inquire about a job opening by e-mail.

Time: 25 minutes

Materials: Handout: “How to make an E-mail Employment Inquiry,” computers with internet connection

Inform students that in many cases, an e-mail inquiry into a job opening is appropriate. Hand out the sheet “How to Make an E-mail Employment Inquiry,” and read aloud the first page that explains when and how an e-mail inquiry is a good idea. Ask students to log on to either GMail or Yahoo, and ask them to follow the steps to create a “professional” e-mail account. A professional e-mail account should include their first and last names or initials. Inform students to avoid using nicknames or any other names/words that employers may view as “unprofessional.” Reinforce that for employment correspondence it is important to have an e-mail address that is simple and serious. Having a separate e-mail account for “business” will help students stay organized, and keep personal and professional communication separate.

Using their new e-mail address, ask the students to make a sample e-mail inquiry to a local business which corresponds with their job interests, following the steps detailed on page 2 of the handout “How to Make an E-mail Employment Inquiry.” When completed and proofread, ask students not to send them yet and to print a copy and place it in their Student Career Portfolio.

A Job-Seeker's Guide to Successfully Completing Job Applications

New to job-hunting? This article is designed to provide you with the critical information you need to successfully complete a job application. Should filling out an application be a stressful event? No. If you have a resume, you should have just about all the information you need. If you don't have a resume, now might be the time to create one.

When are job applications used by employers? For many part-time, entry-level, and blue collar jobs, employers use applications to screen potential employees; they use the information from the applications to determine who they are going to call for a job interview. For other types of jobs, applications are simply the paperwork the Human Resources department requires of all job applicants; employers often ask you to complete an application after they have invited you for an interview.

Why do employers use job applications? Many employers use applications as a way of standardizing the information they obtain from all job-seekers, including some things that you would not normally put on your resume. Your goal is to complete the application as completely and honestly as you can — all the time remembering that the application is a key marketing tool for you in the job-hunting process. Remember that some employers will use your application as a basis for deciding whether to call you for an interview.

So, armed with this knowledge, here are the ins and outs of completing job applications.

- **Arrive prepared with the information you need.** Be sure to bring your resume, social security card, driver's license, etc. You probably will also need addresses and phone numbers of previous employers, as well as starting and ending salaries for each previous job. It's always better if you have too much information than not enough.
- **Read and follow instructions carefully.** Always take a few minutes to review the entire application. Some applications ask for information differently — and all have specific spaces in which you are expected to answer questions. Think of the application as your first test in following instructions.
- **Complete the application as neatly as possible.** Remember how important handwriting was in school? Neatness and legibility count; the application is a reflection of you. Consider typing it if you have access to a typewriter. If completing it by hand, be sure to use only a blue or black pen — and consider using an erasable pen or taking some "white-out" to fix minor mistakes. Don't fold, bend, or otherwise mar the application.
- **Tailor your answers to the job you are seeking.** Just as with your resume and cover letter, you want to focus your education and experience to the job at hand. Give details of skills and accomplishments, and avoid framing your experiences in terms of mere duties and responsibilities. Show why you are more qualified than other applicants for the position. Include experience from all sources, including previous jobs, school, clubs and organizations, and volunteer work. If you're having trouble identifying some of your skills, read our article about transferable skills.
- **Don't leave any blanks.** One of the reasons employers have you complete an application is because they want the same information from all job applicants. However, if there are questions that do not apply to you, simply respond with "not applicable," or "n/a." Do not write "see resume" when completing the application (but you can certainly attach your resume to the application).
- **Don't provide any negative information.** As with any job search correspondence, never offer negative information. Your goal with the application is to get an interview. Providing negative information (such as being fired from a job) just gives the employer a reason not to interview you.
- **Always answer questions truthfully.** The fastest way for an application to hit the trash can is to have a lie on it, but that doesn't mean you need to give complete answers either. For example, many applications ask your reason for leaving your last job. If you were fired or downsized, you should try to be as positive as possible and leave longer explanations for the interview; some experts recommend writing "job ended" as the reason you left your last job.

- **Do not put specific salary requirements.** It is way too early in the job-seeking process to allow yourself to be identified by a specific salary request. You don't want to give employers too much information too soon. In addition, employers often use this question as a screening device — and you don't want to be eliminated from consideration based on your answer. It's best to say "open" or "negotiable." You can find lots more information about all aspects of salary and benefits by going to our Salary Negotiation Tutorial.
- **Provide references.** Employers want to see that there are people who will provide objective information about you to them. Pick your references carefully — and make sure you ask if they are willing to be a reference for you before you list them. Where do you get references? From past employers, to teachers, to family friends. Most young job-seekers have a mix of professional and character references, while more experienced job-seekers focus on professional references who can speak of your skills and accomplishments.
- **Keep your application consistent with your resume.** Make sure all dates, names, titles, etc., on your application coincide with the information on your resume. Don't worry if the application is based on chronological employment while you have a functional resume. Don't know the difference between the two types of resumes? You might want to visit one of our Resume Tutorials.
- **Proofread your application before submitting it.** Once you've completed the application, sit back and take a moment to thoroughly proofread the document, checking for all errors — especially typos and misspellings.

One final word. Be prepared for all kinds of job applications, from simple one-page applications to multi-page applications; and some will be clean and crisp copies while others will appear to be photocopied a few too many times. Regardless, take your time and do the best you can, always keeping in the back of your mind the goal of the application — getting you an interview.

If you have not heard from the employer within a week of submitting your application, you should follow-up with the employer. There's truth to the "squeaky wheel" cliché. Ask for an interview — and ask to have your application kept on file.

by Randall S. Hansen, Ph.D.

Sample Employment Application Form

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE



APPLICATION FOR EMPLOYMENT

APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS

PLEASE COMPLETE PAGES 1-4. DATE _____

Name _____

Last
First
Middle
Maiden

Present address _____

Number
Street
City
State
Zip

How long _____ Social Security No. _____ - _____ - _____

Telephone () _____

If under 18, please list age _____

Position applied for (1) _____ Days/hours available to work
 and salary desired (2) _____
 (Be specific)

No Pref _____ Thur _____
 Mon _____ Fri _____
 Tue _____ Sat _____
 Wed _____ Sun _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired FULL-TIME ONLY PART-TIME ONLY FULL- OR PART-TIME

When available for work? _____

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

HAVE YOU EVER BEEN CONVICTED OF A CRIME? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation. _____

**PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE**

APPLICATION FOR EMPLOYMENT

MILITARY

HAVE YOU EVER BEEN IN THE ARMED FORCES? Yes No

ARE YOU NOW A MEMBER OF THE NATIONAL GUARD? Yes No

Specialty _____ Date Entered _____ Discharge Date _____

Work Experience Please list your work experience for the **past five years** beginning with your most recent job held. If you were self-employed, give firm name. **Attach additional sheets if necessary.**

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates From To	Pay or salary Start Final
Your last job title			

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates From To	Pay or salary Start Final
Your Last Job Title			

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

**PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE**

--

APPLICATION FOR EMPLOYMENT

Work experience Please list your work experience for the **past five years** beginning with your most recent job held. If you were self-employed, give firm name. **Attach additional sheets if necessary.**

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact your present employer? Yes No

Did you complete this application yourself Yes No

If not, who did? _____

How to Make An E-mail Employment Inquiry

YOUR FIRST CONTACT TO AN EMPLOYER:

- For a first contact, e-mail employers only when an employer specifically invites or instructs you to do so — with instructions on the employer’s web site, a job ad, a verbal conversation, other reliable advice, etc.
- Don’t send an e-mail randomly to someone saying “I’m not sure if you’re the correct person, but I figured you could forward this...” Don’t figure. If you write to the wrong person, s/he has no reason to respond or forward. Do your research, and say WHY you’re writing to the person (“you were listed as the contact for the XYZ job fair”). Otherwise, you may be safer sending a resume and cover letter via hard copy.

HOW TO SEND IT/E-MAIL BUSINESS ETIQUETTE:

- Your e-mail alias, your subject line, and your content all have to be clear and appear appropriate to your recipient. Failure to do this can get your e-mail ignored and/or deleted as junk or spam.
- “Hotdogdude@hotmail” or “Sillygirl75849@yahoo.com” are not appropriate. That is an excellent way never to be taken seriously or viewed as professional — or end up in a junk/spam filter.

YOUR SUBJECT LINE:

- Clear and meaningful to the recipient, as in: “Application for manufacturing position 84G11” or “Follow-up to our meeting of February 21 at Career Point job fair.”
- A blank subject line is unacceptable. You’ve given the recipient a good reason to ignore or delete your e-mail.
- Be judicious about graphics and fonts. Large graphics (and moving graphics are worse) clog up memory in people’s in-boxes. Don’t do it. Same applies to backgrounds. Better safe than sorry. Fonts should be professional looking and easy to read.
- After your name, put all current contact information — phone numbers, address, and e-mail again.

FINAL CAUTIONS & CONSIDERATIONS:

- Be aware that e-mail is a form of written communication and it creates a written record.
- Don’t let the speed and ease of sending e-mail blind you to the fact that you will be judged on what you say and how you say it.
- E-mail, like other written correspondence, doesn’t reveal your tone of voice. Choose your words carefully.
- A well-written e-mail can quickly impress an employer (and the reverse is true).
- Don’t forget to use the spell-check feature.

STEPS TO WRITING AN E-MAIL EMPLOYMENT INQUIRY:

- Try to get as specific as possible, if you don’t have a specific person’s e-mail, try the general department for which you would be applying, and write “To Whom It May Concern”
- Introduce yourself and mention where your information came from regarding the job (*My name is _____, and we spoke at XYZ Job Fair on June 11 regarding the _____ opening at your business.*)
- Name a few skills, interests, and/or experiences you have had that would make you a good match for the job (*I have previously worked for ABC Catering, and I love to help prepare and serve food for special events.*)
- Explain you would like to know more about the position, and what the next steps in applying would be.
- Always thank the person you are writing to for their time, and sign off Sincerely, _____.
- Don’t forget to put your specific contact information below you name.
- Don’t forget to spell check.

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 3: RESUME

Topic OBJECTIVE: The learner will:

- Understand the purpose and importance of an up-to-date, formatted, and typed resume, in terms of positively representing their skills

Topic OUTCOME: The learner will:

- Have a complete, typed resume for their paper and electronic Student Career Portfolios, and have an online version (“My Education and Work History”) stored at **Mass CIS**

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will learn the purpose of a resume and understand the type of information it contains.
 - Students will understand the importance of creating a resume that is professional and complete.

Time: 10 minutes

Materials: Handouts: “Understanding a Resume” and “Tips for Resume Writing”

Read aloud from “Understanding a Resume,” and “Tips for Resume Writing.” Explain that a resume is similar to a “commercial” or “ad,” with you as the product it is advertising. Resumes are used to promote job candidates. Encourage the students to think about education, skills and accomplishments they can include on their resumes.

Writing/Reflection/Assessment

- Objectives:**
- Students will learn the basic information and expectations required for a professional job resume.
 - Students will begin to create a resume.

Time: 20 minutes

Materials: Handouts: “Resume Worksheets,” “Action Words for Resume Writers,” and “Sample Resumes,” pens/pencils

Ask students to begin filling out “Resume Worksheet,” using “Action Words for Resume Writers” and “Sample Resumes” as tools and guides. Emphasize to students to try to use “action words” when describing their skills. Give a few examples, such as “coaching,” “repairing,” “maintaining.” Encourage students to take their time and reassure them you’ll help with the final editing. Students may require the instructor’s assistance with answering questions, clarifying terms, giving suggestions and knowing where to get the information necessary for each section of the resume (references will be addressed in another lesson).

Technical (Mass CIS)/Research

Objective: Students will use **Mass CIS** to create a professional/final draft resume, which can be stored, edited, and printed out for their paper portfolio.

Time: 30 minutes

Materials: Handout: “Evaluating Your Resume,” computers with internet connection, index cards with students’ **Mass CIS** log-in information, resume quality paper

Log on to **Mass CIS** (www.masscis.intocareers.org), and have students click on the link that says “My Education and Work History.” Then ask them to begin typing in the information from their resume worksheets into the “Resume Builder.” The students and the Instructor can both use “Evaluating Your Resume” to make sure the resume is a finished product. When completed, ask students to save their information at **Mass CIS** and in their electronic portfolio. Have them print a copy for their Student Career Portfolio on resume quality paper. Explain that this type of paper is available at drug stores, grocery stores, discount stores, etc. and is viewed favorably by employers.

Hints and Tips for Working with Youth on Resumes

- It is better for a resume to be basic, correct and easy to read than complicated, hard to read and with errors.
- When you sit down with someone to work on their resume, talk about what makes a good resume before they create theirs — then they won't be surprised when you edit for mistakes.
- Don't forget to praise — always point out 1 or 2 things that you really like and are impressed about in their resume — and start out on a positive foot.
- Instead of correcting every mistake as they go along, wait until they have a first draft, and hopefully, a sense of accomplishment — then make edits as necessary.
- When making edits, make sure that you explain the “why.” Give them the choice to make changes and corrections. Categorize your edits into several categories — spelling, verb tense, format etc. — then ask them which of these are most important to correct and work through talking about why each of these is important.
- Put on your “employer hat” and explain to them what you are looking for and how it felt to read through their resume — what stood out to you the most, what would you have like to have seen.
- Sometimes employers receive so many resumes that they are looking for reasons to narrow down the pool of applicants — correcting simple errors is a way to avoid this fate for your resume.
- Explain that, when composing a resume on the computer, they can easily copy a resume into a new document and make small changes with little effort.
- Remember that our job is to help youth present themselves in the best light possible — never encouraging misrepresentation — but creativity!
- When struggling with someone who does not want to put the time into a resume talk with them about:
 - the impression they are trying to make on an employer
 - if it is worth it to spend time writing a sloppy resume if it probably won't win them the job or the minimal extra time it will take them to have a good resume that gives them a better chance of getting a job

Understanding a Resume

PURPOSE OF A RESUME

- Marketing tool to sell your experience and qualifications to potential employers.
- Summarize and highlight relevant accomplishments and skills that match the employer's current hiring needs.

SECTIONS OF A RESUME

Contact information: Name, Address, Phone Number, and Professional E-mail Address.

Education: In reverse chronological order (most recent first), list the institutions you attended and type of education you received along with dates attended and city and state where attended.

Experience: In reverse chronological order (most recent first), list the employers, city and state where you worked, dates of employment, position held, responsibilities on the job, accomplishments made, and skills developed or utilized. Remember to use action words.

Activities: List activities you are involved in with dates (month/year), name of program or organization you participated on.

Achievements: Any awards and recognitions received with dates, name of institution that honored you and title of honor.

References: Name, Company, Address, and Phone Number of three individuals that are not relatives and know your abilities and speak highly of you.

Tips for Resume Writing

1. Limit the resume to one or two pages. It is better to have one page than one and a half. A half page looks like the person ran out of information.
2. Be consistent. If you do it for one, you should do it for all. If you give your high school's zip code, then you must give all zip codes.
3. Avoid using slang words.
4. Use simple words that say what you want to say.
5. Use action words.
6. Show accomplishments and problem solving skills, not just duties. Show that you can do the work required for the job.
7. Be honest.
8. Make it perfect. Check for spelling and other mistakes. Use a good copier or have the resume printed.
9. State information in a positive way. List strongest skills and best work experience first.
10. Do not include personal information such as date of birth, height, weight, etc.
11. Include a cover letter when sending the resume.
12. Balance your resume on the page.
13. Include volunteer work, hobbies, and awards if they show experiences or skills.
14. Use action words ending with "ed" for past jobs. Use action words ending with "ing" for present jobs.
15. Choose a high quality, 8 1/2 x 11-inch white or ivory paper. Use between 20- and 24-pound 100 percent cotton fiber paper and a good duplicating (copying) process.
Commercial copy services usually produce good copies at low cost, and have quality paper at a per sheet price. Check the telephone Yellow Pages under "Copying and Duplicating Services."

Action Words for Resume Writers

Directions: Circle the words below that describe what you have done in jobs, school, sports, community groups, etc. you have had. You may want to use some of these ACTION words on your resume. Ask an instructor or look up words you are not sure of.

achieved	decorated	hosted	recommended
acquainted	delivered		recorded
activated	demonstrated	illustrated	reduced
adapted	designated	improved	refinished
adjusted	designed	increased	regulated
administered	detected	informed	remodeled
advertised	determined	initiated	removed
advised	developed	inspected	renovated
advocated	devised	instructed	reorganized
aided	diagnosed	interviewed	repaired
altered	directed	interpreted	replaced
analyzed	disclosed	introduced	reported
approved	discontinued	invented	researched
arranged	dispatched	inventoried	restored
assembled	displayed	investigated	
assisted	distributed		scheduled
assumed	documented	lectured	screened
attached		located	selected
attained	economized		simplified
authorized	edited	maintained	solved
	educated	managed	stabilized
balanced	eliminated	measured	stocked
built	employed	merged	strengthened
	encouraged	minimized	suggested
calculated	endorsed	mixed	supervised
catered	engineered	modernized	surpassed
classified	established	modified	
coached	estimated	motivated	tailored
collected	evaluated		taught
combined	examined	notified	tested
communicated	exchanged		trained
compared	executed	observed	transferred
completed	expanded	obtained	transformed
computed	experimented	operated	transported
condensed		organized	treated
constructed	familiarized	originated	
consulted	filmed		unified
controlled	formulated	planned	updated
converted		prescribed	utilized
coordinated	generated	processed	
counseled	governed	procured	
created	guaranteed	produced	
	guarded	provided	
	guided	publicized	
		published	

Note to Youth Workers: Be sure to discuss with youth the meaning of any words they may not be familiar with or know. Help connect these new words to the skills and experiences of the young person.

Resume Worksheet

Contact Information

Name

Address

City

State

Zip

Phone Number

Alternate Phone Number

E-mail

Employment Goal

What is your objective or job target?

What industry do you want to work in? (Construction, finance, maintenance and repair, hotel/hospitality, human services, healthcare, education, etc)

Skills

List all your skills (if you speak another language that is also a skill) and your strengths. For computer skills include software that you know. (Example: Microsoft Word, Excel, Internet Applications, etc)

Job Readiness Level

Education Information

Name of your school

Town/location of your school

Year you will be graduating

Awards

List all awards that you have ever received. If you were involved in sports also list any medals you may have won. (E.g.: perfect attendance, gold in 100 m hurdles)

Certificates

List any certifications you have ever received. (E.g.: CPR, First Aid, Workplace Readiness, etc.)

List any student activities or internships here:

Work History and Volunteer Experience

List your work history and/or volunteer history starting with your most recent job/volunteer work.

Start	End	Name of company
		City and State
		Your Title/Position

Describe what you did on the job (action words)

Start	End	Name of company
		City and State
		Your Title/Position

Describe what you did on the job (action words)

Start	End	Name of company
		City and State
		Your Title/Position

Describe what you did on the job (action words)

Domenique Cortez
154 Brigham Street, Apt. 3
Billings, MA 02239
(617) 949-6672
dcortez@aol.com

EDUCATION:

Westover Job Corps, Graduated February 2000
Chicopee, MA

- Earned GED Certificate
- Successfully completed training in Accounting

Merimac High School, 1995 – 1998
Billings, MA

SKILLS:

Computer: Microsoft Word, Microsoft Excel, internet
Other: Fluent in Spanish

EXPERIENCE:

Waitress **March 1998 – April 1999**
Friendly’s Restaurant **Merrimac, MA**

- Waited on tables during busy evening hours at family restaurant
- Assisted in training new wait staff
- Acted as hostess when needed
- Earned “Waitress of the Month” award (December 1998)

Cashier **July 1997 – February 1998**
Town Variety Store **Merrimac, MA**

- Provided customer service in a convenience store
- Assisted in scheduling employees
- Monitored store inventory

OTHER ACTIVITIES:

Job Corps: Student Government Association President, WICS Council Member,
Tutored elementary school children while attending Job Corps

Other: Merrimac track team (1995 – 1996)

REFERENCES AVAILABLE UPON REQUEST.

You should include high school (even if you did not earn your diploma from your high school), Job Corps (even if you did not complete your program), and any other school you attended.

In today’s job market, computer Skills and the ability to speak languages other than English Are two of the most valuable types of skills. Take some time to think about other skills you have that might be useful in a job setting (for example, customer service skills).

Think about ALL the job-related experiences you have had. This might include jobs you’ve held, informal jobs (such as baby-sitting), and/or volunteer work. Don’t lie or brag on your resume, but DO mention your accomplishments and promotions.

This section is important for job seekers who have not held many jobs. It shows that, while you have not had a lot of JOB experience, you have had some experiences that gave you a chance to develop skills that will be useful in the job market.

Be ready to provide the names of two or three people who would recommend you for a job.

John Doe

123 MAIN STREET, WORCESTER, MA

614-555-1212 • johndoe@yahoo.com

Skills

- Excellent customer service, interpersonal and communication skills
- Flexible team player with the ability to complete tasks independently
- Bilingual: Spanish and English
- Computer proficiency: Internet search, Microsoft Word, Excel and PowerPoint

Education

High School Diploma, North High School, expected June 2012

Experience

Worcester Teen Center

Worcester, MA

Team Member, Summer 2010

- Performed general facilities maintenance work, including painting and cleaning
- Worked on a team to organize a community backpack drive for local students
- Completed professional development training

Worcester County Food Bank

Worcester, MA

Volunteer, March 2010-present

- Aided in the collection, organization and distribution of food baskets to families in need
- Worked with a diverse staff to complete projects in a timely manner
- Maintained a clean and safe working environment

Extracurricular Activities

- Basketball Team North High School Spring 2009/2010
- Writing/Drawing Teen Center's monthly newsletter March 2010-present

Michael White

123 Washington St, Springfield MA

413-987-6543

michael_white@gmail.com

SUMMARY OF QUALIFICATIONS

- Motivated, responsible, hard worker
- Excellent communication and organizational skills
- Initiative-taker and problem-solver
- Team player with strong customer service skills

EDUCATION

Earned GED, Smith Community Center May 2010
Springfield Central High School 2007-2009

TRAINING

Massachusetts Career Development Institute Nov. 2009-May 2010
Culinary Arts Program

- Learned the basics of food preparation and kitchen management
- Followed directions and worked on a team to prepare and serve food
- Adapted to different job assignments and completed all tasks

EXPERIENCE

St Patrick's Soup Kitchen June 2010-present
Kitchen Crew Volunteer

- Help to prepare meals for people in need
- Maintain a clean working environment: wash dishes and mop as needed
- Serve meals and provide excellent customer service

CERTIFICATION

Earned ServSafe Certificate Jan. 2010
Earned OSHA Certificate April 2010

2833 W. 24th Street • Deland, FL 32720

Phone: 386-555-3080 • E-Mail Suzie.Student@yahoo.com

SUZIE STUDENT

OBJECTIVE

- Seeking part-time retail sales clerk/cashier position

SUMMARY OF QUALIFICATIONS

- Customer-focused self-starter with proven client services skills
- Energetic achiever and communicator, with strong listening skills
- Quick learner, eager to gain knowledge and follow directions
- Excellent team player who thrives in teamwork situations
- Responsible and reliable, with record of professionalism

EDUCATION

- **High School Diploma, DeLand High School**, DeLand, FL, expected May 2007

HONORS AND DISTINCTIONS

- Achieved Honor Roll, DeLand High, 2005-2006
- Earned Certificate of Achievement for Outstanding Performance in Math on FCAT, 2005
- Earned Varsity Letter, DeLand High Soccer Team, 2004-2006

WORK HISTORY

Bagger, Publix Super Markets, DeLand, FL, Summer 2006

- Prepared bagged groceries to customer specifications
- Assisted in loading groceries to customer vehicles
- Secured shopping carts and other key supplies
- Provided customer service to average of 60 customers per shift

Baby-sitter, Suzie's baby-sitting Services, DeLand, FL, 2001 to present

- Maintain satisfied clientele of 10 families
- Provide quality care for children aged newborn to 12 years
- Manage all aspects of business

COMMUNITY SERVICE

- Supplied 80 hours at Woodland Towers retirement community, Jan. to Feb. 2006
- Donated more than 200 hours to DeLand Museum of Art, Fall 2005 and Spring, 2006
- Contributed more than 150 volunteer hours to DeLand Museum Art Summer Camp, Summer 2005

SKILLS

- Customer relations, customer service
- Computer literate in both Windows and Macintosh platforms
- Working knowledge of Spanish and Italian

Evaluating your Resume

After your resume is completed, use this form to evaluate it.

APPEARANCE AND FORMAT

- _____ 1. The overall appearance is neat and business-like.
- _____ 2. The typing is sharp and clean.
- _____ 3. The paper is high quality.
- _____ 4. The paper is spotless and free of wrinkles.
- _____ 5. The use of "white space" enhances the resume.
- _____ 6. A consistent format is used.

CONTENT

- _____ 7. The resume emphasizes results, achievements, and problem solving skills.
- _____ 8. The most qualifying experiences are emphasized.
- _____ 9. Information on education is complete.
- _____ 10. Honors and awards reflect ability.
- _____ 11. Controversial activities or associations are avoided.
- _____ 12. Reasons for leaving employment are not given.
- _____ 13. Information is factual.
- _____ 14. The strongest experiences and skills are described first.
- _____ 15. The content supports the job objective.
- _____ 16. There are no obvious gaps in your employment history.

WRITING STYLE

- _____ 17. Short phrases are used.
- _____ 18. Action words are used.
- _____ 19. "I" is not used.
- _____ 20. Present tense is used for current activities.
- _____ 21. Past tense is used for previous experiences.
- _____ 22. Information given is brief and necessary.

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 4: JOB INTERVIEWS

Lesson 1

Topic OBJECTIVE: The learner will:

- Understand the structure and expectations of a professional job interview

Topic OUTCOME: The learner will:

- Have the knowledge and skills to prepare for and successfully complete a job interview

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will learn about the purpose and structure of a job interview.

Time: 20 minutes

Materials: Handouts: “Ready, Set, Go For It,” “Ready Self Check Sheet,” and “Go For It Self Check Sheet,” chart paper/markers for “Interview Tools List”

Explain to students that obtaining a job interview is an accomplishment in itself. An interview means that the employer thinks you may be a good match for the job and wants to meet you in-person. Furthermore, explain that in many cases, employers judge candidates by their promptness, dress, and communication skills at a job interview.

Discuss what happens before an interview — Ask students what they think happens at a job interview, and how they should prepare for it. Have them web or brainstorm ideas on the worksheet “Ready, Set, Go For It.” Ask them to add ideas after reading “Ready Self Check Sheet” to complete the web.

Discuss what happens during the interview — Ask students to read the worksheet “Go For it Self Check Sheet” (as a group if comfortable, or individually). Ask what some of the feelings are that one might have during a job interview (nervous, proud, scared, unsure, excited), and create a list together of “tools” that would be good to have (i.e., eye contact, neat appearance, firm handshake, confident smile, careful listening, speaking loudly and clearly (no slang, etc.).

Kinesthetic Activity — Mock Job Interviews

Objective: Students will understand the meaning of “professional appearance” expected for a successful job interview.

Time: 20 minutes

Materials: Handout: “Dressing for Job Interviews,” professional clothing from various sources, magazines, scissors

Instructors, please prepare students for the next lesson ahead of time by asking them to put together a professional-looking outfit for a mock interview for the next class. Ask students to choose the clothes that they believe would be appropriate for a job interview. If this is not possible, have youth choose pictures from magazines that represent appropriate/inappropriate outfits for an interview. Often time, clothes can be donated or borrowed from organizations such as “Dress for Success,” “Attire for Hire” or other similar clothing donation organizations. If this is not possible, bring in a selection of magazines that can be cut up for collages.

Pass out the “What to Wear for Job Interviews” handout. Go over any basics that students may need or have questions about (i.e. how to tie a tie, choosing matching clothing items, handshake/eye contact, ironing, etc.). Explain that participants will wear these professional outfits for the next session, where mock interviews will take place.

Make a list of suggestions for the students of places they can go to get an interview outfit, such as: a consignment shop like Plato's Closet, or a used clothing shop like Goodwill, look for local sales, or try www.freecycle.org. Make sure students know their correct sizes for tailored items before purchasing clothes.

Technical (Mass CIS)/Research

Objective: Students will be able to locate job advertisements and employment information online. Students will be able to link their personal skill, interests and experience with potential job opportunities.

Time: 15 minutes

Materials: Computers with internet connection, paper, pens/pencils, **Mass CIS** note cards with log-in information

Ask students to find a classified job advertisement online to use as a basis for their mock interview. Help students choose one that seems to match their skills and experience. Have them write down information about it, and read company information online to familiarize themselves with their (mock) potential employer. If no "Help Wanted" ads seem appropriate, design a short mock job opening for the student. If there is time, check the **Mass CIS** Interview section (click under "**Job Search**" heading on the left side of the homepage) for more tips on interviewing.

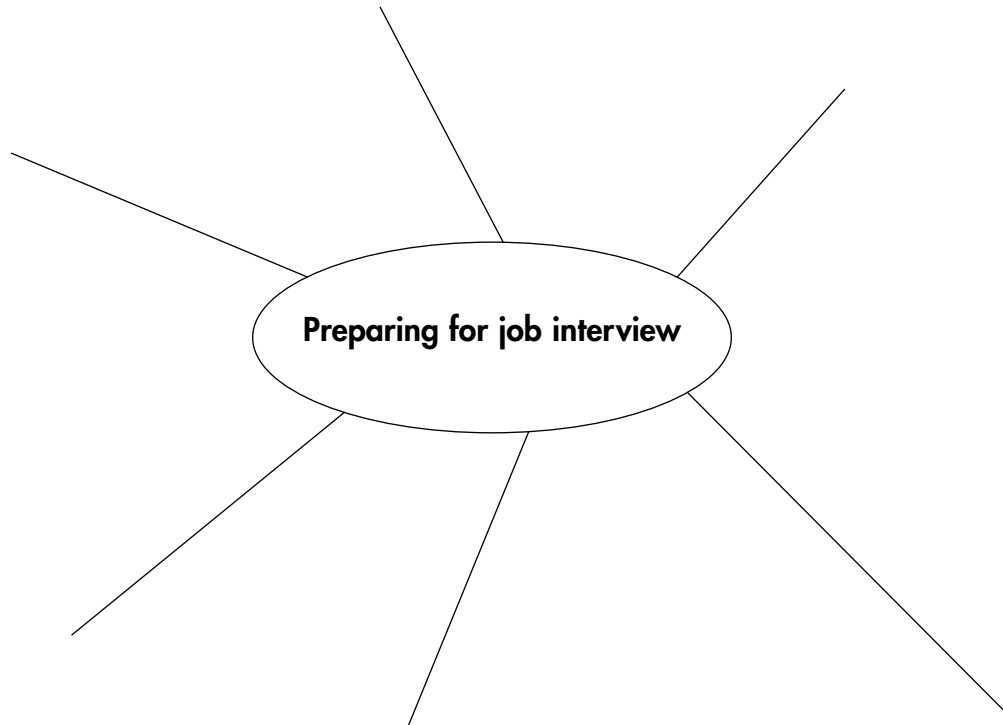
Get the Job: Ready, Get Set, Go for It — Interview Prep

Ready —

You've done an effective job search and have lined up an interview. You have written down the time, date, place and directions. What else do you have to do to prepare?

Step 1: Fill in the web with your ideas, and then ask your instructor for the Ready Self-Check Sheet.

Step 2: Add to your web ideas you didn't think of.



Ready Self Check Sheet

1. Get and fill out the job application. Have someone else check it for spelling and completeness.
2. Line up reliable transportation.
 - If you're getting a ride from someone, make sure they plan to get you to your appointment at least 10 minutes early. Tell the driver that this date is very important to you and that you really appreciate her helping you. Offer to pay her gas, watch her children, cook a meal or do something else to show your gratitude.
 - If you're driving yourself, check the day before to make sure you have enough gas.
 - If you're taking the bus, take the same bus when you pick up the application so you're certain of what bus to take connections to make, cost and the time it takes to get there.
3. Think about the skills you have. Compare your skills to the skills needed to do the job.
4. Learn something about the company or the job. Make a list of 5-7 questions to ask. Don't ask too much about breaks and vacations. Do ask about the company's newest product or what the interviewer thinks what characteristics help an employee be successful.
5. Practice answering questions that are often asked at interviews. If you role-play your answers with a friend or out loud in front of a mirror, you'll probably feel less nervous during the real interview.
6. Bring a pen or pencil, social security card, completed job application and your list of questions.

Dressing for Job Interviews

MEN

	DO WEAR	DON'T WEAR
Hair:	Clean Combed, or pulled back	Dirty Unkempt/messy
Clothes:	Clean collared shirts — white, solid color Dress pants — dark color, fitted Professional looking tie (no cartoon characters, etc.) Sweater/jacket/blazer	T-shirts, sweat shirts, jersey, or hoodie Jeans, shorts Baggy clothes Dirty or stained clothes
Shoes:	Dark dress shoes — black, brown or rust Dark socks	Sneakers Timberlands (unless it's a construction interview)
Accessories:	Watch Fingernails are short and clean	Any visible piercing Big necklaces with pendants Chain wallets with the chain dangling down the leg Strong cologne or aftershave

WOMEN

	DO WEAR	DON'T WEAR
Hair:	<p>Clean</p> <p>Combed or pulled back</p>	<p>Dirty</p> <p>Messy/unkempt</p>
Clothes:	<p>Skirts at or below the knee</p> <p>Dress pants</p> <p>Professional blouse or collared shirt</p> <p>Sweater/jacket/blazer</p> <p>Scarves</p>	<p>Mini skirts</p> <p>Skirts or dresses with wild patterns</p> <p>See through items or material that shimmers</p> <p>Exposed navels</p> <p>Cleavage</p>
Shoes:	<p>Enclosed toe professional shoes (pumps or flats)</p> <p>Heels that are an inch or two high</p>	<p>Very high heels that you cannot walk in comfortably</p> <p>Flip Flops</p>
Accessories:	<p>One simple pair of earrings</p> <p>Short clean nails painted without designs</p>	<p>Very large/hanging earrings</p> <p>More than one pair of earrings</p> <p>Nose rings, tongue rings or facial piercing</p> <p>Long acrylic nails — keep them short</p> <p>Unusual nail color or designs — keep nails painted one color</p> <p>Heavy make-up, try lighter</p>

GO FOR IT Self Check Sheet

1. **Relax.** Take a couple of deep breaths. Think about what skills you have and how you could use them in this job.
2. **Treat everyone with respect.** The receptionist, the janitor, and the boss. What is your opinion of a person who treats you with respect? Disrespect?
3. **Shake hands and look at the person while you are talking or while she is talking.** Follow the conversation, think about what the other person is saying, don't just wait for your turn to talk.
4. **Show a cooperative, professional attitude.** BE enthusiastic. Don't bad-mouth former employers. Don't tell jokes. Don't use rude language. Don't talk about personal problems.
5. **Write a short thank you letter** to the person who interviewed you. In a sentence or two, express gratitude and interest.

*****And Always Remember To Turn Off Your Cell Phone*****

TOPIC 4: JOB INTERVIEWS (continued)

Lesson 2

Topic OBJECTIVE: The learner will:

- Understand the structure and expectations of a professional job interview

Topic OUTCOME: The learner will:

- Have the knowledge and skills to prepare for and successfully complete a job interview

Topic ACTIVITIES:

(Depending on group size, this lesson may span more than one class period.)

Large Group Discussion

- Objectives:**
- Students will be familiar with typical expectations and questions asked in a professional job interview.
 - Students will reflect upon, and write their own individual answers to these questions.

Time: 20 minutes

Materials: Handouts: “Things to do During and After a Job Interview” and “Common Interview Questions”

Hand out the “Things to do During and After a Job Interview” sheets, and ask students to discuss ways in which a potential employee can impress a potential employer. Review with students the “Questions the Interviewer May Ask” sheet. Ask students to carefully answer each question on the handouts, in order to prepare for the mock interview.

Kinesthetic Activity — Mock Job Interviews

Objective: Students will participate in a mock professional job interview, in order to practice and prepare for a genuine interview.

Time: 10 minutes per interview

Materials: Handout: “Common Interview Questions”

Wearing a professional outfit (planned from the previous class), and interviewing for a job of their choice, students should participate in a mock job interview. The instructor should “stand in” for an employer, choosing a few of the questions from the “Common Interview Questions” handouts and giving written or face-to-face feedback (privately) after the “mini-interview.” If appropriate, other students can observe the interviews and give encouragement and feedback.

After the student’s interview, ask them to re-read “Things to do During and After a Job Interview,” and put a check next to the things they feel they did well, and circle the things that they feel they may have forgotten to do or need to improve on.

The Interview: THINGS TO DO DURING AND AFTER A JOB INTERVIEW

Things to Do During a Job Interview:

How you conduct yourself during a job interview determines how well the interview may go and if you are hired.

1. Maintain positive eye contact. Remain attentive during an interview.
2. Always give a firm handshake.
3. Speak clearly and audibly so that you can be understood and heard.
4. Always present a pleasant attitude, be friendly and smile.
5. Clearly express your job goals and qualifications.

Things to Do After a Job Interview:

How you conclude your job interview is just as important as how you conduct yourself during the interview. After the interview, there are some very important things you should do. They are as follows:

1. Stand up, shake the interviewer's hand firmly. Thank the interviewer for taking time for your interview.
2. Tell the interviewer you are interested in the job and the company, never assume the interviewer knows you want the job.
3. Make sure you know what the "next step" is — will they contact you via phone or mail/e-mail, or are you to contact them?

The Interview: QUESTIONS INTERVIEWERS MAY ASK

Physical Appearance:

First impressions are important and your physical appearance can speak volumes. Make sure you are clean, neat, and professionally and suitably dressed for the interview. Take care to make your appearance flattering and professionally appealing.

There are standard questions that you should anticipate prior to any interview. Practice your responses ahead of time. Listen carefully to the questions asked and impress the interviewer with your careful and complete responses.

Tell me about yourself.

The interviewer isn't looking for a recounting of our whole life's history. He/she is generally seeking to discover what you consider your greatest asset for this particular job. You should talk about work and educational experiences which prove you can do the job, and be prepared to recount your strongest skills

Why are you interested in joining our company?

Demonstrate that you have researched the company. Show how your career goals relate to the company. Suggest how you might work toward the resolution of problems. Indicate your enthusiasm about this particular company and its products.

What courses did you particularly enjoy?

What qualifications do you have for this job?

Where do you see yourself in five years?

Why should I hire you?

What is your greatest strength?

What do you enjoy doing in your spare time?

What questions do you have?

Be prepared — this question always arises. Always ask at least one question. Bring along a written list of questions and ask the ones which were not covered in the interview. Ask about the hierarchy of the organization (to whom would you report?) and about the other people with whom you would be working.

You may wish to ask questions about the rest of the interview process: What is the next step in the decision-making process regarding this job? How many other candidates are being interviewed for the position?

When can I expect to hear about your decision?

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 5: COVER AND THANK YOU LETTERS

Lesson 1: Cover Letter

Topic OBJECTIVE: The learner will:

- Understand the meaning and contents of a cover letter

Topic OUTCOMES: The learner will:

- Create a sample cover letter for their Student Career Portfolio
- Be familiar with using a business letter format for professional communications

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will understand the meaning and purpose of a cover letter and its contents.

Time: 15 minutes

Materials: Handouts: “Why Write a Cover Letter?” and “Writing a Cover Letter”

Explain to students that “business letters” are the way to professionally communicate with potential employers. Hand out “Why Write a Cover Letter?” and “Writing a Cover Letter” sheets. Explain that the cover letter is an introduction of themselves and their skills, and is often read before the resume. If the cover letter is not informative and well-organized, the employer may not read the resume. Therefore, stress the importance of getting across *why* the employer would want to hire *you* in particular in a cover letter.

Writing/Reflection/Assessment

Objective: Students will work on the format and components of a cover letter and practice receiving constructive feedback on written work.

Time: 25 minutes

Materials: Handouts: “Cover Letter Format Guidelines” and “Sample Cover Letter,” blank sheets of paper, pens/pencils

Ask students to look over their completed resume to review their skills and experience. Ask students to choose the job position they used for their mock interview or another advertised position, and ask them to prepare a hand-written cover letter for the position. Give out “Cover Letter Format Guidelines” and “Sample Cover Letter” handouts for the students to use as guides. When they are done, students can proofread their work, and have the Instructor read over it too. Remind students to be fair and constructive in their edits of themselves.

Technical (Mass CIS)/Research

Objective: Students will create a professional cover letter.

Time: 20 minutes

Materials: Computers with internet connection, index cards with Mass CIS log-in names and passwords, students’ written drafts of their cover letters

Ask students to log-in to Mass CIS (www.masscis.intocareers.org). Under the “Job Search” section, ask students to select the “Write a cover letter for your resume” link, and follow the prompts. Remind them to write it with a particular job in mind (maybe the job they were using as their example for interviews), using their handwritten draft as a guide, and referencing relevant skills and experience for the position. Ask students to print out their completed cover letters for their Student Career Portfolio, and save a copy to their electronic portfolio.

Why Write A Cover Letter?

It's one of the most important tools when looking for a job.

Demonstrates that you can organize your thoughts and express yourself *(that your letter makes sense, and has a beginning, middle, and end)*

States what your experience and qualifications are *(briefly, the resume will be more detailed)*

Exhibits your level of professionalism *(following the standard business letter format, using appropriate language, etc.)*

Provides clues to your personality *(“what type of an employee will this person be?”)*

Displays how oriented you are to detail *(like correcting typos and spelling mistakes, getting names and addresses correct on the letters, etc.)*

Writing a Cover Letter

A cover letter is a letter that job seekers send along with a resume. It is also called an “application letter.” The cover letter goes in front of the resume. This letter has several functions:

- It tells what position you are applying for
- It summarizes why you are a strong candidate for the job
- It requests an interview for the position you’re applying for
- It tells the employer how to contact you if he/she wants to schedule an interview
- It thanks the employer for considering you for the job

Top 5 things to remember about cover letters

1. Your cover letter may be the **FIRST IMPRESSION** you make on the employer, so it’s important that the letter is:
 - Neat (typed or printed from a computer)
 - PROFESSIONAL**
 - GRAMMATICALLY CORRECT**, and
 - FREE OF TYPOS and SPELLING ERRORS** (have someone you trust proofread your letters — such as a parent, a friend, a mentor, a Job Corps counselor, etc.)
2. If Possible, the cover letter should be addressed to a specific person — “Dear Mr. (last name):” or “Dear Ms. (last name):.” Since this is a formal business letter, you should not address the person by his/her first name. If you do not know the name of the person who will be reviewing the resumes, you have two choices:
 - Call the organization to try to find out the person’s name
 - Address the letter to “Dear Sir or Madam:”The greeting should be followed by a colon (:).
3. The cover letter should be short and to-the-point. Generally, cover letters should be two to four paragraphs in length, but never longer than one page (front only).
4. In your cover letter, tell the employer what **YOU** can offer the **ORGANIZATION** (like skills, Dependability, commitment, and/or experience, etc.), not what the **ORGANIZATION** can offer **YOU**!
5. For the structure of the letter, follow a standard business letter. The guidelines and a sample cover Letter (see attached) will give you a good idea of how to set up the letter.

Cover Letter Format Guidelines

Your street address
Your city, state, and zip code

Today's date

Name of the person to whom you're writing (if it's available)
Job title of the person to whom you're writing (if it's available) Organization/Company name
Organization/Company street address
Organization/Company city, state, and zip code

Dear Mr. OR Ms. (last name):

Paragraph #1: Tell the employer which job you're applying for and how you found out about the job (i.e. the newspaper, career center, etc.)

Paragraph #2: State briefly why you're interested in the job. Also, if you know what the job requirements are, explain your qualifications for the job. Your qualifications might include your training at the site you are currently working at, Previous work experience, and/or other skills you have (like speaking a second language, etc.). Focus on how hiring you could benefit the organization — NOT how the organization can benefit you. Refer the employer to your resume for more details.

Paragraph #3: Request an interview and give the employer the information he/she, will need to reach you (i.e. phone number, e-mail address, pager number). Tell the employer that, you will follow up by phone if you do not hear from him/her within one week. Thank the employer for taking the time to consider you for the position.

Sincerely,

(Your handwritten signature)

Don't forget to sign the letter!

Your full name

Enclosure

Whenever you are including other documents with a business letter, write "Enclosure."

Sample Cover Letter

184 Hathaway Street
Brockton, MA 02302

July 23, 2008

Josephine Allegra Employment
Specialist TNC Corporation
1269 City Line Road, Suite 221
Brockton, MA 02302

Dear Ms. Allegra:

Please accept this letter as an application for the open receptionist position at TNC Organization, which was advertised in the database at the Brockton Career Works one-stop career center.

The receptionist position interests me for several reasons. First, this position would enable me to use many of the office and computer skills I developed while training at the Job Corps Center in Grafton, Massachusetts. While at Job Corps, I gained knowledge in typing, telephone communication, customer service, and Microsoft Office. In addition, I have held several customer service positions and I enjoy this type of work. Please refer to my resume for more details about my skills and experience.

I would really appreciate an opportunity to meet with you in-person to further discuss my qualifications for the position. You may contact me during the day at (508) 922-7036 or anytime at christinag@aol.com. If I do not hear from you within the next week, I will call to follow up on my application. Thank you for your consideration, and I hope to hear from you soon regarding the open receptionist position.

Sincerely,

(Your handwritten signature)
Don't forget to sign the letter!

Christina Gifford

Enclosure

TOPIC 5: COVER AND THANK YOU LETTERS (continued)

Lesson 2: Thank You Letter

Topic OBJECTIVE: The learner will:

- Understand the meaning and contents of a post-interview thank you letter

Topic OUTCOMES: The learner will:

- Create a sample thank you letter for their Student Career Portfolio
- Be familiar with using a business letter format for professional communications

Topic ACTIVITIES:

Large Group Discussion

Objective: Students understand the meaning and use of a post-interview thank you letter.

Time: 10 minutes

Materials: Handout: “Why Send a Thank You Letter?”

Remind students that “business letters” are the way to professionally communicate with potential employers. Hand out “Why Send a Thank You Letter” and have students read the list aloud. Explain that thank you letters after interviews aren’t necessarily expected, but are a good “extra” to show your interest in the job and appreciation for being considered.

Writing/Reflection/Assessment

Objective: Students will create a thank you letter and practice giving and receiving constructive feedback on written work.

Time: 25 minutes

Materials: Handouts: “Thank You Letter Tips” and “Sample Thank You Letter,” blank sheets of paper, pens/pencils

Have students use their mock interview as a basis for their thank you letter. Give students “Thank You Letter Tips” and “Sample Thank You Letter” sheets as guides. Ask them to hand-write a draft, while trying to keep to the business letter format. When they are done, students can proofread each other’s work before they are typed up. Remind students to be balanced and constructive in their feedback of others’ letters.

Technical (Mass CIS)/Research

Objective: Students will use a word processing program and information from personal resumes to create a professional post-interview thank you letter.

Time: 20 minutes

Materials: Computers with Microsoft Word

Ask students to use the computer to type their thank you letter in Microsoft Word, using a “thank you for interview” or “business letter” template (which can be chosen from file, then new, then type “thank you for interview” or “business template” into the menu). Ask students to print the letter for their Student Career Portfolio and save it into their electronic portfolio.

Finishing Touch — Writing A “Thank You” Letter

Taking the time to write a thank you note after every interview you have could set you apart — in a positive way — from other people who have applied for the same position!

Thank You Letter...

- Demonstrates to the employer that you are genuinely interested in the position for which you’ve interviewed. *The interviewer knows that your time is valuable and that it takes time and effort to construct a well-written thank you letter.*
- Shows that you have good “follow-through.” *In other words, it gives the interviewer the impression that you are committed to “finishing what you start.”*
- Demonstrates that you’re willing to work. *Although everyone should write a thank you letter after they interview for a job, many people don’t. Writing a thank you letter to a prospective employer shows that you’re willing to “go the extra mile.”*
- Allows you to “sell yourself” one last time before the interviewer makes a hiring decision. *In a thank you letter, you have an opportunity to tell the interviewer again why you’re the person for the job.*
- Makes the interviewer feel special. *Everyone likes to be thanked. While helping the interviewer feeling good about himself or herself is not the point of the thank you letter, making the interviewer feel special is likely to encourage him or her to have positive feelings about you.*

Should I send a typed or hand-written letter?

For the most part, this decision is up to you. The most important thing is that you thank the interviewer in writing, so choose one of the two. The “safest” approach is to type a thank you letter, in the format of a business letter. This option is considered more “safe” because a potential employer might view a handwritten thank you note as too casual.

Some things to consider when deciding whether to send a handwritten or typed letter:

- **What type of job did you interview for?** *If the job is in a business setting (such as an accounting clerk), it may be more appropriate to send the interviewer a typed thank you letter. If the job is in a more casual setting (such as a store or in a non-traditional field), you might opt to handwrite the thank you note.*
- **Do you have neat handwriting?** *If you have terrible handwriting, no matter what job you’re interviewing for, you should type a thank you letter.*
- **What type of interview did you have?** *Did you feel like you “connected” to the interviewer? Did the interview have a casual tone? If you felt very comfortable with the interviewer, a handwritten thank you note might add a nice personal touch. If you felt some distance between the interviewer and you, or if you thought that the interview was formal, a typed thank you letter is probably a better choice.*

Important “Thank You” Tips

Regardless of which type of thank you letter you write, you should send the letter within three days of the interview, but preferably the day of the interview. You never know when the interviewer is going to make a hiring decision, so you should send the thank you letter as soon as possible.

Make sure you spell the interviewer’s name correctly and, if you use the interviewer’s job title in your letter, make sure his or her title is correct.

In the thank you letter, try to mention something you discussed during your interview. This might be a specific aspect of the job that you think you would really enjoy or be good at (and why) or job experience/training you’ve had that relates closely to the job.

The thank you letter is also an opportunity to discuss skills you may have that are related to the job but that you did not have a chance to discuss during the interview.

Just like with the cover letter, the thank you letter should be short and to-the-point — no longer than three paragraphs.

Carefully **proofread** every thank you letter. After you’ve carefully proofread the letter, have someone you trust carefully proofread the letter. If the job requires someone who is detail-oriented and you have typos, spelling errors, or grammatical errors in your thank you letter, the interviewer may think you’re not the best candidate for the job.

If you do choose to send a handwritten thank you note, select a plain style note card for your note — nothing too fancy or decorative.

Please see thank you letter sample on the next page

Sample Thank You Letter

Terri S. Jones
109 Brick Road
Boston, MA 02122

May 31, 2000

Delia Correale
Administrative Manager
All-Star Graphics, Inc.
24 Westgate Drive, Suite 307
Boston, MA 02215

Dear Ms. Correale:

Thank you for taking time out of your schedule today to talk with me about the Accounting Clerk position. I was impressed with the company, and after our discussion about the job responsibilities, I am excited about the prospect of working for All-Star Graphics.

During our interview, it became clear that you are seeking an Accounting Clerk with strong computer skills and math abilities. I feel that my Job Corps training has prepared me well for this position. At Job Corps, I studied Excel and Microsoft Word for over six months. In addition, my experience as a cashier at Stop & Shop helped me to develop and use my math skills and customer service skills.

I look forward to hearing from you soon. Please feel free to contact me by phone at (617) 399-4387 or by e-mail at teiTii@aol.com if I can provide any further information. Thank you again for your time and consideration.

Sincerely,

(Your handwritten signature)
Don't forget to sign the letter!

Terri S. Jones

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 6: BUILDING A NETWORK/REFERENCES

Topic OBJECTIVE: The learner will:

- Understand the importance of having a network of caring adults that can be utilized as references to potential employers, as well as being a source of career guidance

Topic OUTCOMES: The learner will:

- Complete a reference list as an addendum to their resume
- Have up-to-date contact information on a network of adults in their life that they can contact for career guidance
- Contact two potential references and request a letter of reference for their Student Career Portfolio

Topic ACTIVITIES:

Large Group Discussion

Objective: Students understand the meanings of the terms “personal network” and “references” and understand how they are both important tools for success.

Time: 20 minutes

Materials: Handout: “Who Could be in my Personal Network,” pens/pencils

Ask students what they think a “personal network” might be in terms of finding a job and working on other transition activities. Define a “personal network” as a group of caring adults that know you as a person, and want to help support your success as a young adult in the community. Explain that a network can be very valuable, because of the insight, experience, contacts, and knowledge a caring adult can give a young person. Being new at finding a job, housing, education, and other steps toward independence can be confusing, and having a supportive adult “on your side” can make a huge difference.

Ask students if they have heard the terms “references” (in relation to employment) and what they think that might mean. Clarify answers and explain that people from your personal network can serve as references to speak to potential employers on your skills and positive traits. Explain that employers may ask for written references, or may want to speak to the referring person on the phone.

As you go over the sheet “Who Could be in my Personal Network,” brainstorm with the class other types of people who may be a personal network member and potential job reference, and have them write their answers down in the blank spaces. Also remind them that, if possible, it is good to let someone know you would like to list them as a reference, so that they are prepared to talk to employers about your skills, values, etc.

Writing/Reflection/Assessment

Objective: Students will know how to research and contact adult individuals who can be allies, supports, and job references for them in their job search.

Time: 20 minutes

Materials: Handouts: “Reference Worksheets” and “Sample Reference Sheets,” computers with internet access, phone books, telephone access, pens/pencils

Instruct youth to use phone books, the internet (the white pages online, etc.), and phones to fill in the data for their “References Work Sheet.” Have them try to fill in the information for at least three people they think could be helpful. Use the “Sample Reference Sheet” handout as a guide.

Technical (Mass CIS)/Research

Objective: Students will type their chosen references in a professional format, with up-to-date information.

Time: 20 minutes

Materials: Computers with internet connection, index cards with students' **Mass CIS** log-in information, paper/printer, phones

Log on to **Mass CIS** (www.masscis.intocareers.org). Ask students to select the **"My Mass CIS Portfolio"** link at the top of the page, and then select the **"My Education and Work History"** link on the left, followed by the **"References"** link. There, they will find a template where students can fill in their reference information. Ask students to save the completed list in their electronic portfolio, and print this out for their Student Career Portfolio. Ask students to begin contacting some of their references to ask for letters to assist with their job search.

Who Could Be in My Personal Network

Case Workers
Trainers
Clergy
Clinicians
Staff from Camp or Community Center
Teachers
Past Employers
Neighbors
Education Liaisons
Coaches

When Asking Someone from your Network to be an Employment Reference:

- Teachers, trainers, and coaches are all very good references. They know about your education and training. They can report on your attendance.
- Clergy often deal with personal aspects of your life, not work related areas. However, they know a positive side of you and are respected in the community.
- A reference should be someone who can tell an employer what kind of worker you are.
- It is best to ask people ahead of time, if they would feel comfortable giving you a good reference. Be sure to let them know the positions for which you applied.
- References need to be updated. Addresses, phone numbers, and job titles often change.
- You should use your references' business addresses and phone numbers if possible.
- It is best to use references who are working, rather than unemployed.
- The people who are your references need to have good telephone communication skills. They also need to have telephone numbers where they can be reached during "business hours." Most employers contact references by telephone during the day.

References Worksheet

Your Name

Your Street Address

Your City, State, Zip Code

Your Area Code, Telephone Number

Fill in the spaces below with information on three people you will use for references.

Reference's Name, Job Title

Business Name

Business Address

City

State

Zip Code

()

Telephone Number

Reference's Name, Job Title

Business Name

Business Address

City

State

Zip Code

()

Telephone Number

Reference's Name, Job Title

Business Name

Business Address

City

State

Zip Code

()

Telephone Number

John B. Harding

123 Washington Avenue
Homewood, Illinois 12345
(123) 456-7890

REFERENCE SHEET

PROFESSIONAL REFERENCES

Jan Miles, Operations Manager
Shorewood Manufacturing, Inc.
123 East Muncie Avenue
Shorewood, Illinois 12345
(123) 456-7890
e-mail: jmiles@shorewoodmanufacturing.com

Carl J. Walker, Director of Human Resources
Ace Hospital Supplies, Inc.
789 Tanaka Circle
Freeport, Illinois 12345
(111) 111-3333
carl.walker@acehospitalsupplies.com

William T. Gannon, Shop Supervisor
Rail Cars Express
900 Smithton Street
Seaside, California 12345
(111) 111-4444
william.gannon@railcarsexpress.com

PERSONAL REFERENCES

Gary Turner
777 East Westgate Lane
Seaside, California 12345
(123) 444-8899
gturner@yahoo.com

Mary Snow
235 Frankfort Avenue
Shorewood, Illinois 12345
(111) 577-9999
marysnow235@gmail.com

Sheila Bell
455 3rd Avenue South
Freeport, Illinois 12345
(111) 222-8888
sheilabell@comcast.net

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 7: JOB RETENTION

Lesson 1: Positive Work Habits

Topic OBJECTIVE: The learner will:

- Understand and practice workplace expectations

Topic OUTCOME: The learner will:

- Understand the importance of performing professionally on a job-site including successfully managing employment expectations

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will learn workplace expectations.

Time: 20 minutes

Materials: Handouts: “Keep the Job” and “Keep that Job Self-Check Sheets,” pens/pencils

Hand out the “Keep the Job” handout to students, and ask them to write and share their ideas on ways to keep a job (such as, being on time, having reliable transportation, responding well to suggestions, etc.). The “Keep that Job Self-Check Sheet” handout will provide them with more ideas for this lesson and for future reference.

Explain to students that when on the job, asking questions when they are unsure is a good way to clarify work expectations and responsibilities. Inform students that if they do not ask questions when they are unsure, they run the risk of making a mistake on the job.

Writing/Reflection/Assessment/Consensus

Objective: Students will create and share strategies for dealing with on-the-job scenarios.

Time: 20 minutes

Materials: Handouts: “Is That A Good Reason?” and “Identifying Problems,” scissors, “Issues with Work” sheet (cut), pens/pencils

Ask students to name some of the reasons why it is important to show up for work when scheduled. Hand out “Is that a Good Reason?” sheets, and have students “vote” (show of hands) on each one. If comfortable, students who wish to can volunteer their reasoning behind their vote. Remind them that though they think they might have a good reason for missing work, it is their responsibility to show up as scheduled unless there is an emergency or they have pre-arranged time off.

Cut the phrases on the “Issues with Work Sheet” into individual strips and put in a hat/box/etc. for students to draw out of. Hand out the “Identifying Problems” sheet. Have student volunteers draw and read the phrases aloud (or the instructor can read them). Ask students to write the issue in the left column of their sheets, and their own idea of a possible strategy or solution in the right hand column. If comfortable, volunteers can share their strategies and/or the class can brainstorm more ideas as well.

Technical (Mass CIS)/Research

Objective: Students will use web-based career resources to learn more about job retention and advancement strategies.

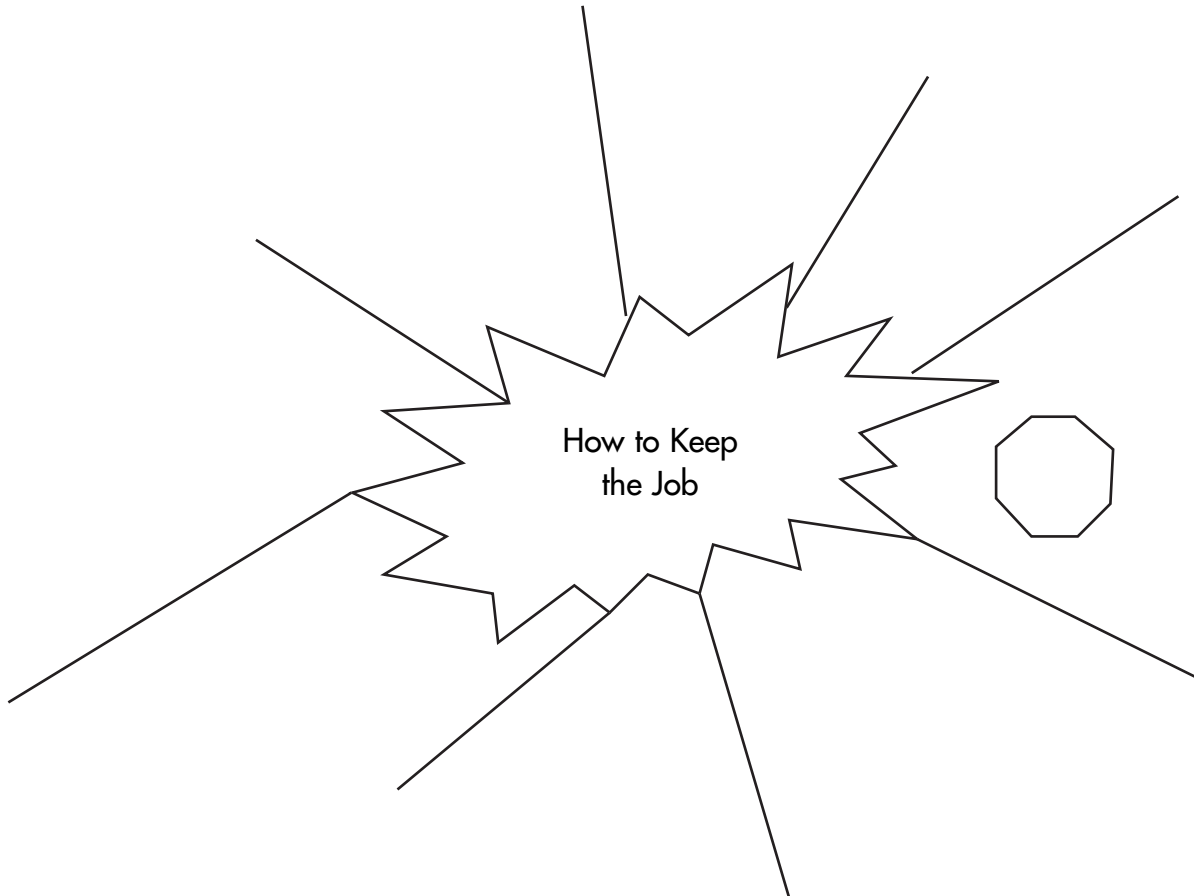
Time: 10 minutes

Materials: Computers with internet connection, index cards with students’ Mass CIS log-in names and passwords

Have the students log on to the Mass CIS website (www.masscis.intocareers.org). Explain that this site has a wealth of information on getting and maintaining a job. Ask students to look under “Occupations and Employment,” on the home page, and click on “Keep That Job” link. Have them explore the resources available on good work habits, dealing with co-workers, looking into promotions, etc.

Keep the Job

List ways to keep the job. Check the KEEP THE JOB SELF CHECK SHEET (worksheet 7K). Add ideas to complete your web.



Keep the Job Self Check Sheet

1. Be on time.

- Use alarm clock.
- Set alarm on your phone.
- Plan reliable transportation.
- Take traffic into account.
- Prepare your clothes, food, etc. for work the night before.
- Try to get a good amount of sleep.

2. Follow company rules. Follow safety rules.

- Ask for a copy of company rules.
- Make sure you know how/where to document hours (timesheet, punch clock, etc.) so you get paid properly and on time!
- Take time off only when really needed — many absences could make you lose your job.
- If you are going to be late or are not going to make it to work, call your supervisor as soon as possible to let them know.

3. Do your job well.

- Have a positive attitude.
- Learn from others.
- Be open to feedback from supervisor.

4. Wear clothes appropriate for the job.

- Follow the same rules as for a job interview.
- If a uniform is required, make sure it is clean and put together the proper way.

5. Cooperate and compromise with your co-workers. Don't argue or fight.

- Try to see the opposing person's side.
- Get help from a supervisor when you feel stuck, rather than making things worse.

6. Don't use drugs or alcohol.

7. Get along with your supervisor.

- Ask questions.
- Offer help/volunteer to take on tasks.
- Listen and act upon suggestions.

8. Be honest.

9. Keep professional and personal lives separate.

- Don't gossip.
- Don't take or make personal calls.
- Don't text.
- Turn off your cell phone!

10. If you aren't sure what to do or how to do it, ask your supervisor.

Is That a Good Reason

There are good and bad reasons to be absent from work. Review the following list and decide which are adequate (ok/acceptable) reasons for missing work. Put a check next to which reasons you think would be accepted by your supervisor.

- I have a meeting with my lawyer.
- I sprained my ankle and must keep it raised.
- I ran out of gas.
- I need to get a new pair of glasses today.
- My house was robbed last night.
- I have to visit my sick friend.
- This is a religious holiday for me.
- I have a hangover.
- I have a headache and don't feel like coming in.
- My child is ill, and I must stay home with him/her.
- My car isn't working, and I don't have a ride.
- I had a car accident on the way to work.
- There's been a death in my family.
- I have to baby-sit my sister's children
- I had a fight with my boyfriend/girlfriend and I'm too angry to work.

Identifying your work-related problems

When starting a new job, it is important to be prepared and have a great attitude.

In the space provided below, list the issues and problems that you may have at your new job. Also think of tasks you need to do before starting the job, such as arranging transportation. For each issue or problem, list a solution. For each task, list the steps you need to take to complete the task. For example, an issue could be that you do not have child care. A solution could be to look into nearby child care facilities and ask friends and family members if they can watch your children on certain days. Try to be specific when listing your solutions or steps so that it is clear what you need to do.

Problem, issue, or task	Solution or steps to be taken

Issues with Work

No Car. How will I get to work?

My infant daughter is sick today and doesn't have day-care.

I want time off to go to my cousin's wedding.

I can't seem to get up in the mornings to make it to work on time.

My supervisor says I need to wear a collared shirt every day, and I only have two.

My girlfriend wants me to call her when I am at work.

My supervisor asked me to run a certain machine, but I am not sure how to do it.

TOPIC 7: JOB RETENTION (continued)

Lesson 2: Communication

Topic OBJECTIVE: The learner will:

- Identify and understand workplace communication expectations

Topic OUTCOME: The learner will:

- Understand and demonstrate professional workplace communication skills including effective strategies to address potential workplace conflicts

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will learn about the importance of careful listening and positive non-verbal communication in the workplace.

Time: 30 minutes

Materials: Handouts: “Personal Life vs. Work Life,” “Listening and Speaking Tips” and “Non-Verbal Communication,” pens/pencils

General Rules for Communicating at Work

Explain to students that it is important to “treat others as you would like to be treated” in the workplace. It is also important to be respectful, polite, clear, and open to feedback from supervisors and co-workers. In addition, it is generally expected for co-workers to greet each other and to have a pleasant demeanor with each other and customers, even when they “don’t feel like it.” Use the handout “Personal Life vs. Work Life” to highlight how different perspectives and behaviors are required for both.

Emphasize to the class that when new on the job, asking questions is the fastest way to learn and understand their responsibilities and the workplace rules. Also, it is sometimes tough to hear critical feedback, but it is a necessary part of having a job.

Listening/Non-Verbal Communication

Ask students to identify ways to communicate without speaking (non-verbal communication). Talk about body language, attentive listening, facial expressions, etc. Reinforce that people send out messages all the time, even when they are not talking. Pass out “Listening and Speaking Tips” and “Non-Verbal Communication.” Read the story about “Ruben” on the “Non-Verbal Communication” sheet, and have students share or write down their answers to the discussion questions in the spaces provided.

Writing/Reflection/Assessment

Hand out “Tips for Managing Conflict.” Have students share which, if any, of the tips have worked for them in the past, and what other strategies they may have to effectively manage conflict. Ask students to circle the tips on the handout that they will try in the future, and to write down an additional one in the space provided.

Role-Play Activity

Objective: Students will discuss and practice strategies for managing conflict using “I messages” in the workplace.

Time: 20 minutes

Materials: Handouts: “Tips for Managing Conflict” and “Strategies for Handling Conflict: Practicing I Messages” for everyone, pens/pencils

Depending on the comfort level of the class, students may role-play the workplace scenarios from the “Strategies for Handling Conflict: Practicing I Messages.” Have them practice resolving conflict using the template of the “I Messaging” handout.

As an alternative, ask students to write their answers on the sheet, and ask volunteers to share. Acknowledge that there is no perfect system or strategy for avoiding conflict in every situation, but it is good to try and come to a peaceful resolution.

Personal Life vs. Work Life

Personal

- **Life should be fun.**
- You should be appreciated for who you are.
- You should be liked by your pals.
- You should be able to trust your friends.
- Friends should help each other with problems.
- If you make a mistake, you should keep it to yourself.
- **Personal appearance is your decision.**
- You should be able to live by your own rules.
- You should be open and honest about your feelings.

Work

- **Work is work. Don't expect it to always be fun!**
- Deal with your personal feelings on your own time. Work comes **FIRST!**
- Do what you are asked/told, even if you don't want to.
- You are paid to do your job. Don't expect a raise for doing the minimum.
- **Do your best to fit in. Don't dress too differently.**
- Be friendly, but don't expect your co-workers to be your pals.
- If you mess up, ask for help.
- Stay out of other's problems.
- There are **NO** secrets at work!!!

Speaking and Listening

When communicating, both the speaker and the listener are responsible for making sure a message is understood.

Listening Tips:

DOs	DON'Ts
Look at the speaker	Rush, interrupt, or finish sentences for the speaker
Pay attention	Think about what you're going to say while the other person is speaking
Ask questions	Stop listening because you disagree with the speaker
Repeat what is said in your own words	Walk away unless you understand what has been said

Non-Verbal Communication

Your attitude toward your job will be judged in part by your nonverbal communication. Here are some dos and don'ts:

DO make eye contact

DO assume a pleasant facial expression

DO sit up straight and lean forward slightly.

DON'T slouch

DON'T put your feet up

DON'T smack or crack chewing gum

DON'T sigh loudly

DON'T check your phone for messages or texts

Think About It

Ruben, a teacher's aide, was attending a staff meeting at the child-care center. The director had been speaking for fifteen minutes about the center's plan to reorganize the play areas. Ruben was interested about the plan and was eager to get to work, but he felt the director was wasting time explaining and justifying every step of the plan.

Ruben slouched lower in his seat and put one foot up on an empty chair. He examined his fingernails and began cleaning them with a nail file he had on his key chain. As the director continued talking, he looked at his watch, raised his eyebrows, and sighed loudly.

What nonverbal signals did Ruben send?

How do you think the director interpreted his nonverbal signals?

Did Ruben's nonverbal communication really reflect how he felt about the project? Explain.

How might Ruben have non-verbally communicated a more positive attitude during the meeting?

Tips for Managing Conflict

- Be assertive not aggressive (state your case but keep your cool)**
- Pick a good time and place for both people**
- Don't bring up the past**
- Get the facts**
- Deal only with the current conflict**
- Avoid words like "always" and "never"**
- Try to understand your own feelings and the other person's feelings**
- Stay calm**
- Have a sense of humor**
- Keep things in perspective**

Write your personal tips to yourself that remind you how to stay out of a conflict.

Strategies for Handling Conflicts — Practicing “I” Messages

Here are some work situations that might easily become conflicts. See if you can come up with an I Message for each. Be assertive, which means express how you might feel and what you think without starting a fight:

1. Your co-worker, Jason, did not show up for work. When you try to reach him, he is not home. Later you find out that he mis-read the schedule and didn't think he was supposed to work.

I feel _____ when you _____

I would appreciate _____

2. Jean starts a rumor about you that gets back to your boss. You have to prove it was wrong.

When you _____ I feel _____

I want _____

3. Your boss calls you by a nickname that you do not like.

I feel _____ when you _____

I would like _____

4. Your job requires you to work in teams. Sarah does not do her fair share making the rest of the team work harder to make up for her.

When you _____ I feel _____

I'd appreciate _____

5. Jennifer often uses the phone during work hours even though it is against business policy, and it is noisy and distracting you from your work.

When you _____ I feel _____

I'd appreciate _____

UNIT 4: STRATEGIES FOR SUCCESS

PART II: OBTAINING AND RETAINING WORK

TOPIC 8: JOB ADVANCEMENT

Topic OBJECTIVES: The learner will:

- Understand qualities and characteristics that help people advance at work
- Understand how different strategies work for different situations
- Understand the importance of being able to deal effectively with change

Topic OUTCOMES: The learner will:

- Identify their personal qualities and characteristics that will help them advance
- Identify something that they want to learn that they believe will help them advance at work

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will think about the importance of continuous learning for job advancement.

Time: 10 minutes

Ask the group to consider individually: What did you learn yesterday? After giving students one minute to think about it, ask them to share. (If someone cannot think of something he/she learned yesterday — ask them to think of the most recent thing he/she has learned).

Discussion Questions:

- If you can't think of anything you learned yesterday, how far back do you need to go to find something?
- Was it learning for work, or life, or both — and what's the difference anyway?
- How did you learn it?
- How could you measure/quantify/apply it?
- How might you transfer it/teach it to someone else?
- What will change now that you've learned it?
- What further learning does it prompt or enable?
- How is learning related to job advancement?
- What can you do to try to learn something new everyday?

Have all students identify three things that they want to learn in the next month that they believe will help them advance at work.

Group Debate: Early Bird/Second Mouse

Objective: Students will understand how different strategies work for different situations.

Time: 15-20 minutes

Materials: Flipchart, markers, other presentation materials

The activity is based on the funny one-liner (often attributed to comedian Stephen Wright), which is deeper than first seems: **“The early bird may get the worm, but the second mouse gets the cheese.”**

Split the group into two teams. Nominate one team to be *‘early bird’* and the other team to be *‘second mouse’*. Give the teams 5-10 minutes each to develop a 60-second presentation as to why their strategy (‘early bird’ or ‘second mouse’) is best for work (or life). Teams may use flipchart, markers or other available materials for their presentation, but they do not have to use anything.

Encourage the teams to make use of the knowledge and abilities and views of **all** team members in creating their presentations.

After the two presentations, chair a 5-10 minute debate between the teams around the question: “Early bird or second mouse: Which is the most effective strategy for work (or life)?”

At the end of the debate, discuss the advantages and disadvantages of both strategies. Ask students why it is important to be able to choose an appropriate strategy for various situations they may face. How would this relate to job advancement? (Often times with job advancement, you will be given additional responsibilities and employers want to know you will be able to effectively handle the challenges that will come with those additional responsibilities). What else can you learn from this exercise?

Adapted from <http://www.businessballs.com/freeteambuildingactivities.htm>

Small Group Activity

Objective: Students will understand ways to advance at work.

Time: 20 minutes

Materials: Handout: “Candidate Descriptions,” flipchart paper and markers

Divide students into small groups (4-5 students). Explain the situation. You have just taken over the family business from your mother who is retiring. You need someone to help you run the business as your right-hand man/woman. You want to promote from within the company, and you have narrowed the search down to two top candidates. Before handing out the descriptions of the two candidates, give the small groups five minutes to create a list of the most important characteristics/qualities that they would look for in choosing the candidate. At the end of the five minutes, hand out the **“Candidate Descriptions.”** The small groups need to discuss the strengths and weaknesses of each candidate and agree on who should get the job and why. The small groups also need to create a training plan to identify the most important areas for the candidate to work on right away.

Greg has been working for the company for 20 years. He has the most experience and he knows about all of the different components of the business. Greg is extremely well organized, but he is shy and does not always communicate well with other employees. He would rather work behind the scenes. Greg meets every deadline and his work is impeccable. If he is not able to stay late to finish a project, he will take work home. Greg would never make an important decision without checking in, even though you trust his judgment and have told him that he can make certain decisions on his own. Greg is always consistent and fair in how he treats people — customers and employees. Plus he knows all about the different areas of the company.

Angela has been working for the company for about 7 years. She is an extremely positive and friendly person with excellent interpersonal skills. The customers love her and other employees want to work with her. Angela is not afraid to make an important decision; at times, she works by the philosophy “It is easier to ask for forgiveness than it is to ask for permission.” You wish she would check in before making certain decisions. Angela is creative and resourceful, but she does not always meet deadlines and sometimes you are not sure what she will do next. Although she does not know all of the different components of the business, she is a very quick learner.

Ask the small groups to present their choice as well as their reasons to the larger group. Have the small groups also share which qualities and characteristics they identified prior to reading the candidate descriptions and how much their list influenced their final decision. Discuss as a large group what characteristics are most beneficial in helping people advance at work.

Large Group Reading/Discussion

If you have access to the internet, ask students to go to one of the following sites and read the article:

- http://msn.careerbuilder.com/Article/MSN-2227-Career-Growth-and-Change-The-11-Keys-to-Success/?cbsid=76d9d608d7d04202b88f41d5fe56d799-324900889-x7-6&sc_extcmp=JS_2227_advice&cbRecursionCnt=2&SiteId=cbmsn42227&ArticleID=2227>1=23000
"The 11 Keys to Success"
- <http://www.allbusiness.com/human-resources/careers-career-development/11128-1.html>
"Ten Tips on Career Advancement"
- http://www.entrepreneurismible.com/career/kb_career-top-10-tips-for-career-advancement.htm
"Top 10 Tips for Career Advancement"

Discuss the article(s) and compare the tips for career advancement with the lists the small groups created, as well as their reasons for choosing Greg or Angela. Where was their overlap? What new things did the article introduce to the discussion. After reading the article, ask students if they would change their choice. Why or why not?

At the end of the discussion, ask students to identify five character strengths and personal qualities that will help them advance at work.

Kinesthetic Activity: Change Exercise

Objective: Students will understand the importance of being able to deal effectively with change.

Time: 10-30 minutes

Materials: Scissors, paper, garbage can, calculators, pens/pencils, toothpicks and mini marshmallows

Here are some simple quick ideas to help demonstrate the brain's reaction to change. They are based on having to accomplish a simple everyday task in a different way:

Tasks:

1. Write the alphabet with your opposite hand (if right-handed, use your left hand; if left-handed, use your right hand)
2. Cut paper shapes in pairs (with each person holding one handle of the scissors)
3. Shoot paper balls into a garbage can with your eyes closed (from your seat or other designated spot)
4. Turn a calculator upside down to figure out some math problems OR turn a keyboard upside down and type something
5. Build a marshmallow/toothpick structure as a team, with each person only being able to use one hand

Discussion Questions/Learning Points:

- Which challenge was most difficult for you? Why?
Which challenge was the most fun? Why?
- How did you respond to the different challenges? Did you want to keep trying until you could do the task well? Did you want to give up? Did you want to go back to doing things they way you were used to?
- How do these responses connect to job advancement? When you advance at work, you will face changes — changes in responsibilities, changes in tasks, changes in your professional relationships with other employees, etc. How can you prepare for these changes?
- Different types of change create different pressures — on different parts of the brain — and these effects vary according to the individual. It does not matter that the methods are mostly ridiculous — the point is to demonstrate and experience the different pressures of different types of change.
- Observe and review how different people react in different ways to different methods. We do not react to change in the same ways. Empathy for other people's feelings is therefore crucial in managing change affecting other people.
- Change of any sort is difficult ultimately when:
 - change requires the brain to overcome fear (of failure and self-doubt, etc.) and uncertainty of the change itself (which can be extreme for certain people/personalities)
 - change requires the brain (and often the body too) to learn something new, or to re-learn or accept something in a different way
- Change can be especially frustrating if it involves re-learning something which, under a previous method or system, was achievable competently — because the brain can imagine and remember being competent, which can cause a sense of loss or failure relative to past experience.

Adapted from <http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>

Job Advancement

Three things I want to learn that will help me advance at work:

1. _____
2. _____
3. _____

Character strengths and personal qualities that will help me advance at work:

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

Candidate Descriptions

Candidate One

Greg has been working for the company for 20 years. He has the most experience and he knows about all of the different components of the business. Greg is extremely well organized, but he is shy and does not always communicate well with other employees. He would rather work behind the scenes. Greg meets every deadline and his work is impeccable. If he is not able to stay late to finish a project, he will take work home. Greg would never make an important decision without checking in, even though you trust his judgment and have told him that he can make certain decisions on his own. Greg is always consistent and fair in how he treats people — customers and employees. Plus he knows all about the different areas of the company.

Strengths:

Weaknesses:

Training Plan:

Candidate Two

Angela has been working for the company for about 7 years. She is an extremely positive and friendly person with excellent interpersonal skills. The customers love her and other employees want to work with her. Angela is not afraid to make an important decision; at times, she works by the philosophy “It is easier to ask for forgiveness than it is to ask for permission.” You wish she would check in before making certain decisions. Angela is creative and resourceful, but she does not always meet deadlines and sometimes you are not sure what she will do next. Although she does not know all of the different components of the business, she is a very quick learner.

Strengths:

Weaknesses:

Training Plan:

Small Group's Choice:



WHAT'S NEXT?



table of contents

Unit 5: What's Next

Topic 1: Success at Work: Tips for Your First Days at a New Job . . . . .	.266
Topic 2: Coping . . . . .	.270
Topic 3: Community Resources . . . . .	.275
Topic 4: Personal Finance and Budgeting . . . . .	.278
Topic 5: Long-Term Goal Setting . . . . .	.298

UNIT 5: WHAT'S NEXT

QUOTES

- "Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you too can become great."
~ *Mark Twain* (author and humorist)
- "Don't wish it were easier, wish you were better. Don't wish for fewer problems, wish for more skills. Don't wish for less challenges, wish for more wisdom."
~ *Earl Shoaf* (entrepreneur)
- "There is no better teacher than adversity. Every defeat, every heartbreak, every loss, contains its own seed, its own lesson on how to improve your performance the next time."
~ *Malcolm X* (African-American Muslim minister, public speaker and human rights activist)
- "When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened up for us"
~ *Helen Keller* (author, political activist and lecturer)
- "You must be the change you wish to see in the world."
~ *Mohandas K. Gandhi* (political and spiritual leader)
- "There is no better time than now. The time to live is now. The time to dream is now. The time to imagine and forget the past is now. The time to shine is now. The time to bleed, sweat, and determine yourself for the things you want most is now."
~ *Anonymous*

UNIT 5: WHAT'S NEXT

TOPIC 1: SUCCESS AT WORK: TIPS FOR YOUR FIRST DAYS AT A NEW JOB

Topic OBJECTIVES: The learner will:

- Understand the importance of making a good impression his/her first days at a new job
- Understand how to make a good impression at work

Topic OUTCOME: The learner will:

- Identify the strategies that will work best for him/her
- Know how to use a checklist to prepare for their first day of a new job

Topic ACTIVITIES:

Alphabet Game

Objective: Students will review their knowledge of strategies for success at work.

Time: 15 minutes

Materials: Paper, pens/pencils, small prizes (optional)

Divide students into groups of 3-4. Ask each group to designate a writer. This person should get paper and a pen or pencil. Instruct the groups that they will have ten minutes to work together to think of a quality, characteristic or strategy for success at work that begins with each letter of the alphabet. Have students choose five strategies that they are willing to use to achieve success at work.

Skits/Large Group Discussion

Objectives:

- Students will understand the importance of making a good impression his/her first days at a new job.
- Students will understand how to make a good impression.

Time: 30 minutes

Materials: Handout: "Twenty Tips to Help You Make A Great Impression," "Twenty Tips" cut so that each tip is on a separate slip of paper, flipchart, markers

Pair students up. Pass out the cut up tips to the pairs so that pairs have the same number of tips (for example, six pairs each get three tips). Have the pairs create short skits to demonstrate the tip. At the end of each skit, the other students should try to figure out the tip. Students should not say the tip in their skit, but they can exaggerate that part of the skit they want people to focus on. Write what people think the tip is on flipchart (They might come up with other great tips). When all of the skits are complete, hand out "Twenty Tips to Help You Make A Great Impression." See how many of the tips people guessed correctly and discuss the tips to make sure everyone is clear on what the tip is suggesting. Have students identify which tips will be easy for them, which tips will take a little bit of work, but will be doable, and which tips will be challenging for them to follow.

Small Group Exercise

Objective: Students will know how to use a checklist to prepare for their first day of work.

Time: 15 minutes

Materials: Handout: “Getting Ready to Start a New Job,” paper, pens/pencils

Divide students into small groups. Instruct students to work together in their group to create a list of questions to ask/answer to prepare for your first day of work. After a few minutes, ask each group to pass their questions to the group to their right (or however you want to have them pass the questions). Give groups two minutes to add to the new list in front of them. Then have the groups pass the list again. Give groups two more minutes to add to the list in front of them. After looking at three lists, ask the small groups to come back together to the large group to discuss the activity.

Discussion Questions:

- Why is it important to prepare for your first day of work?
- If you could only ask your new employer one question to prepare for your first day of work, what would you ask? Why do you think this is the most important question?
- What is the second most important question? Why?
- What other questions did people come up with?
- Why is it important to have accurate information for your first day of work?
- What could you do if you did not have the right information and:
 - You were late for work
 - You were dressed inappropriately
 - You were missing important documents
 - You were supposed to bring lunch for a lunch meeting, but you didn’t
 - You did not have equipment that you needed
 - You showed up at the wrong place
- If you do not have all of the information that you might want in order to be prepared for your first day of work, what should you do?

Hand out “Getting Ready to Start a New Job.” Review the checklist with students. Is there anything on the checklist that they did not think about? Is there anything missing from the checklist? How could a checklist help you prepare for your first day of work?

Twenty Tips to Help You Make a Great Impression

1. **Have a positive attitude**
2. **Dress professionally/Blend in with your co-workers**
3. **Show your team spirit (Share your recognition with your team, at least initially)**
4. **Learn your co-workers' names**
5. **Ask questions/Ask for help**
6. **Take notes (You will not remember everything, and it does not leave a great impression to ask questions about something you have already been taught/told)**
7. **Be a self-starter; take the initiative to ask for more work**
8. **Learn everything about your new employer, even things that don't have to do with your position**
9. **Work full days "Come in early, stay a little later"**
10. **Avoid office politics and gossip**
11. **Keep personal business on company time to a minimum (emergencies only)**
12. **Take advantage of after-hours activities (Be on your best behavior — you are still with co-workers and/or your supervisor)**
13. **Listen more, Talk less (This is your time to listen and learn. If you do well, you will have a chance to make suggestions)**
14. **Track your accomplishments**
15. **Show appreciation**
16. **Find a mentor (This might not happen in your first few days, but start thinking about it early on and observing to see who might make a great mentor)**
17. **Get and stay organized/Set goals (Get an organizer or planner to keep track of your work, your schedule, meetings, deadlines, etc.)**
18. **Keep your boss informed — of everything (Meet regularly and make sure she/he knows you are a self-starter and hard-worker. Do not complain)**
19. **Meet and network with key people**
20. **Don't worry about being perfect (Remember to relax, keep your mind open, get to know your team members and do your work — and you should go far in making a lasting impression and reputation)**

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.

1. 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? _____

2. What time should I arrive? _____

3. Where should I report? _____

4. To whom should I report? _____

5. 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)

6. What special equipment do I need? _____

7. What do people usually do for lunch? _____

UNIT 5: WHAT'S NEXT

TOPIC 2: COPING

Topic OBJECTIVE: The learner will:

- Explore and understand effective communication and self-care tactics that can be used to deal with difficult situations

Topic OUTCOME: The learner will:

- Identify their personal stress triggers and practice the use of effective coping strategies to help manage stress on the job

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will understand the meaning of stress triggers.

Time: 20 minutes

Explain to students that at work, as well as other areas of their life, they may encounter people and situations that are stressful to deal with, and may test their coping and communication skills. And, if this person/event causes difficulty often, they may be seen as a “trigger” or starting place that “turns on” feelings of stress, anger, or anxiety for the student.

If comfortable, have students share examples of their “triggers,” (a certain class, driving in traffic, being told you made a mistake, etc.) and ask them to discuss the ways in which they have coped with these triggers in the past (the instructor can give examples such as: walk away from the situation, get help from another person, seeing things from the other’s point of view, compromising, deep breaths to stay calm, agree to disagree, etc.).

In addition to dealing directly with the person/situation, ask students to discuss ways in which they can “work off the stress” when they are away from the triggering person or event. Ask the group to explain how they feel when becoming stressed, in their body and mind, and how they might feel after using a healthy choice to cope.

Writing/Reflection/Assessment

Objective: Students will name specific ways they have managed stress in the past along with identifying new strategies.

Time: 20 minutes

Materials: Handouts: “Stress and You” and “Tips for Reducing Stress,” pens/pencils

After reading the handout, ask students to fill out the “Stress and You” worksheet and ask those who are comfortable to share some of their responses. Emphasize that there are verbal and non-verbal ways to respond to people, that can send powerful messages.

Hand out “Tips for Reducing Stress,” and ask students to circle the ideas that work for them or the ideas they would like to try. In addition, see how many other ideas class members can generate about safe/healthy ways to relieve stress. Students may flip over their worksheet to write down any other ideas they have or have heard from others that appeal to them.

Role-Play

Objective: Students will practice applying various communication strategies to realistic life situations.

Time: 20 minutes

Materials: Handout: “Role-Plays for Coping at Work,” pens/pencils

If students are comfortable, ask students to pair together and choose three role-plays from the sheet “Role-Plays for Coping at Work,” and circle them. Next, have them (by themselves) choose what they may do/say for each scenario, choosing a coping strategy from the list on “Stress and You,” or others they may have. Ask students to then share and compare ideas with their partners. If pair work is not a good option, the instructor can lead the activity as a group, or modify it by having students complete the activity independently, writing their strategies down rather than sharing aloud. The activity can be extended by having students imagine the dialogue from the “other side” (the person with whom the subject in the role-plays is having a problem with) and what they might say in response.

Stress and You

Directions: Think about your past stressful events. List three stressful events for each category. Then answer the discussion questions.

FAMILY

WORK/SCHOOL

FRIENDS/RELATIONSHIPS

What physical and emotional signs of stress did you have?

Time to Cope:

What have you tried in the past to cope with this person/situation?

Did it work? Why or why not?

Possible New Coping Strategies:

- | | |
|--|--|
| <input type="checkbox"/> Choose my Battles | <input type="checkbox"/> Take Care of Myself |
| <input type="checkbox"/> Limit Contact | <input type="checkbox"/> Avoid Holding a Grudge |
| <input type="checkbox"/> Resist instigating ("stirring up trouble") | <input type="checkbox"/> Be clear and fair in your position |
| <input type="checkbox"/> Detach with kindness | <input type="checkbox"/> Take a breather/break from it |
| <input type="checkbox"/> No put-downs | <input type="checkbox"/> Use "I" statements instead of accusations |
| <input type="checkbox"/> Accept reality (some things are hard to change) | <input type="checkbox"/> Have patience |
| <input type="checkbox"/> See things from "the other's side" | <input type="checkbox"/> Give the other person choices/a "way out" |
| <input type="checkbox"/> Ask a neutral person to mediate (help you resolve/compromise) | |

Tips for Reducing Stress

In today's world most people can't avoid stress. They can learn to behave in ways that lessen the effects of stress. The following factors can help keep stress at a minimum.

Read the list. Put an **X** beside the statements that apply to you.

- ___ 1. Eat at least one hot, balanced meal a day.
- ___ 2. Get 7 to 8 hours of sleep at least 4 nights a week.
- ___ 3. Give and receive affection regularly.
- ___ 4. Have at least one relative within 50 miles that I can rely on.
- ___ 5. Exercise to the point of perspiration at least twice a week.
- ___ 6. Limit myself to less than half a pack of cigarettes a day.
- ___ 7. Take fewer than five alcoholic drinks a week.
- ___ 8. Am the correct weight for my height.
- ___ 9. Have an income that meets my basic expenses.
- ___ 10. Get strength from my spiritual beliefs.
- ___ 11. Have a network of friends.
- ___ 12. Have more than one friend to confide in.
- ___ 13. Am in good health.
- ___ 14. Regularly attend club or social activities.
- ___ 15. Am able to speak openly about my feelings.
- ___ 16. Regularly talk about problems at home with the people I live with.
- ___ 17. Do something for fun at least once a week.
- ___ 18. Am able to manage my time effectively.
- ___ 19. Drink fewer than three cups of coffee or high caffeine drinks a day.
- ___ 20. Take some quiet time for myself during the day.
- ___ 21. Am a positive thinker.
- ___ 22. Am aware that support groups can help people work through a common problem.
- ___ 23. Am assertive and able to stand up for myself.
- ___ 24. Am aware that keeping a journal of stressful events can help me become aware of how I handle stress.
- ___ 25. Am aware that picturing myself in a wonderful setting can be a temporary way to relieve stress.

Healthy/Safe Activities to Reduce Stress:

walking

running

playing with clay and play-doh

listening to music

playing music

playing basketball

reading a book

dancing

playing a computer game

riding a bike

calling a friend

writing a letter

playing football

attending a free concert

taking a nature hike

learning a new hobby

taking a hot shower or bath

lighting a candle

taking deep breaths

visualization

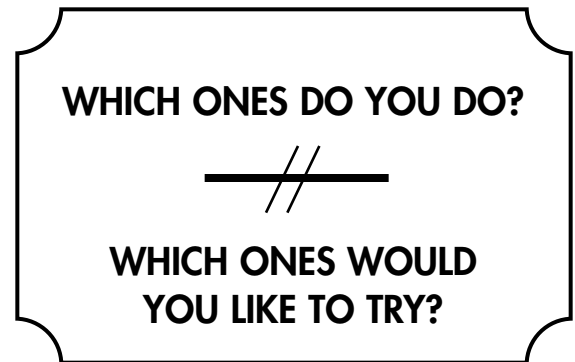
drawing or painting

learning a new sport

relaxation CDs

taking in a local play or some local sports

cooking or baking something



Role-Plays for Coping at Work

- You are in the break room, and a co-worker makes a racist slur (insult) about another co-worker. What could you do?
- Someone at work vandalized some of your personal property. You think you know who did it. How do you approach that person/the situation?
- You and a co-worker are in charge of “cashing out” for the night. Your co-worker often makes mistakes while tallying the money, and you both have gotten blamed in the past. What could you say?
- You usually pick up your co-worker and ride to work together. However, he’s been late the last three days, and you’ve had to wait for him to get ready, thus getting to work late. He/s late again today, what do you do?
- You worked very hard to finish a task at work. However, when your supervisor comes by, your co-worker (who did next to nothing) accepts all the praise and credit for herself. What do you say to her? To your supervisor?
- Your supervisor constantly asks for your input on small/everyday decisions, but then shoots your suggestions down, and does the opposite. What could you do?
- Your co-worker loves to talk and has great stories. You really like this person, and they make you laugh every day. However, you notice neither of you getting enough work done when you’re talking. What steps could you take?
- You are unsure of how to do a task at work. You ask a co-worker for help. They help you, but are being rude and sarcastic doing it. They hint that they think you are stupid. What do you do?

UNIT 5: WHAT'S NEXT

TOPIC 3: COMMUNITY RESOURCES

Topic OBJECTIVE: The learner will:

- Understand and identify the community agencies that can help support their goals and needs as young adults

Topic OUTCOME: The learner will:

- Know how to locate and contact local community agencies to make self-referrals to help meet their goals and needs

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will understand the meaning of referrals and how they can be valuable tools.
 - Students will understand the range of services available to them in their community.

Time: 20 minutes

Materials: Handouts: “Massachusetts DYS: Your Community Resource Guide” and “Gathering Information”

Ask students to identify agencies that may have helped them or their family/friends in the past (United Way, Meals on Wheels, Dress for Success, WIA Youth Programs, etc.). Explain that a referral is sharing information that will help lead individuals to the supporting agencies, schools, training programs, etc. to help meet their goals or needs.

Suggest to students that information about community agencies are everywhere (flyers, newspaper, word-of-mouth, churches, outreach workers, bus stop, doctors’ offices, churches, CRC, the web). One of the most up-to-date sources of referrals is the “Massachusetts DYS :Your Community Resource Guide.” It is specifically designed to help young people access community agencies, and is divided up by region and service type (Education, Employability, and Social Services — such as parenting, housing, and health). Students can “self-refer” by contacting these agencies.

To help students learn how to navigate the Guide, identify a type of service and ask students to locate the service in a particular region in the Guide. Inform them that the Guide has a Table of Contents along with a list of cities for each of the regions, to make it easier to locate what they need. Of the services listed in the region where your program is located, ask if the students have heard of, used, or know someone who has used any of the agencies listed. If comfortable, have them share their experience being sure to respect confidentiality as needed.

Writing/Reflection/Assessment

Objective: Students will understand and practice making self-referral calls to agencies they think would be helpful in meeting their goals and needs.

Time: 20 minutes

Materials: Handout: “Gathering Information,” the “Massachusetts DYS: Your Community Resource Guide,” telephone, pens/pencils

Explain to the group that many young people may feel uncomfortable with calling an agency to inquire about its programs and services. Emphasize that these agencies are here to help students, and *want* their “business.” Ask the students to find the region in which they live in the “Massachusetts DYS: Your Community Resource Guide,” (using the table of contents or the cover/city guide on the back). Ask students to choose an agency or a service that they think would be helpful to them. Using the “Gathering Information” handout, ask students to call their chosen agency, and refer to the list of questions to get further information. Remind students to write down important information during the call.

Technical (Mass CIS)/Research

Objective: Students use online resources to gather information on programs and agencies that will help with the transition to community.

Time: 20 minutes

Materials: Computers with internet connection, paper, pens/pencils

Ask students to log on to the Massachusetts State website (www.mass.gov) and click on the “**For Residents**” link followed by the “**Young Adults**” link. Explain to students that this section of the site has an incredible amount of information on many aspects of young people living independently and establishing themselves in Massachusetts — housing assistance, training programs, how to get health care, register to vote, job search, driver’s license, recreation, etc. Suggest to students that they look up at least two or three resources they are interested in learning more about and have them copy down the agencies contact information, along with the web address.

Gathering Information

Often you'll need to search and learn what is available in your community.

If you have questions, **call to get the answers.**

Never worry that you may "bother" someone. These organizations are there to serve you and will welcome your call.

If they can't help you, they'll probably be able to direct you to someone who can.

BE SURE TO ASK FOR CORRECT SPELLING OF NAMES AND ADDRESSES

Here are some questions you might want to ask:

What is the name of the organization?

What is your address?

What is your telephone number?

Who am I talking with, please?

Who else should I talk with at the organization?

What services are offered?

Who can use the services?

How much do the services cost?

Are there special ways to qualify for the services?

Do you know of other organizations that offer services that would help me?

How long can I use the services for?

Do you have e-mail and/or a website?

Notes:

UNIT 5: WHAT'S NEXT

TOPIC 4: PERSONAL FINANCE AND BUDGETING

Lesson 1: Why and How to Use a Bank

Topic OBJECTIVE: The learner will:

- Understand the benefits, procedures, and potential pitfalls of bank accounts

Topic OUTCOME: The learner will:

- Understand the types of bank accounts available to them and receive updated information on local banks

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will learn about different aspects of opening and maintaining a bank account.

Time: 30 minutes

Materials: Handouts: “Fast Facts about Financial Services Fees” and “7 Signs of Smart Debit Card Use,” chart paper/markers, pens/pencils

Why a bank? — Make a chart on the board or a piece of chart paper titled “Where Should I put my Money?” Write “Options” (choices) down the side, and “Advantages” (what is good about an item) across the top. Under “Advantages” write (at the top of columns) **Convenient** (easy to get), **Safe/Insured, and Interest** (money earned). Ask students to list some things that they think people do with money after they receive it (from a paycheck, gift, etc.), and write them down under options. Some suggestions they might say could be — spend it right away, hide it away at home, cash a check at a check-cashing business, or put it in a bank account. After each suggestion, ask students (if comfortable, or instructor if not) to put a check mark in whichever of the “Advantages” columns the method matches.

Suggest a bank account as probably the smartest and safest place to put money (examples: cash on your person or at home could get lost or stolen, spending it all leaves you broke, and a check-cashing store-front takes a big “cut” (percentage) out of your check with charges. Additionally, if money is in a bank, there is “interest” (money gained over time by having it in a bank account) being made, and therefore you are making your money “work” for you.

Opening an Account — Explain to students that as long as they have identification and cash or a check to deposit, bank accounts are relatively easy to open. Most banks expect a lot of questions from new customers, so please speak up when meeting someone at the bank to open an account — it is their job to help customers. Savings and checking accounts are the two main type of accounts — one that is just available for withdrawal in cash form, and one where you can withdraw cash and write checks (see next lesson for more on checking accounts.).

Fees — Tell students that although bank accounts are a secure and smart way to keep your money, a precaution when opening an account is to understand what fees are attached to it. Hand out “Fast Facts about Financial Services Fees,” and ask students to circle the ones that pertain to savings accounts or saving/checking. Read over/explain them to the group, emphasizing that different banks have different fees, interest rates, etc. and therefore it is important to “do your research” on different banks.

Debit Cards — A debit card works like a credit card — using a card instead of cash — except, when you use a debit card, the purchase amount is deducted from your bank account, so you can only spend what money is there. Users decide on a PIN number (code) to type in when a debit card is being used. Inform the students that many stores, gas stations, restaurants, and other businesses will accept debit cards. Also, most banks let you use your debit card to get money from your account out of ATMs (Automated Teller Machines). Hand out the sheet “7 Signs of Smart Debit Card Use” and remind students that it is not foolproof against theft and fraud.

Technical (Mass CIS)/Research

- Objectives:**
- Students will know how to choose a bank, based on their needs.
 - Students will learn that it is good to do “comparison shopping” to find the best deal or best match for the individual.

Time: 30 minutes

Materials: Handout: **“Local Banking Info,”** computers with internet connection, pens/pencils
Note: For this activity, it may be helpful for students to have another window open on the computer with a financial terms glossary in it — refer to www.moneyandstuff.info/glossary.

Ask students to log on to the internet and find the websites for two or three different local banks. For each bank, have the students fill in the chart **“Local Banking Info,”** (noting location, types of accounts for young people, fees, and interest rate). Then, have each young person decide which bank would work better for them. While on the sites, students can also learn about online banking, direct deposits of paychecks, and other features.

Fast Facts about Financial Services Fees

Types of Fees	Accounts They Affect	When They May Be Charged
Monthly service fees	Savings and checking accounts	If you don't meet certain qualifications, such as maintaining a monthly minimum balance or limiting the amount of checks you write
Withdrawal fees	Savings accounts	If you exceed a certain number of monthly withdrawals
ATM or debit fees	Savings and checking accounts accessed by a debit card	By your bank when you use an ATM machine. May be waived if you use your financial institution's own machines
Third-party ATM fees	Savings and checking accounts	If you use another bank's ATM, a charge assessed by that bank
Returned check fees	Savings accounts	If a check deposited into your account is returned for insufficient funds
Check fees	Checking accounts	When you purchase your own checks preprinted with your name and address
Insufficient funds or overdraft fees	Checking accounts	When you write a check but don't have enough money in your account to cover it
Stop payment fees	Checking accounts	When you ask your financial institution to stop a check drawn on your account from being cashed
Point-of-sale fees	Debit card accounts	When you use your debit card as a debit card at a store or gas station
Over-the-limit fees	Credit cards	If you go over your spending limit
Annual fees	Credit cards	Charged by some credit card companies for the yearly use of their credit cards

Adapted from NEFE High School Financial Planning Curriculum

7 Signs of Smart Debit Card Use

- 1 Memorizing and protecting your PIN (don't choose something obvious like your house address, phone number, or birthday) and not carrying it in your purse, wallet, or pocket.
Remember, theft of your PIN can wipe out your account and leave you with overdraft fees.
- 2 Immediately recording purchases and withdrawals in your check register.
- 3 Signing the back of your card to make it harder for others to use.
- 4 Keeping receipts to check against your statement.
- 5 Using your institution's ATM machines to avoid fees.
- 6 Being aware of your surroundings when you use your debit card, especially at an ATM at night.
- 7 Immediately reporting lost or stolen cards.

Local Bank Information

NAME	LOCATION	ACCOUNTS	FEES	INTEREST
BANK 1:				
BANK 2:				
BANK 3:				

TOPIC 4: PERSONAL FINANCE AND BUDGETING (continued)

Lesson 2: Checking Accounts and Credit Cards

Topic OBJECTIVE: The learner will:

- Understand the procedures, advantages, and precautions of having a checking account and a credit card

Topic OUTCOMES: The learner will:

- Be able to correctly write a sample check, keep a register of checks written, and track deposits/withdrawals
- Compare various credit cards, and understand it is important to look for a plan that is a good match for their income and spending

Topic ACTIVITIES:

Large Group Discussion

- Objectives:**
- Students will explore how a checking account can be beneficial in managing money.
 - Students will understand the negative consequences to mismanaging a checking account.
 - Students will learn the basic benefits, responsibilities, and penalties that come with using a credit card.
 - Students will understand and be able to calculate monthly interest fees.

Time: 25 minutes

Materials: Handouts: “Making A Promise with a Check” and “Fast Facts about Financial Service Fees” (handed out to students in previous lesson), “Credit Cards: Do the Math (1-3)” and “Credit Cards Expanded Info,” pens/pencils, calculators/computers (with calculator function), chart paper/markers

Why have a checking account — Write “Cash,” “Check,” “Debit Card,” and “Credit Card” on a piece of chart paper. Name some purchases and expenses, and ask students to name which column they should go under, i.e., which method is best to use to pay for them. Engage students in a discussion of how a checking account could be helpful to them as young adults — for example, safety of not carrying a lot of cash around, being able to write checks for bills and other financial transactions, and keeping track of their spending, which will be helpful when building a budget.

How checking works — Ask students to read the top portion of “Making A Promise with a Check” and answer any specific questions they may have. Remind them that checking accounts allow you to have a debit card, which is convenient for face-to-face transactions and allows one to get cash from an ATM.

Cautions — Explain not every business or person will accept checks, and often you are asked to show identification that must match the name on the check. Also, it is very important to keep track of balances and not “bounce” checks — banks may charge you, and whomever you were paying may charge you extra too. Some checking accounts charge a fee per check. Remind students it is important to keep track of money they withdraw at the ATM from their checking account as well. Ask students to refer to their “Fast Facts about Financial Service fees” handout. Have them circle the fees pertaining to Checking Accounts, and read them over as a class to clarify and answer questions.

Credit Cards — Ask students if they know people who have credit cards, and what they understand about them. Hand out “Credit Cards: Do the Math (1-3)” and brainstorm as a class the reasons why it would be good or bad to have a credit card. Have students read aloud the reasons on sheet two, and write down others they may have thought of as well. On sheet three, work through the math exercise together, using calculators/computers (with calculator if available), to reinforce the concept and reality of interest. If time allows, choose another bill amount/scenario or two (with different purchase and interest rates) and work with students to figure out a bill total based on those numbers.

Cautions — Explain that credit card policies can seem confusing/complicated, and it is important to understand as many terms and conditions as possible, in order to handle your money responsibly. Hand out “Credit Cards Expanded Info” sheets for students to take with them, in order to read about the credit process in more detail. Also, ask students to refer to their “Fast Facts about Financial Service Fees” handout. Have them circle the fees pertaining to Credit Cards, and read them over as a class to clarify and answer questions.

Writing/Calculations

Objective: Students will understand how to write a check, and calculate balances in a check register.

Time: 20 minutes

Materials: Handouts: “**Sample Blank Check**,” “**Checkbook Register Exercise**” and “**Maintaining a Checking Account**,” calculators, pens/pencils

Explain to students that they will be practicing two things — writing a check and calculating a monetary balance in the check register. In order to help facilitate this, hand out calculators, use the calculator feature on the computers, or help students do the calculations themselves. Ask students to write four checks on their “**Sample Blank Check**” sheet using information from “**Checkbook Register Exercise**.” Ask students to fill out the bottom section of the “**Maintaining a Checking Account**” handout to practice performing calculations.

Technical/Research

Objective: Students will research a variety of credit card offers online, and understand the differences between the offers.

Time: 15 minutes

Materials: Computers with internet connection, index cards with **Mass CIS** log-in passwords, pens/pencils, paper

Ask students to name credit card companies (Visa, MasterCard, Discover, American Express, etc.). Have students choose two or three companies to research online. Ask the class to write down features of the credit card plans, to assist them with selecting the offer that would be the best offer for them. Encourage them to look for what would be the credit limit, fees, and if there are special offers for young people.

Credit Cards: Do the Math — 1

Does this decision show what I value?

Does it help me reach a goal important to me?

Can I live with the consequence?

List the good and bad of credit cards:

GOOD:

BAD:

Discuss your answers and compare them to the reasons listed on Credit Cards: Do the Math.



Good and Bad

Good:

Convenience

Using a credit card builds your credit history

In some case, you must have a credit card to:

“Hold” a reservation

Rent a car

Book airline reservations

Bad:

Interest charges

Late charges

Penalty for exceeding credit limit

Fee for cash advance

Annual fee

Credit Cards: Do the Math — 3

On January 1st, you charge \$305.00 for stereo equipment. Your credit card charges 17% interest on the unpaid balance.*

What do you think your unpaid balance will be on the first bill after the grace period?

Do the math:

$$\$305.00 \times .17 (17\%) = \$51.85\dots$$

Your new unpaid balance is $\$305.00 + \$51.85 = \$356.85$ **Month #1, you owe \$356.85**

Let's say your minimum payment is \$35.00. To get the bill under \$305.00, you decide to pay \$56.85 ($\$356.85 - \$56.85 = \300.00).

Do the math:

$$\$300.00 \times .17 (\text{don't forget that } 17\%) = \$51.00$$

Your new unpaid balance isn't \$300.00, but \$351.00

Month #2, you owe \$351.00

Some cards may be a better deal than this. But, before you buy, especially "with plastic," ask yourself two questions: Do I need it? Can I afford it? (If you wouldn't lie to a friend, don't lie to yourself.)

*If it's 17% APR, must translate to daily periodic rate, and then calculate interest.



A credit card can be a very useful personal financial tool. It gives you some flexibility about when you make your purchases and when you pay for them. Plus, you get a single convenient listing of your charges once a month. Interested in getting a card? Here is some information to help you be an informed and responsible credit card customer.

What Are Credit Cards and How Do They Work?

A credit card essentially authorizes you to borrow money up to a certain limit. You borrow the money when you use your card to make purchases or take out cash advances. You can repay what you borrow right away or pay over a longer period of time.

If you repay what you owe over time, in most cases you will be charged interest on the unpaid balance. If you repay the entire debt within a specified time period, there are usually no interest charges.

Key Credit Card Terminology

What to Do When a Credit Card Is Lost or Stolen

If you lose your credit card, or realize it has been stolen, take these two steps:

- Immediately call the company that issued you the card. Most companies have toll-free numbers and 24-hour service to deal with such emergencies. Make a note of the person you speak to.
- It's a good idea to follow up your phone call with a letter to the card company. Include your account number, when you noticed your card was missing, and the date and time you first reported the lost card, and the name of the representative you spoke to.

Once you report the loss or theft to the bank, you have no further responsibility for unauthorized charges. If a thief uses the card before you report it missing, the most you would owe is \$50.

Getting credit is one situation where reading the fine print can really pay off. Crucial information about interest rates, repayment terms, and conditions unique to the card should be included with the credit card application. You receive this information again when you receive your credit card. Plus, a summary may be printed on your monthly credit card statement.

Here's what to look for:

- **Annual percentage rate (APR):** The interest rate charged on unpaid debt stated as a yearly percentage rate. A single card may have multiple APRs. For example, purchases, cash advances, and balance transfers may all have different APRs. Also, a card may have an introductory APR that converts to a regular APR after a specific length of time.
- **Balance:** The total of what you owe.
- **Balance transfer:** When you pay off all or part of what you owe on one credit card by transferring the amount to another credit card.
- **Credit limit:** The maximum amount a credit card company will allow you to borrow on a single credit card at any one time. Sometimes called a "credit line."
- **Finance charge:** The cost of using the credit card, comprised of interest costs and other fees.
- **Grace period:** If you have paid off your previous balance on your card, this is the period of time you have to pay for purchases before interest charges apply. There is usually no grace period for cash advance or balance transfers.
- **Cash advance:** An on-the-spot cash loan charged to your card. Banks provide printed checks you can use for this purpose or you can use your card at an ATM. Cash advances may have fees, higher interest rates, and no grace period.
- **Balance transfer fee:** A charge for transferring the balance (or portion of a balance) from one credit card to another.
- **Annual fee:** Fee some cards charge once a year.
- **Other fees:** Charges associated with specific actions such as paying late, getting a cash advance, exceeding your credit limit, or paying online or by phone.

Who Can Get a Credit Card?

When a bank considers whether to offer you a credit card, they try to evaluate the type of customer you will be, specifically: Are you likely to pay back what you owe on time? If you already have credit cards or loans, a credit card provider can learn more about how you've managed your accounts in the past by viewing your credit report and credit score. (Your credit report shows your repayment history and your credit score is a number that is calculated based on the information in your history.) Many credit card issuers believe that a person's past credit history serves as the best indicator of the type of borrower they will be in the future.

If you are a student applying for your first credit card, you probably don't have a credit history or credit score. Some banks that offer college students credit cards will waive the requirement to have a credit history and credit score. In some cases, they may look at other factors, such as a history of on-time payment of rent or utilities, your income, and your assets (savings and things you own, like a car). They will also look at your age because you must be 18 or 19 years old to obtain a credit card, depending upon the state you live in.

Although you might not have a credit history or credit score yet, you will begin to build one after you obtain your first credit card. The most popular credit scoring formula is called the FICO formula, produced by the Fair Isaac Corporation. It calculates credit scores based on the following five factors: payment history (on-time vs. late payments), amounts owed, length of your credit history, number of requests for your credit history, and mix of credit types, such as credit cards and installment loans (where you pay a fixed amount per month for a fixed term).

What to Consider When Choosing a Credit Card

- **Think about how you will use the card.** Will you pay the balance every month? Remember, charges can add up quickly — and so can interest and fees. Are you financing a longer-term debt? The size of the interest rate can make a big difference in how much you pay in the end.
- **Compare the terms and conditions.** Shop around for the plan that fits you. Make sure you read — and keep — the fine print.
- **Find out if interest rates or other terms will change.** Read through the credit card offer to see if charges such as annual fees and interest rates are subject to change at any point.
- **Understand the difference between fixed and variable rates.** Fixed means the interest rate will not change. Variable means the rate can increase or decrease based on changes in an underlying interest rate index.
- **Consider customer service.** Check whether the card provider offers customer services via telephone and internet. These services can include access to account information, online bill payment, ability to update personal information, and problem resolution. Be sure you understand any fees charged for these services.

Understanding Your Credit Card Statement

You will receive a billing statement from the bank each month. Look it over carefully. It lists details of your activity during the account billing cycle, such as purchases and payments. (The billing cycle is typically a one-month period.) The statement should also include information about the terms and conditions of your card, including how interest is calculated and where to call with billing questions.

Your statement contains a lot of information. Here's what to look for:

- **Previous Balance.** The amount you owed at the end of the previous billing cycle.
- **New Balance.** This is the amount you need to pay to avoid further finance charges. It represents the total of your previous balance, any new purchases, cash advances, and other transactions — minus any payments and credits.
- **Account Activity.** List of all transactions (purchases, cash advances, payments, credits, and fees) that occurred since your last statement.
- **Minimum Payment Due.** The smallest amount you must pay by the due date. If you make the minimum payment, you typically will be charged interest on your unpaid balance and all new charges until the entire debt is paid off. If you do not pay the minimum by the due date, you will likely be charged a late fee.
- **Credit Available.** The amount of credit remaining on your card after your balance and your current charges are subtracted from your total credit limit.
- **Payment Due Date.** The date your payment must be received.
- **Finance Charge.** The cost of using the credit card for that month, comprised of interest costs and other fees.

Check your statement each month to make sure all the information is accurate. Also check the payment due date, interest rate and credit limit, as these can change.

Paying Your Credit Card Bill

There are several things to consider when you make your credit card payments.

- **Your payment size.** You have to pay at least the minimum payment each month. You can pay this amount or a larger amount, or even pay off the whole balance. Keep in mind that you will be charged interest on the unpaid balance, and think about what makes the most sense for you.
- **Your credit limit.** It is important that you not go over this limit. If you do, you will likely be charged a fee.
- **On-time payment.** Know when your payment is due. If your payment is not received by the due date, you are likely to be charged a late fee. In addition, your interest rate may increase, and your account will be considered “past due” and may be reported as delinquent to the credit reporting agencies. If you mail your payment, send it at least a week ahead of the due date, just to be safe. If you pay online, check the payment cutoff time so you know which day your payment will be applied.
- **Method of payment.** Many credit cards allow you to pay by mail, phone, or online. Be sure you understand any fees charged for these options.

Getting Credit Smart

Opening your first credit card accounts can be exciting. Learning how to use them responsibly is essential. By taking the time to learn about how credit cards work, you are already on the right path to making smart choices about using credit.

Sample Blank Checks

3702

_____ 19 _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS

Bank

MEMO _____

3703

_____ 19 _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS

Bank

MEMO _____

3704

_____ 19 _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS

Bank

MEMO _____

3705

_____ 19 _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS

Bank

MEMO _____

Sample Checkbook Register Exercise

When you have a checking account, you need to keep track of all of the deposits you make and all of the checks you write. Each book of checks comes with a checkbook register, which is like a little record book. You will use this register to keep track of the money in your checking account.

When you deposit money in your account, write down in the checkbook register:

- The date
- Where the money came from (for example: paycheck, birthday gift)
- How much money you deposited

Before you write a check or take money out of your account, write down in the checkbook register:

- The check number
- Who you're writing the check to
- The amount of money

Remember, every time that you add money to or take money from your account, you need to record the information in the checkbook register. Then:

- Add or subtract that amount of money from the previous balance to find out how much money is left in your account. This will be your current balance.

Sample Checkbook Register

Look at the sample checkbook register for three checks and other recent deposits and cash withdrawals made during the month of January 2005. Do you see that the shaded (gray) rows show your current balance at any given time? You use the white rows to record information about payments or deposits each day and then add or subtract them from your balance.

Check Number	Date	Description of Transaction	Payment/Debit	Fee	Deposit/Credit Amount	Balance	
	1-1-05	Deposit			470.50	470	50
		Paycheck (12/15-12/31)				1,215	72
	1-6-05	Cash	100.00			100	00
						1,115	72
101	1-12-05	Sears Dept. Store	75.00			75	00
		(Clothing)				1,040	72
102	1-22-05	Tower Records	85.72			85	72
		(CD player)				955	00
	1-23-05	Cash	75.00			75	00
						880	00
103	1-24-05	Cortez Apartments	510.00			510	00
		(Rent)				370	00

Make a Promise with a Check

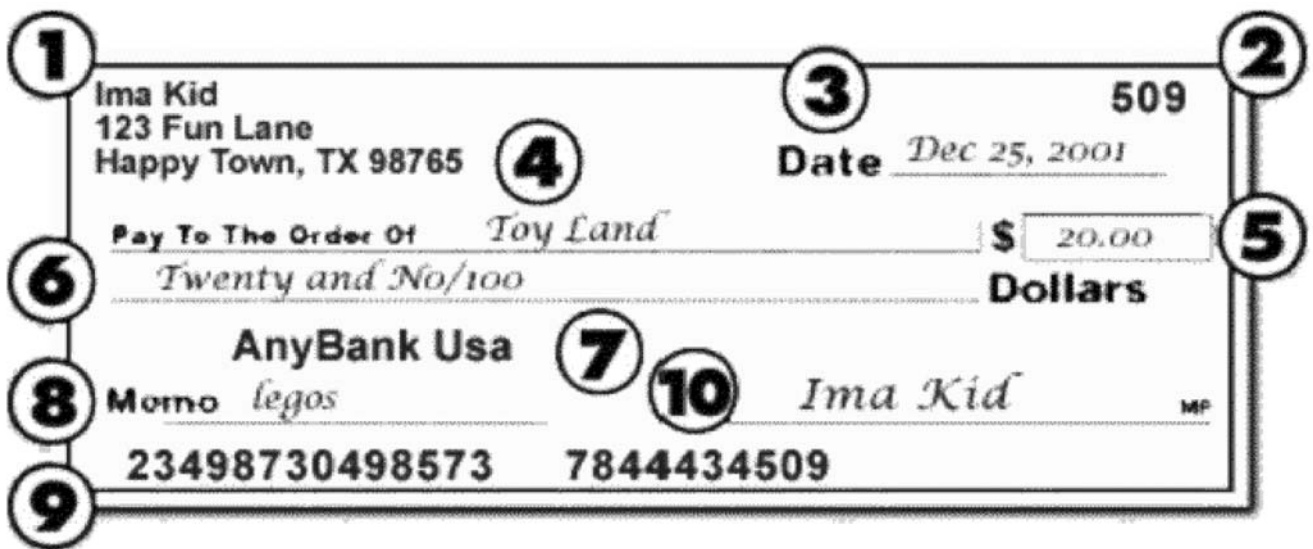
A **check** is a promise to pay someone money. When you get a check from someone, it means that they are promising to pay you. When someone gives you a check you take it to the bank. The bank knows that a check is a promise, and gives you the amount of money that's written on the check. When you give a check to someone, they take it to their bank. Their bank gives them the amount of money you promised to pay.

A **checking account** is money that you keep at the bank. You can open a checking account and deposit money just like you do with your savings account. When someone goes to the bank with a check that you've given them, the bank uses your money from your checking account to pay them.

You must always have enough money in your account to pay for the checks that you write. If you give someone a check, and the bank doesn't have any of your money to pay for it, you're breaking your promise. When you break your promise to pay, the bank will **bounce your check**, and charge your account a fee.

Bouncing a check means that the bank will not give any money to the person you gave the check to. You'll still owe money to the person you promised to pay, and they probably won't be too happy that you broke your promise.

You must be very careful when you write a check because a check represents your money. Below is a picture of a check with all of the different parts numbered along with an explanation of its functions.



1. Name & address: This is your name and address, and this tells the bank you're the person making the promise.
2. Check Number: This number helps you keep track of whom you paid. You use this number to make a list of all the checks you write.
3. Date: Write the date here. This tells the bank when you promised to pay this money. It also helps you remember when you paid someone.
4. Pay to the Order of: Write the name of the person you are promising. This is how the bank knows whom to pay.
5. Numeric Amount: Write how much money you are promising to pay. Write it in numbers, for example: \$20.00. Write your numbers clearly, so that the bank teller knows exactly how much you've promised to pay.
6. Written Amount: Write out how much you are promising to pay. For example: twenty dollars. This is for safety, so that no one can change the amount of money you are promising to pay. When dealing with cents, the number is written as a fraction over one hundred or one dollar. For example, 20 cents would be written as 20/100.
7. Bank Name: This is the name of the bank where you keep your money.
8. Memo Section: Allows you to write a note about the purpose of the check.
9. Router Number: Allows banks to quickly transfer money from one institution to another.
10. Signature Line: Indicates that you promise to fulfill your obligation.

TOPIC 4: PERSONAL FINANCE AND BUDGETING (continued)

Lesson 3: Budgeting

Topic OBJECTIVE: The learner will:

- Understand the meaning of a budget and explore ways to budget effectively

Topic OUTCOMES: The learner will:

- Have the skills and knowledge to discern between wants and needs when creating a budget
- Know and understand how to create a budget
- Explore ways to save money

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will know how to distinguish between “wants” and “needs” when creating a budget.

Time: 45 minutes

Materials: Handout: “Wants and Needs,” chart paper/markers

Hand out “Wants and Needs” sheet. Ask students to discuss which items listed are needs vs. wants. On chart paper, write down a class generated list of what typically goes into a monthly budget. Have students contribute reasons why it is important to take care of needs first.

Writing/Reflection/Assessment

Objective: Students will practice creating monthly budgets and learn to use strategies to save money on their needs as well as on extras.

Time: 15 minutes

Materials: Handouts: “Personal Budget” and “Stretch Your Budget,” pens/pencils, calculators and/or computers (to use calculator function)

Hand out “Personal Budget” and “Stretch A Budget” handouts. Remind students of the list of possible monthly budget items they have generated. Ask them to make an estimated list of their monthly expenses, using the tool on the “Personal Budget” handout. Help students with estimation amounts. Next, on the “Stretch Your Budget” sheet, have students read the tips and add their own. As a group, share the budget tips, and supplement lists with other ideas (flea markets, freecycle, etc.).

Technical (Mass CIS)/Research

Objective: Students will explore how various occupations support different lifestyles.

Time: 30 minutes

Materials: Computers with internet connection, index cards with students Mass CIS log-in names and passwords, calculators, pens/pencils

Reality Check — Have students log on to the Mass CIS website (www.masscis.intocareers.org). Ask them to click on the “Reality Check” link in the lower left-hand corner. Explain this site will help them see realistically what different “lifestyles” will cost per month, and what occupations can cover those expenses. Students can also sort by occupation, and then see what type and amount of budget they would then have. Remind students that they should pay close attention to “hidden” costs such as taxes and fees in order to accurately estimate their monthly budgets.

Wants And Needs

What's the difference between a need and a want?

Are wants and needs the same for everyone? No, it depends on other factors.

Identify the following as a **want (W)** or a **need (N)**. This is your personal choice – there are no right or wrong answers.

- car
- telephone
- cable TV
- eat out once a week
- go to the movies every week
- buy new clothes every month
- visit dentist regularly
- vacation
- contribute to savings account every payday
- have a pet
- regular doctor's visits
- homeowner's or renter's insurance
- other _____
- other _____

Think About It:

1. List ways to reduce the amount of money that's spent on two of your needs.
2. How do values influence your wants and needs?
3. How are wants affected by your thoughts and feelings? How can this lead to trouble?

No matter how much money you have, or are making, it seems like it's never enough. Here's some ideas ...



HOW TO STRETCH YOUR BUDGET

FOOD

- ❖ Buy only what you planned to buy, shopping only once a week, on a "Specials" Day.
- ❖ Don't shop when you're hungry!
- ❖ Use coupons – from the mail or newspaper ads.

"I food shop now _____."

CLOTHING

- ❖ Buy medium weights, for year-around wear, as well as versatile clothes (long sleeves can roll up).
- ❖ Check labels for washable clothes rather than dry-cleaning.
- ❖ Shop in discount stores. Try mail-order catalogues for comparison shopping.
- ❖ Look around – the same chain stores' prices vary in different locations.
- ❖ Try thrift shops, factory and irregular outlet shops.
- ❖ Adopt the attitude of gently-worn and/or hand-me-down clothing being OK.
- ❖ Pay cash – don't charge.

"I get my clothing by _____."

ELECTRONICS/ APPLIANCES

- ❖ Shop at garage and house sales.
- ❖ Search through newspaper ads for sale items.
- ❖ Find last season's, last year's or discontinued items.

"When I need electronics or appliances, I _____."

TRANS- PORTATION

- ❖ Walk or bicycle when able.
- ❖ Car pool or take public transportation.
- ❖ Organize errands to be in one area on the same day.

"When I go places, I _____."

RECREATION OR LEISURE

- ❖ Find free or inexpensive activities in the local newspapers.
- ❖ Borrow books/cassettes/CD's/videos from the public library.
- ❖ Go for a walk, use your park system.
- ❖ Visit a local museum.

"When I want to relax/recreate, I _____."

OTHER WAYS TO STRETCH MY MONEY ARE:

- ❖ (example) Trade, barter and/or share with friends and relatives.

UNIT 5: WHAT'S NEXT

TOPIC 5: LONG-TERM GOAL SETTING

Topic OBJECTIVE: The learner will:

- Understand and identify long-term goals

Topic OUTCOME: The learner will:

- Create a written plan for long-term goals for their Student Career Portfolio

Topic ACTIVITIES:

Large Group Discussion

Objective: Students will understand the meaning of “motivation” along with identifying some of the “hurdles” that can get in the way of achieving goals.

Time: 20 minutes

Materials: Handout: “Be Motivated,” pens/pencils

Ask students to discuss their thoughts on the definition of the word “motivation” (to provide one with the feeling/urge to complete a task or achieve a goal). Ask students to identify what motivates them (could be money, sense of belonging, sense of fun, feeling of responsibility, praise, self-satisfaction, attention, etc.). Ask students what “hurdles” can take away from those motivators (lack of self-confidence, illness, lack of sleep, anger, etc.). Hand out the “Be Motivated” handout, and go through the scenarios as a class. Afterwards, ask students to answer questions about their own hurdles privately on their handout.

Writing/Reflection/Assessment

Objective: Students will refer to their previous assessments and assignments to make connections between, and conclusions about, their attributes that can help them identify their long-term goals.

Time: 20 minutes

Materials: Handout: “Envisioning My Future,” pens/pencils

Envisioning My Future — Hand out the “Envisioning My Future” handout and ask students to do a brief guided imagery, where they picture themselves in a satisfying career. Ask them to picture the setting, their clothes, what they are doing, etc. Explain that it is important for them to picture themselves achieving their goals, along with believing they can achieve their goals. Ask, students to complete the handout, using their previous assessments to fill in the blanks. This will give the students an opportunity to see patterns and connections that may help them focus on long-term goals.

My Life Plan

Objective: The students will create a written life plan that focuses on their education and career goals.

Time: 20 minutes

Materials: Handouts: “My Life Plan, Parts 1 and 2,” pens/pencils

Using the education, financial, and career information the students have gathered and learned in the previous lessons, ask the students to fill out “My Life Plan, Parts 1 and 2” handouts. Explain that **Part 1** will help them to keep their education, credits, and test scores in one place (they can estimate and/or fill in any information they do not have at a later date). Describe that **Part 2** is a “Long-Term Goal Sheet” with smaller goals that can serve as steps towards their long-term goals. A final version of both handouts should go into their Student Career Portfolio.

Be Motivated

Anyone who has ever made a New Year's resolution on January 1 and broken it by January 10, knows that setting goals doesn't guarantee that you'll reach them. Why? **A big reason is *disappearing motivation*.**

"Just do it!" Sounds so easy, but everyone knows getting and staying motivated is often the hardest part of doing anything.

Motivation is connected to goals, values, wants, wishes and how you can make them happen. Getting motivated to do something can be like running an obstacles course. Why is this true? Each of us has his or her own *hurdles*. They might include: *self-confidence*, *people who don't believe in us*, *procrastination*, *learning difficulties*, or *illness*. These hurdles can make us give up even before we start, or quit trying before we reach our goal. What are your motivation hurdles? Do you use effective strategies to "jump" them?

Read on to get more ideas about hurdles and "jumping."

A Case of Low Self Confidence

People tell Gary he's a nerd. He is 13 and spends hours every day on his computer. Any math or science problem, Gary can figure it out somehow. Everyone assumes he'll graduate and do something that involves computers, but he wants to be a test pilot and fly for the Air Force. He hasn't talked with his friends, family or counselor about this goal. He thinks he'd have to pass difficult physical and mental tests and Gary says he has low self-esteem.

List Gary's motivation hurdles

Look back on the resiliency skills — what do you think are Gary's strong and weak areas?

Confidence is the most important ingredient in motivation; think, "I can make this happen." Without it, a plan is dead in the water. But confidence must be built from inside. You have to push yourself to where you're doing things you didn't think you could do. Or even doing things you don't want to do — yes, like homework, or going to the library to get accurate information about a topic. Stretch yourself, believe in yourself.

A Case of Not Now

Stephanie waits until the last minute to do anything. She's a high school junior, and used to be a very good student, but her habit of procrastination, putting things off, has hurt her. Last semester she handed in her book reviews late or not at all and was docked two grades. She may fail English. She wants to go to college to study business so she can be an entrepreneur. She'll need a scholarship. People tell her to manage her time better. Some tell her she's just lazy.

List Stephanie's hurdles and resiliency strengths and weaknesses

Procrastination is one of the most common motivation hurdles. Many people make the mistake of thinking procrastination is just a problem of managing time. Or they think procrastinators are lazy.

The reasons people procrastinate are often complex and emotional. Often, procrastinators aren't consciously aware of why they put off things, or "work best under last minute pressure." Many fear failure. They imagine the consequences of doing something badly, or less than perfectly, are so horrible that they avoid doing it as long as possible. People worry that if they do something wrong they'll be laughed at, criticized, embarrassed, or demeaned.

A Case of “I Give Up”

Levin is 15 and has always been a slow learner. His parents didn’t graduate from high school and say, “slow learners run in our family.” When Levin reads he mixes up letters, when he writes he can’t spell words correctly, in math he hates fractions. He says, “I don’t try any more. I finish a test as fast as possible, even if I don’t get the right answers.” He wants to learn more about using computers, but he knows that won’t happen.

List Levin’s motivation hurdles and resiliency strengths/weaknesses.

Levin was lucky this school year. His teacher wouldn’t let him give up. She taught him how to try harder and smarter. He tried new study habits, such as breaking down assignments into smaller pieces and completing each piece before he went on to the next. He asked for help when he needed it, but always finished the easy examples first so he could show what he did know, not just what he didn’t. He went to the library and got books on tape so he could “read” in depth and use the computers — his teacher told him, “Just because it takes you time to improve your academic skills, doesn’t mean you can’t learn or that you’re dumb. Get out there and make things happen.” She believed he could learn and set and accomplish goals, and he did.

Levin found a mentor, someone to guide and believe in him, but also to say, “hey, focus your energy on what you can do not what you can’t.” Experiencing frustration, failure and the negative thinking of others makes many people give up. Often people mistakenly think that a failure shows they’re stupid. They conclude that there’s nothing they can do in the future. So they evade and avoid similar situations.

People who are motivated analyze the situation and understand the need to master skills they don’t currently have. Take chances. Failure can tell you what you’re able to do now — not what you’re able to learn or do in the future.

A Case of What Will They Think?

Bill’s friend got him a job working with him on an assembly line. Bill is new, but very quick. His boss has commented on his excellent work. Bill’s friend says Bill should stop showing off, he doesn’t like it and neither do the other workers.

Bill’s motivation hurdles?

Friends can be a motivation hurdle. They can hold you back. People stay or become unmotivated because they fear losing friends. It takes a lot of courage to stand up to friends or to give them up. But friends can help you achieve your goals. True friends want the best for you.

Think About IT

List two of your own motivation hurdles.

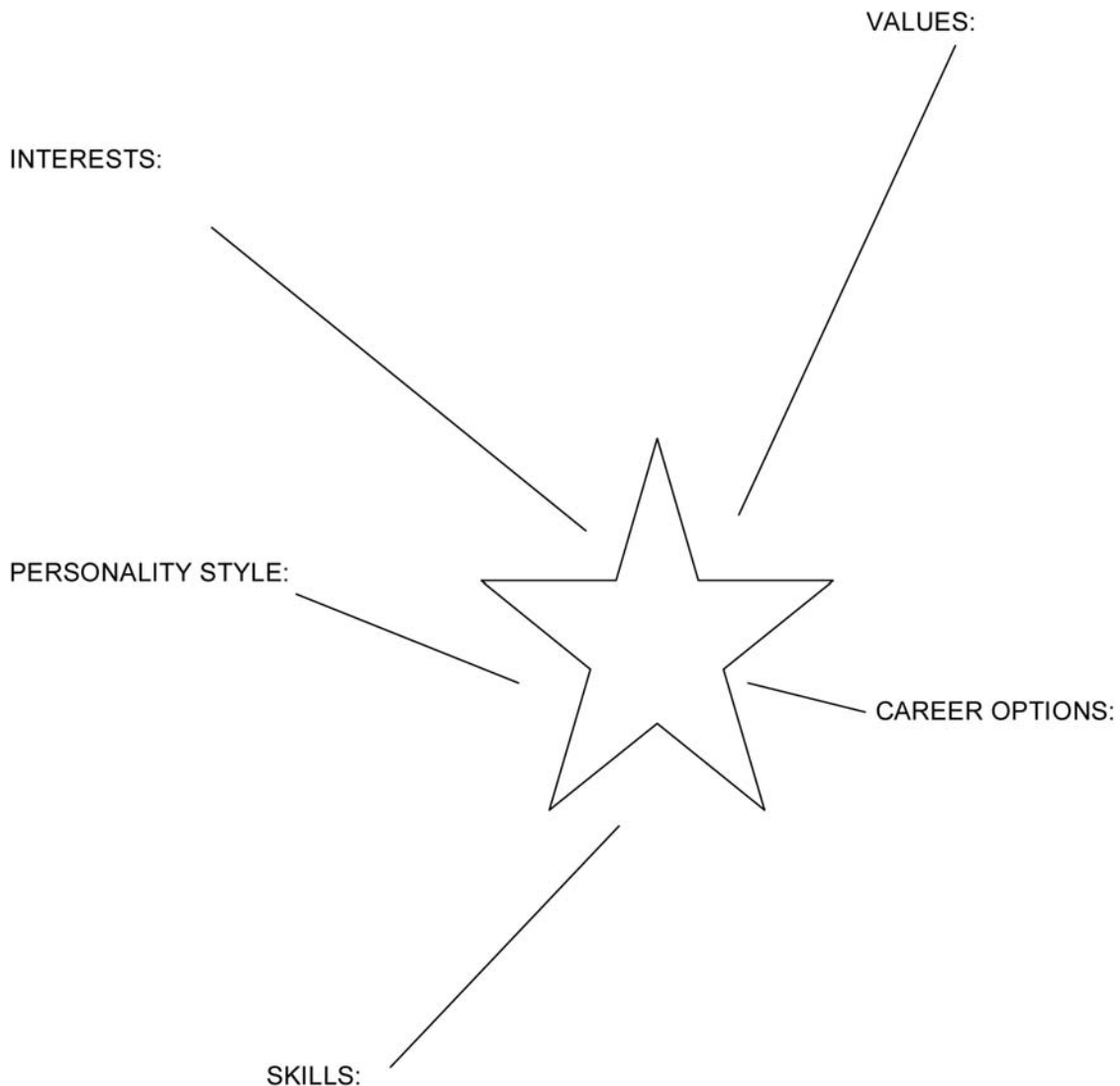
Be Motivated

Close your eyes. Picture yourself in a career. You are happy working in this occupation. You are envisioning your future. You have gathered information about yourself and the world of work. Wouldn't it be helpful if you could put all this information together and see what conclusions you can draw about yourself? This activity is a way to do this.

Look at the work you have saved in your portfolio. You will use this to make your *Self-Awareness Profile*. This profile is a current "snap shot" of all your preferences. How will it help you to see future possibilities?

Directions:

1. You can see there are 5 main branches coming from the center, **Personality Style, Values, Interests, Career Options, Skills**. Under each main branch add the details. What are 3 details about the main branch "Interests"? What picture or drawings could show these interests?
2. Use the *Self-Awareness Profile* or draw it yourself. Add details to each main branch. Use pictures and words.
3. Look at all the information on your paper. Do you see some patterns? Do you see connections between your skills and interests, for example? **If you do, draw arrows to show the connections. If you don't ask your instructor to help you.**



My Life Plan (Part 1)

Student: _____ Age: _____ Date: _____

If my present academic level in reading _____, math _____, and language _____ (test scores from TABE, WOJO, New Century, or other), and my career aspirations are _____ (based on recent assessment or work experience), what education and/or training do I need to achieve my career goal?

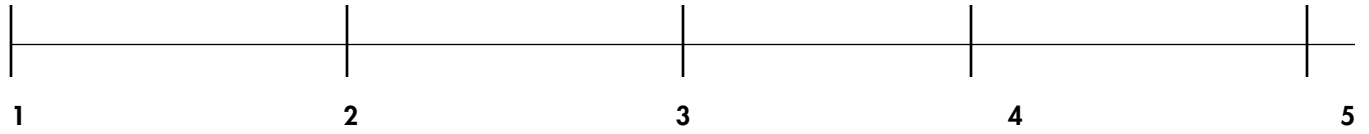
Continuum of Education

- 8th grade diploma/literacy — (anticipated or completion date: _____)
- High School Diploma — (current number of credits: _____, number required: _____, anticipated or completion date: _____)
- GED — (anticipated or completion date: _____)
- Vocational/Trade School — (area/subject: _____; cost \$ _____; anticipated or completion date: _____)
- Community College (2 year) — (area/subject: _____; cost \$ _____; anticipated or completion date: _____)
- University (4 year) — (area/subject: _____; cost \$ _____; anticipated or completion date: _____)

What barriers or challenges exist? How will I overcome them?

My Life Plan (Part 2)

My 5-Year Career Plan Time Line



My Life Plan (Future Vision)

Age 8 14 18 21 30 40 50 60 < beyond
(Retirement)

Planning ideas:

Financial: _____

Community: _____

Leisure: _____

Relationships: _____

Career/Learning: _____

Family: _____

Spiritual: _____

Health/Wellness: _____

Other: _____

Thoughts and reflections:

References

Commonwealth Corporation used material from a variety of public domain resources for this Guide. When possible, we cited the sources of this material. We would like to acknowledge the multiple sources utilized for the development of this Guide including the following sources:

Allen, J. *As A Man Thinketh*, from <http://www.asamthinketh.net>

Alone and Together Activity, from <http://www.thiagi.com/pfp/IE4H/november2007.html#ControlGroups>

Arneson, E. Spoons/Pig/Tongue — Card Game Rules, from <http://boardgames.about.com/od/cardgames/a/spoons.htm>

Aucoin, D. (2007). *MySpace vs. Workplace*, from http://www.boston.com/yourlife/articles/2007/05/29/myspace_vs_workplace/

Best Initiative, The Medical Foundation, Inc. "Letter to a Small Child." Boston, Ma.

Braham, Barbara. *Negotiation Tips*, from <http://www.bbraham.com/downloads/TipNegotiation.pdf>

Brockton Community Re-entry Center. *BOG Work Readiness Curriculum*, Brockton, MA

Brogan, J. *Ten Steps to Success*, from <http://jimbrogan.com/>

Building Bridges Activity, from http://www.firststepstraining.com/resources/activities/archive/activity_bridges.htm

Bureau of Labor Statistics. *Occupational Outlook Handbook*, from <http://www.bls.gov/bls/proghome.htm#employment>

Carey, J. C. and Martin I. "What are the Implications of Possible Selves Research for School Counseling Practice?", from <http://www.umass.edu/schoolcounseling/PDFs/brief5.2.pdf>

CareerLink LeHigh Valley. *Personal Life Verses Work Life*, from <http://www.careerlinklehighvalley.org/portals/1/pdf%20files/Job%20Survival.pdf>

Casarjian, B., & Casarjian, R. (2003). *Power Source: Taking Charge of Your Life*. Boston, MA: The Lionheart Foundation

Casarjian, B., & Casarjian, R. (2003). *Power Source: Taking Charge of Your Life (Facilitators Manual)*. Boston, MA: The Lionheart Foundation

CLA Career Services office. *Internships Guide*, from <http://www.clacareer.umn.edu/internships/troubleshooting.html>

Cohen, B. Self-reflection Activities, from http://www.ehow.com/way_5173463_self_reflection-activities.html

Commonwealth Corporation (2010). *Empower Your Future: Life Skills, Career Development and Employability Curriculum, Part I*.

Commonwealth Corporation (2008). *PowerPoint Presentation: Labor Market Trends and Career Pathways for Youth*, from <http://www.commcorp.org/researchandevaluation/presentations.html>

Commonwealth Corporation (2008). *Think Again: The Connection Between Education and True Independence*, from <http://www.commcorp.org/p21/thinkagain.html>

Communication Style Inventory, from <http://occonline.occ.cccd.edu/online/klee/CommunicationsStyleInventory.pdf>

Dice Racing Activity, from http://www.teachmeteamwork.com/teachmeteamwork/2006/08/teambuilding_ga_3.html

Doyle, A. *Informational Interview Definition*, from <http://jobsearch.about.com/od/infointerviews/g/infointerview.htm>

East Baltimore Pipeline Job Readiness Training, from <http://www.oedworks.com/resources/E%20Baltimore%20JRT%20Curriculum2.pdf>.

Exceptional Student Services, Secure Care, Arizona Department of Corrections, (2003). *Merging Two Worlds*, from <http://www.ade.az.gov/ess/SpecialProjects/securecare/merging2worlds/>

Form I-9, Employment Eligibility Verification, from <http://www.uscis.gov/files/form/i-9.pdf>

Form W-4 (2010), from <http://www.irs.gov/pub/irs-pdf/fw4.pdf>

Frenzy, from http://www.firststepstraining.com/resources/activities/archive/activity_frenzy.htm

From Service Dog to SURFice dog: Turning disappointment into a joyful new direction, from <http://www.rogerknapp.com/inspire/doyoumakemeproud.htm>

Gray, C. (2009). *Career Preparation Sheet*, from LSCDE Pilot Curriculum. The Commonwealth Corporation: Boston, MA

H&R Block *Tax Tips & Calculators*, from http://www.hrblock.com/taxes/tax_tips/tax_planning/fillingout_w4.html

Hansen, K. *The Elevator Speech is the Swiss Army Knife of Job-Search Tools*, from http://www.quintcareers.com/job-search_elevator_speech.html

Hansen, R. S. and Hansen, K. *Your First Days Working at a New Job: 20 Tips to Help You Make a Great Impression*, from http://www.quintcareers.com/first_days_working.html

Harrison, C. *Sample Elevator Speeches*, from http://www.expressionsofexcellence.com/sample_elevator.html

Heathfield, S. M. *Listen With Your Eyes Tips for Understanding Nonverbal Communication*, from http://humanresources.about.com/od/interpersonalcommunication/a/nonverbal_com.htm

High-Level Description of the Sixteen Personality Types, from <http://www.personalitypage.com/high-level.html>

Hock, Schmaker, & Deshler. (2008). *Possible Selves, Nurturing Student Motivation*. Edge Enterprises, Inc. Lawrence, Kansas, 4th printing.

<http://www.businessdictionary.com/definition/feedback.html>

<http://dictionary.bnet.com/definition/Feedback.html>

<http://en.wikipedia.org/>

<http://www.merriam-webster.com/dictionary>

<http://www.thingsthegame.com/>

<http://www.vtmi.info/glossary.cfm#J>

Hubbard, Ron L. *Are You a Professional?*, from <http://www.tipsforsuccess.org/professionalism.htm>

Illinois Department of Professional and Financial Regulation. *The Basics of Check Writing*, from www.idfpr.com/finlit101

Into Careers (2008). *Work Values Work Sheet*, from <http://uocareer.uoergeon.edu/>

Jung Personality Short Test, from <http://similarminds.com/jung.html>

Junior Achievement. *Your Paycheck*, from <http://www.japersonalfinance.com/gsjapf/activities/page3.jsp?key=Activity1Page1>

Kansas City, Kansas Public Schools. *Quality Work-Based Learning Toolkit*, from http://www.nww.org/qwbl/tools/kcktoolkit/Print_Toolkit.PDF

Keirseey Temperament Sorter, from <http://www.keirseey.com/sorter/register.aspx>

Keypunch Activity, from <http://wilderdom.com/games/descriptions/Keypunch.html>

Kurow, D. *Preparing Your Elevator Speech*, from <http://www.dalekurow.com/elevator>

Life Skills for Vocational Success *Be-On-Time Checklist*, from <http://www.workshopsinc.com/manual/Ch3H1.html>

Loretto, P. *What is an Internship?*, from <http://internships.about.com/od/internshipsquestions/g/internshipdefin.htm>

Massachusetts Career Information System (Mass CIS), from <http://masscis.intocareers.org/>

Massachusetts Employee's Withholding Exemption Certificate, from http://www.mass.gov/Ador/docs/dor/Forms/Wage_Rpt/PDFs/m_4.pdf

Mathematical Problem Solving *The T Puzzle*, from <http://www.adrianbruce.com/problem-solving/puzzle1/T-problem.htm>

Mayor's Youth Council. *Money talks: A Consumer Guide for Boston Teens*, from http://www.bostonyouthzone.com/resources/money_talks_consumer_guide.pdf

Miller, B. C. (2004) *Quick Team-Building Activities for Busy Managers 50 Exercises That Get Results in Just 15 Minutes*. American Management Association. New York.

Multiple Intelligences, from http://www.bgfl.org/bgfl/custom/resources_fbp/client_fbp/ks3/ict/multiple_int/questions/questions.cfm

National Endowment for Financial Education (2006). *High School Financial Planning Program*. Greenwood Village, CO: NEFE Publications.

Nelson, B. (1999) *Taking Initiative: The Options Are Endless*, from <http://www.inc.com/articles/1999/09/16417.html#>

Newstrom, J. & Scannell E. *The Big Book of Business Games, Icebreakers, Creativity Exercises, and Meeting Energizers*. McGraw Hill. New York. 1996

Nonverbal Communication Skills The Power of Nonverbal Communication and Body Language, from http://www.helpguide.org/mental/eq6_nonverbal_communication.htm

Overview of Career Development Theory, from [http://extension.psu.edu/workforce/briefs/overviewcareerdev\(insert\).pdf](http://extension.psu.edu/workforce/briefs/overviewcareerdev(insert).pdf)

Parker, G. M. *Team Players and Teamwork: The New Competitive Business Strategy*, The Jossey-Bass Management Series, 1990.

Plumas County Office of Education. *Owning Your Attitude*, from <http://ctetriocurriculum.v2efolioworld.mnscu.edu/Uploads/Owning%20Your%20Attitude%20Lesson%20Plan.doc>

Professional Voicemail Messages, from <http://www.creativevoicemailmessages.com/vm/professional1.htm>

Questions to ask at the Informational Interview, from http://www.quintcareers.com/information_interview.html

Rose, J. *Communication Styles Aggressive, Passive, Passive-Aggressive or Assertive Communication*, from http://trainingpd.suite101.com/article.cfm/communication_styles

Rosen, K. Ten Questions to Improve Your Communication Skills, from <http://www.allbusiness.com/sales/selling-techniques-active-listening/4019439-1.html>

Setting Personal Boundaries — Protecting Self, from http://joy2meu.com/Personal_Boundaries.htm

Sheet of Paper Step-through Game, from <http://www.businessballs.com/freeteambuildingactivities.htm#paper-stepthrough-game>

Sherman, R. *Understanding Your Communication Style*, from http://www.au.af.mil/au/awc/awcgate/sba/comm_style.htm

Skills Profiler — America's Career InfoNet, from <http://www.acinet.org/acinet/Skills/default.aspx>

St. Olaf College *Internships: Getting Started*, from http://www.stolaf.edu/services/cel/students/Internships_Getting_Started.html

SuzieStudent-Teen-Resume, from <http://www.quintcareers.com/SuzieStudent-Teen-Resume.pdf>

Sweeny, E. *How to Write a Business Envelope*, from <http://www.ehow.com>

Taboo Board Game Rules, from <http://www.centralconnector.com/GAMES/taboo.html>

Take the PIG Personality Test, from <http://hubpages.com/hub/Pig-Personality-Test>

The Conflict Resolution Network *Mindchatter*, from www.crnhq.org

The Ohio State University Extension. *Building Dynamic Groups Communication Activities*, from <http://www.ag.ohio-state.edu/~bdg/communication.html>

Thurau-Gray L. (2006). *Uses of Juvenile's Court and Arrest Records (from the Juvenile Justice Center)*, from <http://commcorp.org/wia/resources.html>

Various definitions from www.thefreedictionary.com

Various Team-Building Activities and Exercises, from <http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities>

Violeta. (2007). *All For Time and Time For All: The 10 Commandments of Time Management* <http://www.alltipsandtricks.com/all-for-time-and-time-for-all-the-10-commandments-of-time-management/>

Virginia Tech. Career Services. *How to Make an Employment E-mail Inquiry*, from www.career.vt.edu

Waitley, D. *Seeds of Greatness Leadership Activity*, from <http://www.asbdirector.com/leadership/seeds.html>

Ward, S. *Time Management Personality Types Are You Sabotaging Your Time Management Efforts?*, from <http://sbinfoCanada.about.com/cs/timemanagement/a/timetypes.htm>

When I was Young Leadership Story, from <http://www.asbdirector.com/leadership/young.html>

Word Choice Personality Test, from http://similarminds.com/jung_word_pair.html

Youth@Work: Talking Safety Massachusetts Teaching Young Workers About Job Safety and Health Massachusetts Edition 2007, from <http://www.cdc.gov/niosh/talkingsafety/states/ma/>

Youth Options Unlimited, *BOG Curriculum*. Y.O. Unlimited: Boston, MA.

Empower Your Future

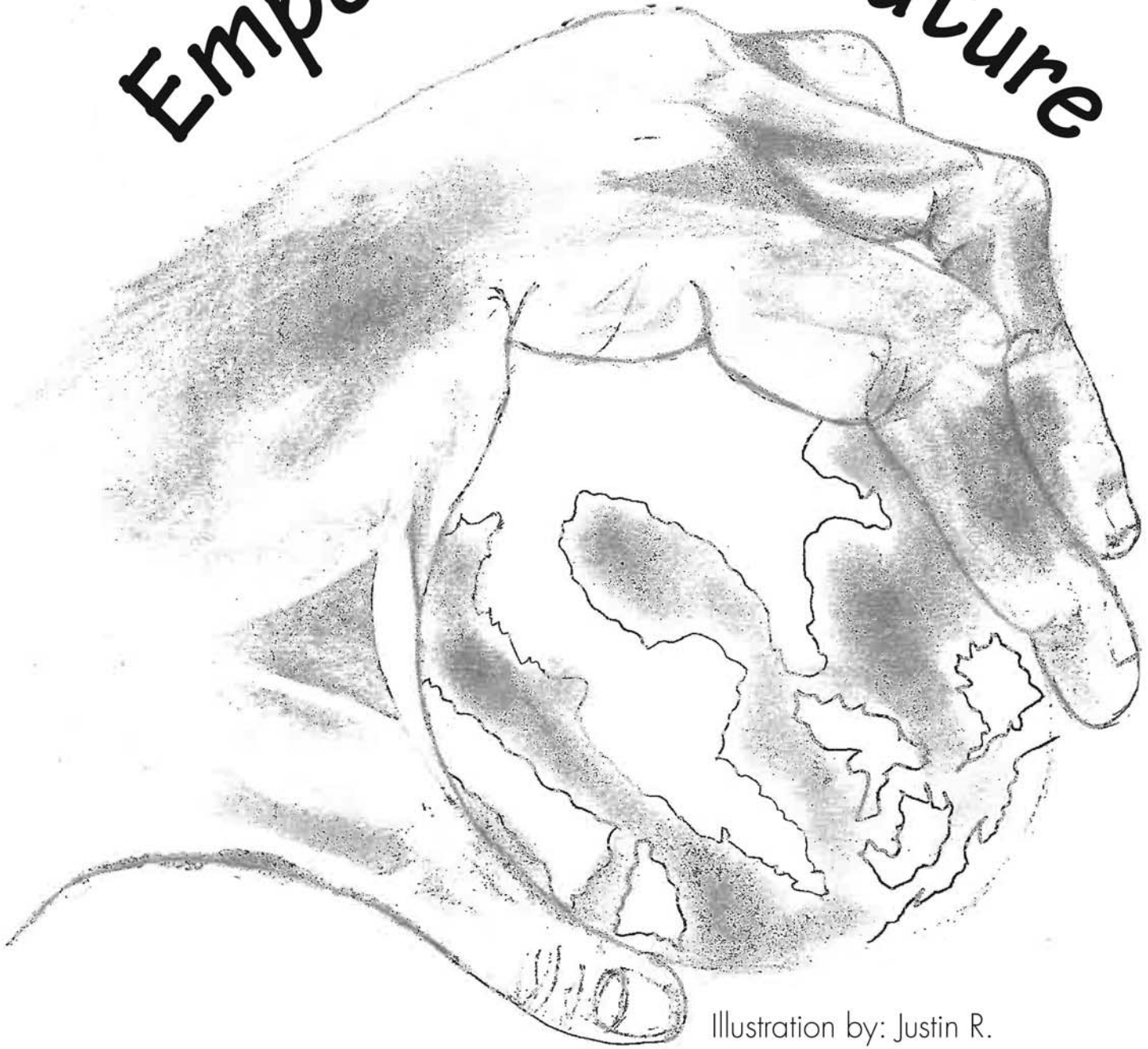


Illustration by: Justin R.

