

Preparing Adolescents for Young Adulthood (PAYA)

Module III

**EDUCATION
JOB SEEKING SKILLS
AND
JOB MAINTENANCE
SKILLS**

Handbook for Skill Development

Massachusetts Department of Social Services

Independent Living Skills Module III

PAYA

MODULE III

Introduction

W

elcome! The topic areas you'll be working on in this booklet include such vital independent living skills as education, job seeking skills, and job maintenance skills. Each topic area includes sections for easy use: 1) Assessment; 2) Skill Plan; and 3) Activity/Resource Workbook.

The Assessment will help you determine your skill level in each topic area and target those skills in need of further development.

The Skill Plan will help you organize your efforts as you work towards each goal.

The Activity/Resource Workbook contains information and exercises for each of the topic areas to help you develop or strengthen your independent living skills.

As you move from one skill topic to the next, you will be increasing your understanding of the fundamentals of independent living and enhancing your abilities to make a successful and smooth transition to self sufficient young adulthood.

Remember, it's your future!

Good luck and enjoy yourself!

Independent Living Skills Module III

INDEX

Education	1
Job Seeking Skills.....	32
Job Maintenance Skills.....	110

Independent Living Skills Module III

EDUCATION SKILL ASSESSMENT

The following questions will help you identify education skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
1. Am aware of the benefits of a good education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Am attending school, GED classes, or a vocational training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Know how to handle problems that come up in my school or training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Know how and where to find out about what jobs and occupations I might like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Know what job or career I might want to pursue after graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Know what education or vocational training I'll need for the job/career I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Know whom I can talk to regarding my plans for further education or training in preparation for a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Am aware of the requirements for acceptance into higher education or training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Am able to complete application forms for educational or training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Am aware of the scholarships and loans available for further education and training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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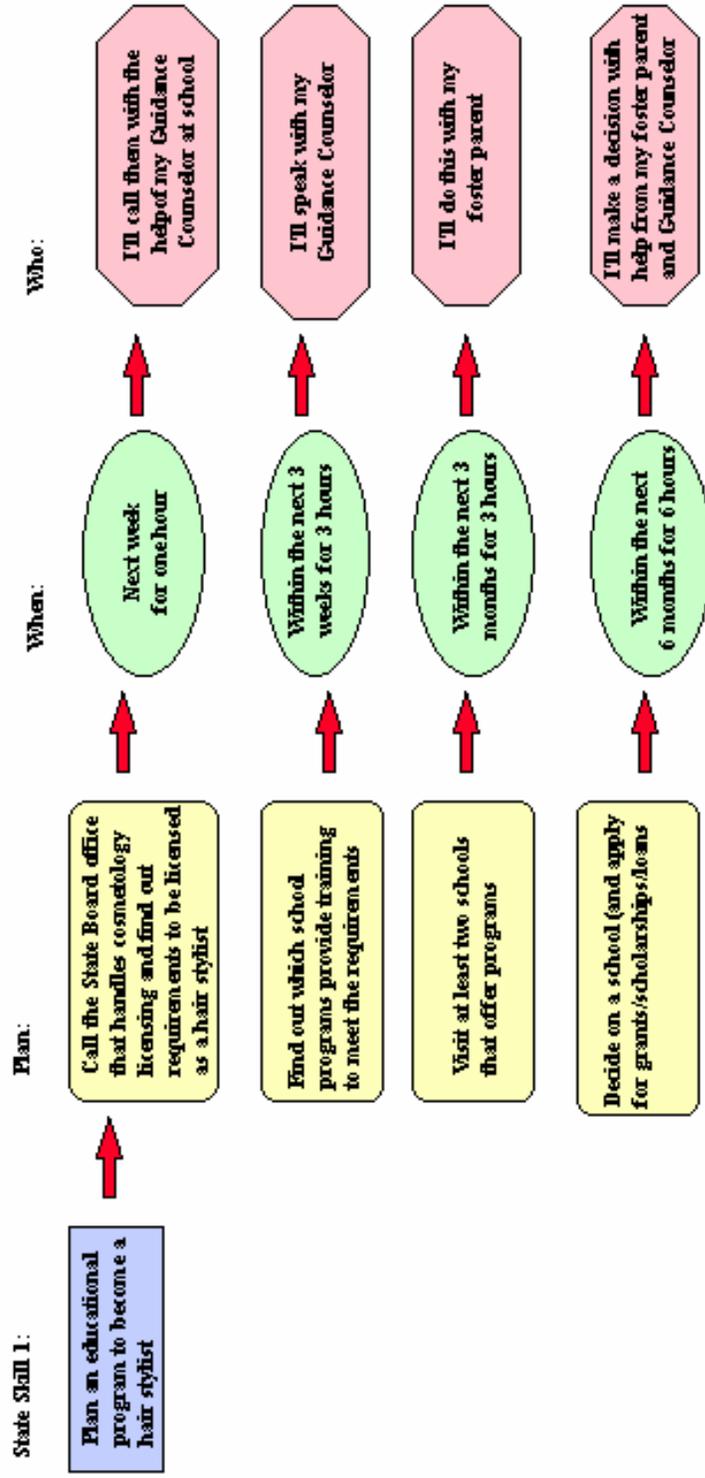
	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
11. Know where and how to apply for financial assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Know about the job training and educational programs that are offered in my community and surrounding cities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Am able to develop a comprehensive education/career plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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You have now completed the assessment section and identified those skills in education that you would like to strengthen in order to be better able to do things on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop, and with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to your assessment tool and select new goals to build on your new skills.

EXAMPLE GOAL: TO IMPROVE EDUCATION SKILLS



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GOAL: TO IMPROVE EDUCATION SKILLS

State Skill 1:
to be developed
and/or improved

Plan:
how do you plan to learn,
develop and improve this skill?

When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
will assist you?

State Skill 2:
to be developed
and/or improved

Plan:
how do you plan to learn,
develop and improve this skill?

When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
will assist you?

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LEARNING STYLES

Each of us has different learning styles. While some of us learn best in groups, others learn best alone. Some people learn by listening to information; others learn better through “hands on” activities. The following exercise will be helpful to you in identifying your personal learning style.

How Do I Learn?

CIRCLE ONE OF EACH PAIR

By myself

With others

From peers

From adults

By thinking

By doing

By practicing

By memorizing

By doing things once

By doing things several times

Quietly

Listening to music

Doing many different things

Doing one thing only

Through constructive criticism

Through rewards

To please others

To please myself

I Learn Best: (Summarize your answers from above.)



Now that you have identified your personal learning style, you will be able to acquire and practice new skills in the way that is most effective for you.

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STAYING IN SCHOOL

As a child growing up in my particular surroundings, I needed a place to focus my aggression. There was indeed such a place called school. I harnessed my energy from my aggression and placed it into my studies. As days were becoming harder in my life, I focused on my studies. I came to realize the numerous possibilities that an education can hold over one's life. In today's society one must have an education as well as dreams in order to succeed in life.

Steve, 18

Why do you think getting an education is important?



When I was 16, I dropped out of high school because I thought it was just too hard and I wanted to hang out. When I was 17, I realized that I needed an education if I wanted to make anything out of my life. I went back and got my GED. I am now in my second year of college and plan to get my Bachelor's Degree.

Christine, 18

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Discussion Activities

Your best friend wants to drop out of high school. He/she states that he/she is just tired of school and does not get along with the math teacher. He/she wants to work full time in a fast food restaurant and save money to buy a car.

What kind of advice would you give him/her and why?

James has had a hard time in school lately. He has been tardy a lot and has been failing Math and English. James feels that he wants to quit school because he will not pass the year anyway.

What other possibilities does James have to resolve his problem?

Tinisha was placed in a new foster home and had to go to a new school. She misses her old friends and feels isolated. She doesn't like the other students and would like to quit school.

What advice would you give Tinisha?

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Mike receives special education services in English and history. Because of his special ed status, Mike thinks he will not be able to continue his education beyond high school; therefore, he wants to quit school.

Is Mike right? What do you think?

Amy is attending high school and is in the 11th grade. Her best friend is thinking about quitting school. Amy does not want to be in school without her best friend and is now thinking about dropping out as well.

What advice would you give Amy?

Robert and Zack recently met after not having seen each other for a year. They had gone to school together until Robert dropped out in the eleventh grade. Robert works at a local grocery store as a stock person and recently bought a car. He tells Zack that his decision to drop out was right because he can now afford to drive a car and has lots of spending money for the weekends. Zack responds that he is planning to go to a vocational training school after graduating from high school. Zack states that even though right now he has less money than Robert, four years from now he will earn a lot more and will be able to afford a better lifestyle and car. Robert replies that what really counts is the present and that four years from now is a long time.

Who do you think is right? Why?

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Questions for Discussion

Do you think that most adults who dropped out of school as teens regret their decision?

Do you think that dropping out provides people with better opportunities for life in the long run?

What kind of obstacles could get in the way of your completing your education? Describe.

What kind of strategies and supports can you think of to help you stay in school and complete your education? Describe.

Whom could you talk to if you need help staying in school and finishing your education?

1.

2.

3.

4.

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HIGHER EDUCATION

Some teens may want to continue their education after receiving a high school diploma or GED certificate. Some jobs/careers require an advanced degree or certification. In order for you to successfully plan for your future, you will have to research your interests as well as your educational options.

In the following section, you will have the opportunity to complete a basic career interest assessment. In addition, you will receive selected information about related educational programs. However, it will be helpful to you to research other options by utilizing the activities suggested in this module.

CAREER INTEREST ASSESSMENT

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CAREER ASSESSMENT/OPTIONS

Source: Department of Employment and Training, 1993

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

HUMAN SERVICES

- Do you like working with others? Yes No
- Do you like to help others? Yes No
- Do you like to work as part of a team? Yes No
- Do you like to work with children and/or elders? Yes No
- Do you like to care for others? Yes No
- Do you have good communication skills? Yes No

IF YES



CAREER OPTIONS

- Nurse's Aide
- Child Care Worker
- Teacher's Aide

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship

- Licensed Practical Nurse
- Respiratory Therapist
- Recreation Worker

- Two-year college/vocational training certificate

- Physical Therapist
- Counselor/Social Worker
- Registered Nurse

- Four-year college

BUSINESS

- Do you like to do paper work? Yes No
- Do you have organizational skills? Yes No
- Do you like working with people? Yes No
- Would you like to work in an office? Yes No
- Do you like math? Yes No
- Would you like to learn how to type? Yes No
- Would you like to file letters & forms? Yes No

IF YES



CAREER OPTIONS

- Office Clerk
- Receptionist
- Bank Teller

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship

- Medical Secretary
- Paralegal
- Tax Service Representative

- Two-year college/vocational training certificate

- Accountant
- Personnel Administrator
- Marketing Specialist

- Four-year college

CAREER ASSESSMENT/OPTIONS

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

MECHANICAL

- Do you like working with your hands?
- Do you like to use tools?
- Do you like to build things?
- Do you like to fix things?
- Do you like to operate machinery?

- Yes No

IF YES



CAREER OPTIONS

- Carpenter
- Auto Mechanic
- Plumber
- Audio Technician
- Dental Hygienist
- Drafting Technician
- Industrial Arts Teacher
- Costume Designer
- Engineer

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

ARTISTIC

- Do you like to express yourself?
- Are you creative?
- Do you like to communicate ideas, thoughts and feelings?
- Do you like to perform for others?

- Yes No
- Yes No
- Yes No
- Yes No

IF YES



CAREER OPTIONS

- Photographer
- Actor
- Dancer
- Camera Operator
- Designer
- Reporter
- Writer/Editor
- Public Relations Specialist

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Specialized Training
- Two-year college/certificate
- Four-year college

Independent Living Skills Module III

CAREER ASSESSMENT/OPTIONS

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

PLANTS & ANIMALS

- Would you like to work outdoors? Yes No
- Do you like working with animals? Yes No
- Do you like to raise and care for animals? Yes No
- Do you like working with plants? Yes No
- Would you enjoy working in a greenhouse? Yes No
- Would you like working on a farm? Yes No

IF YES



CAREER OPTIONS

- Logger
- Florist
- Farm Operator
- Veterinarian Ass't
- Animal Caretaker
- Veterinarian (plus Vet. school)
- Botanist
- Environmental Engineer

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

PROTECTIVE

- Do you like helping others? Yes No
- Would you like to enforce the law? Yes No
- Would you like to protect others? Yes No
- Do you have good communication skills? Yes No
- Would you like to work to improve your community? Yes No

IF YES



CAREER OPTIONS

- Security Officer
- Guard
- Military Service
- Park Ranger
- Fire Fighter
- Police Clerk
- FBI Agent
- Probation Officer
- Intelligence Officer

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

Independent Living Skills Module III

CAREER ASSESSMENT/OPTIONS

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

INDUSTRIAL

- Do you like to create things? Yes No
- Do you like to build things? Yes No
- Do you like to work in production? Yes No
- Do you like to work "hands on"? Yes No

IF YES



CAREER OPTIONS

- Construction Worker
- Manufacturing
- Electronic Equipment Mechanic
- Chemical Plant & Systems Operator
- Industrial Engineer
- Operations Manager

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

SELLING

- Do you like meeting new people? Yes No
- Do you have good communication skills? Yes No
- Would you work well under pressure? Yes No
- Do you like to influence others' opinions? Yes No
- Are you persuasive? Yes No

IF YES



CAREER OPTIONS

- Cashier
- Sales Assistant
- Retail Store Worker
- Insurance Agent
- Travel Agent
- Sales Worker
- Financial Service Representative
- Stock Broker

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

CAREER ASSESSMENT/OPTIONS

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

ACCOMMODATING

- Are you eager to help others? Yes No
- Do you enjoy working with food? Yes No
- Do you enjoy helping others improve their appearance? Yes No
- Would you enjoy working in a restaurant or hotel? Yes No

IF YES



CAREER OPTIONS

- Cook/baker
- Chauffeur
- Private household worker
- Caterer
- Flight Attendant
- Cosmetologist
- Hotel Manager
- Restaurant Manager

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

LEADERSHIP

- Have you always been a leader? Yes No
- Do you like to influence others? Yes No
- Are you persuasive? Yes No
- Do you like to direct others? Yes No
- Do you have good communication skills? Yes No
- Do you like to speak in front of an audience? Yes No

IF YES



CAREER OPTIONS

- Camp Counselor
- Legal Assistant
- Community Organizer
- Teacher
- Politician
- Government Worker

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

Independent Living Skills Module III

CAREER ASSESSMENT/OPTIONS

YOUR AREA OF INTEREST

If you answer yes to the majority of the questions in any of the areas of interest listed below, then refer to the career options & training/education categories for that section.

PHYSICAL/PERFORMING

- Do you enjoy working out? Yes No
- Are you physically fit? Yes No
- Do you enjoy physical activities? Yes No
- Would you like to participate in sports events? Yes No
- Do you enjoy reading articles about sports events? Yes No

IF YES



CAREER OPTIONS

- Athletic Trainer
- Athlete
- Tour Guide
- Aerobics Instructor
- Athletic Director
- Nutritionist/Dietician
- Camp Director
- Physical Therapist

TRAINING/EDUCATION

- H.S. diploma/GED/Apprenticeship
- Two-year college/certificate
- Four-year college

This assessment and the career options listed are just a very few of the options available to you. Research additional career options by obtaining more information through:

* *The Higher Education Information Center; Boston Public Library; 666 Boylston Street, Boston, MA 02116; (617) 536-5400*

* *Massachusetts Department of Education; 350 Main Street, Malden, MA 02148; 617-388-3300*

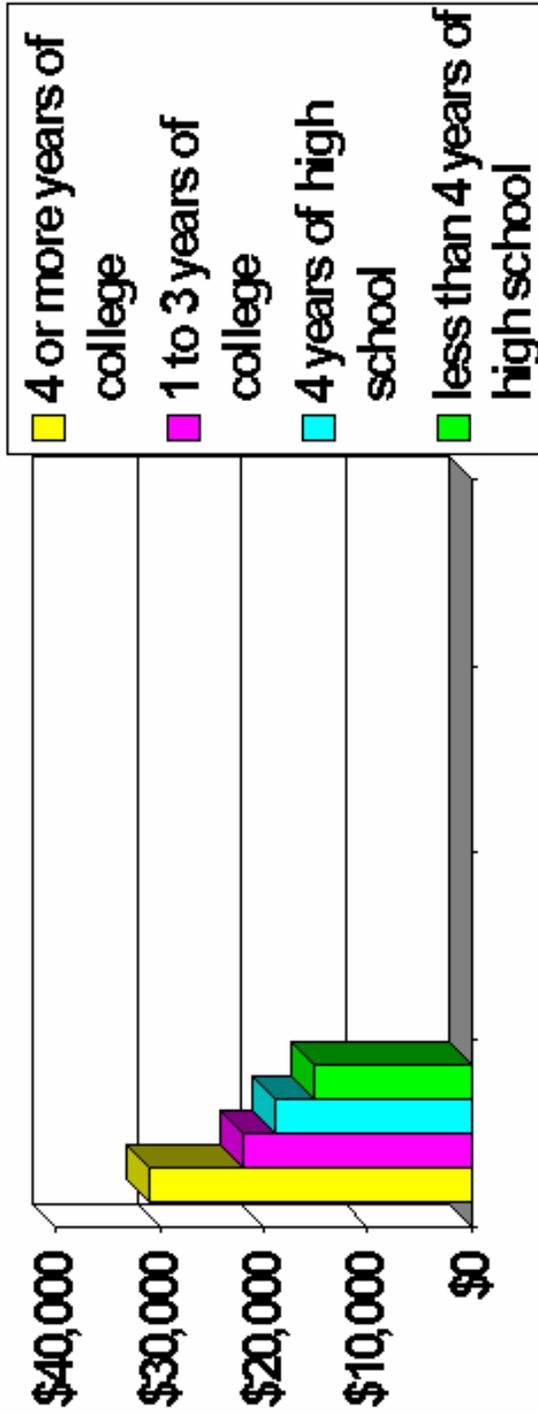
* *Local branches of the Department of Employment and Training in Beverly, Boston, Cambridge, Haverhill, Lawrence, Lowell, Lynn, Waltham and many other communities.*

Source: Higher Education Information Center, 666 Boylston Street, Boston, MA, 02116

EDUCATION PAYS OFF

Workers with more education also earn more . . .

Average Salaries for Workers Ages 25 to 64

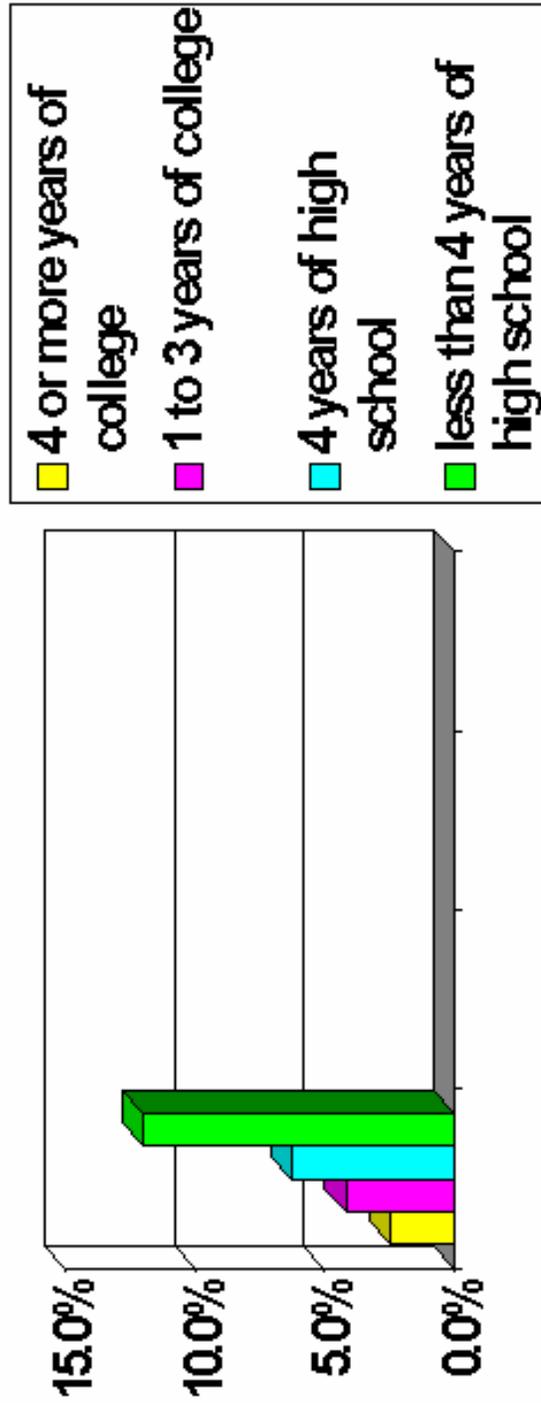


Made available by the Higher Education Information Center's Statewide Youth Educational Awareness Program, 330 Stuart Street, Suite 500, Boston, MA 02116
Source: Occupational Outlook Quarterly, Spring, 1992.

EDUCATION PAYS OFF

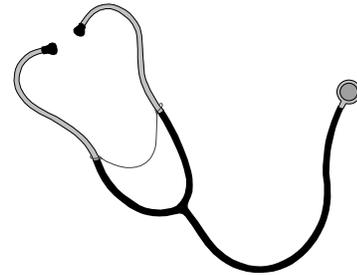
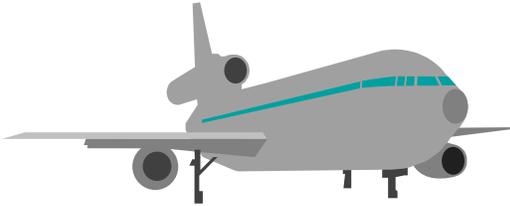
. . . and are less likely to be unemployed.

Unemployment Rate for Workers Ages 25 to 64



Made available by the Higher Education Information Center's Statewide Youth Awareness Program, 330 Stuart Street, Suite 500, Boston MA 02116
Source: Occupational Outlook Quarterly, Spring, 1992.

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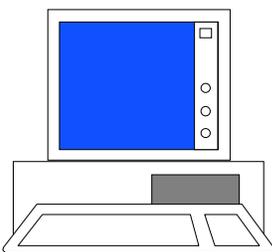
VOCATIONAL TRAINING/CERTIFICATION PROGRAMS

Vocational training and certification programs offer a wide variety of courses in many careers. The entry requirements differ greatly. Some programs require a GED or high school diploma for acceptance into the course. Others offer a combination of GED classes and vocational training. Some programs are free of charge; others require tuition payments. A selected few might pay you a stipend. Training/certification programs also vary in duration. Most Nurse's Aide programs, for example, last for about six weeks, while computer training programs average six months. Some programs are held during the day and are full time. Others are offered through night classes and allow part-time attendance. To get more specific information about certification and training programs available in your area, contact your local Office of Employment and Training.



ACTIVITY

Contact your local office of Employment and Training to get more specific information about certification and training programs.



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COLLEGES & UNIVERSITIES

TWO-YEAR COLLEGES

Private and community colleges offer many certification and Associate's Degree programs. To get accepted into a two-year college, applicants must have either a high school diploma or GED. Some two-year colleges require that applicants submit SAT scores. Most schools offer extensive tutoring and academic support services. Many students transfer to four-year schools upon completing their Associate's Degree. To be considered a full-time student you must be enrolled for at least 12 credit hours. Most two-year schools do not offer on-campus housing. Financial aid is available to students who demonstrate a need for financial assistance.

Here are some examples of degree and certification programs that might be available at a two-year college.

Associate's Degrees

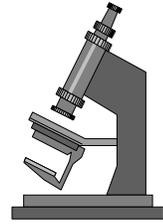
Accounting
Business Administration
Chemical Science
Communications
Computer Science
Criminal Justice
Culinary Arts
Early Childhood Education
Electronic Technology
English
Hotel Management/Travel
Human Services
Mathematics
Medical Radiography
Music
Nuclear Medicine
Nursing
Office Administration
Physics/Engineering
Psychology

Certificate Programs

Accounting
Computer Programming
Culinary Arts
Desktop Publishing
Early Childhood Development
Gerontology
Health Care Management
Medical Assistant
Office Management
Phlebotomy Technician
Surgical Technology

**Source: Bunker Hill Community
College, Boston**

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FOUR-YEAR COLLEGES

Private and public colleges and universities offer Bachelor of Arts or Bachelor of Science degrees in a wide-variety of subjects including Liberal Arts, Education, Nursing, Business Administration, Engineering, and pre-professional programs (pre-medical, pre-dental, pre-law, pre-veterinary). To get accepted into a four-year college, applicants must have a high school diploma, GED, or Associate's degree as well as have taken the SAT and Achievement Tests. Often private colleges require a personal interview with an Admissions Officer and recommendations from past teachers. Many four-year schools offer the option of living in a residence hall (dormitory) or commuting from home. Some schools offer the option of cooperative education that allows students to spend certain semesters applying the knowledge they gained in the classroom to actual businesses in a temporary paid position. All schools have extensive academic support services. To be considered a full-time student you must be enrolled for at least 12 credit hours. Financial aid is available to those students who demonstrate a need for financial assistance.

Here are some examples of degree and certification programs that might be available at a four-year college.

Bachelor of Arts/Bachelor of Science Degree Programs

Liberal Arts (English, history, foreign languages & literatures, linguistics, biology, chemistry, physics, math, sociology, psychology, geology, international relations, political science, economics, religion, philosophy, social psychology, computer science, Afro-American studies, anthropology, archeology, bio-chemistry, music, art history, architecture, marine biology, fine arts, drama, communications, classical studies, Greek, Latin, geography, European area studies, Asian studies, etc.)

Nursing (RN certification)

Education (Early childhood education, educational psychology, educational counseling, high school teacher certification programs, etc.)

Business Administration (Accounting, marketing, finance, management, human resource management, public policy, hotel management, etc.)

Engineering (electrical, mechanical, aerospace, aeronautical, chemical, engineering psychology, civil, environmental, engineering physics, biomedical, etc.)

Pre-professional programs ***These programs all lead to graduate study.* (pre-medical, pre-dental, pre-law, pre-veterinary.)

So you wanna go to college...?

Higher education opportunities are out there, but it can be confusing to get the process started. Here are some tips!

Tip 1: Decide to make a career out of doing something you love.

There is nothing more discouraging than getting up everyday to go to a job you hate just because you have to pay bills. If you study and then work in a field that you're excited about, you'll be more likely to put a lot of energy into learning and working your craft, and feel more positive overall.

Tip 2: Think about how much time you want to invest in reaching your goal.

Two-year and four-year colleges offer many of the same major areas of study. The main difference is that with a two-year school, you will receive an associate's degree, indicating an average level of study in a specific area. With a four-year program, you are awarded a bachelor's degree, indicating a wider array of topics studied and a greater breadth of knowledge. A four-year degree will also typically bring a higher earning potential once your education is completed.

If you have a high school diploma, you can apply to either type of program. If you've earned a G.E.D., you will need to at least begin at a two-year college before transferring to a four-year school. Most four-year universities will not accept the G.E.D. as adequate preparation for a bachelor's degree-level of study.

Tip 3: Prepare to take the Scholastic Aptitude Test (SAT).

The SAT is an aptitude test used by almost all colleges and universities to help determine how successful you will be as a student. Many studies have found a strong link between how well a person does on this test and how good their grades will be in college. The test tries to measure how well you have been taught over the years, as well as how much you've understood your lessons.

You can prepare for the test by taking SAT preparation classes, but you will typically only learn test-taking skills that are specific to the SAT, not new academic material. If you're concerned that you have not been adequately prepared to take the test, don't worry. Colleges and universities look at a number of things before they offer or deny admission. Admissions committees are interested in knowing what extracurricular activities you participated in while in school, such as sports, part-time work, dance, etc. They also want to know about the life experiences that affected your ability to study, such as foster care, frequent family moves, or needing to help raise younger brothers or sisters. All of these factors are given a lot of weight in helping a school decide if you are a good candidate. Your application, essay, recommendations, and interview will also be very important to the admissions committee.

DSS can assist you in getting a fee waiver to take the SAT. Contacting the Teen Peer Line at 1-800- 238-7868 will put you in touch with someone who can help get you started.

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Tip 4: Apply early for financial aid.

Forget the usual deadline of March 1st or 15th. Get your Free Application for Federal Student Aid (FAFSA) filed as soon as you get the form and your W-2 tax filing information. By law, all W-2 forms must be received by January 31st of any year. On January 31st or February 1st, use the information to complete your FAFSA and mail it off immediately.

Each school has a certain amount of money to award in financial aid. If you send in your request for aid too late, any money the school may have wanted to give you will be gone. Sending in your request too early, (before you get your W-2's) might result in your over- or under-estimating your earnings to such a degree that you will have to resubmit financial earning information, slowing down the school's ability to give you *any* type of aid.

Tip 5: Make sure you have someone review the essay for your application.

Your college essay will say a lot about you, so you want to present yourself well. Admissions committees will look unfavorably on careless, unclear sentences, poor spelling, grammar, and punctuation. They may also look less favorably on a handwritten essay, as opposed to an easier-to-read typewritten paper. If writing clearly and persuasively is not your strong point, it is critical that you have your writing reviewed by a teacher, guidance counselor, social worker, or anyone else you trust to have the necessary skill to help your essay become the best you can make it.

It is also usually very difficult to know what to write about. Just keep in mind that the admissions committee is interested in knowing what makes you unique. They are interested in discovering why you would be an asset to their school. If your life has been different from the average college freshman, write about it. If you've faced some unique challenges and are still driven to rise above and succeed, put that into words. Decision committees can't help but be moved to learn about the things that make you interesting, able to handle a challenge, and determined to succeed. These are all the traits that a prospective student needs to meet the heavy demands of college-level work.

Tip 6: Be prepared for your interview.

Many small and mid-size four-year schools will ask you to come in for an interview. As with the essay, the school will use this as an opportunity to see who you are and why you would be an asset to their university. You can prepare for it by writing on a few subjects you would like to talk about. An interviewer will usually give you the chance to stress any area of interest. So, if you tend to talk excitedly about politics, car repair, dance, or even flying airplanes, work this into the conversation. If the interviewer does not ask directly, find a way to weave it into your discussion. It shows interest, passion, and commitment to something larger than yourself – and schools love that.

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Another way to prepare is to get a friend, teacher, social worker, etc., to sit with you and ask different questions that the interviewer might ask. Typical questions are:

“Why are you interested in this school?”

” What do you hope to achieve with a degree from _____?”

” What interests do you have?”

” What type of activities did you participate in during high school?”

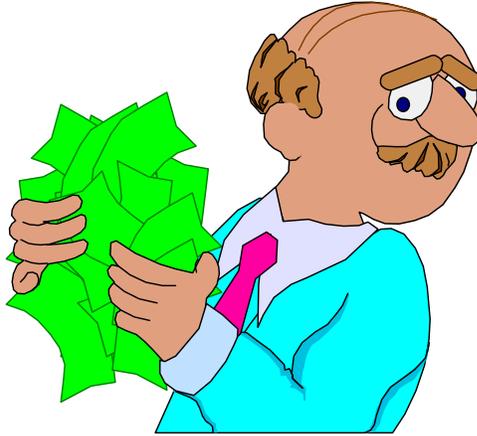
” What are your academic strengths and weaknesses?”

” How would your friends describe you?”

Practicing answers to questions like these, as well as some you make up on your own, will prove to be very helpful once you find yourself in the actual interview. Practicing aloud helps you to get used to what you will sound like to the interviewer. You want your answers to be clear and concise, while shedding light on why you are a natural choice for admission to your school of choice.



Independent Living Skills Module III



HOW WILL I PAY FOR SCHOOL?

Whether you enroll in a Certificate Program, a two-year college or a four-year college, **financial aid** is available to students who demonstrate the need for financial assistance. Financial aid programs include scholarships and grants, the federal government's work-study program, and loans. Financial aid is awarded to students from funds provided by the federal government and the Commonwealth of Massachusetts and is administered by the financial aid office in each school. Listed below are some samples of financial resources that you may use to finance your education:



Scholarships & Grants

Brooks Brothers Scholars Program
Gilbert Matching Scholarship (State)
MIT Educational Talent Search
Orphan Foundation Scholarship Program
Paul Douglas Teacher Scholarship (Federal)
Pell Grant (Federal)
Perpetual Benevolent Fund Baybank
Middlesex
Public Service Scholarship
Tuition Waiver (State)
William Warren Scholarship(DSS)
Foster Child State Grant Program(DSS/State)
Foster Child Tuition Waiver(DSS/State)
Adopted Child Tuition Waiver(DSS/State)

Loans

Health Education Assistance Loans (HEAL)
Mass Plan
Massachusetts Family Education Loan
MEFA Loans
NELLIE MAE
No Interest Loan (NIL)
Perkins Loan (Federal)

PLUS Loan (Parent)
Stafford Loan (formerly GSL)
Supplemental Loans for Students (SLS)
TERI Loans

Independent Living Skills Module III

DID YOU KNOW THAT...?

There are some sources of aid available that are specifically designed to aid young people who have been in care or lived through challenging personal circumstances. An example of some are:

National Foster Parent Assoc. – Eaton Scholarship Fund	\$1,000
The Oliver Project	\$4,000
Orphan Foundation of America	\$500-5,000
The R.O.S.E Scholarship	pays for full tuition up to \$10,000
Christian A. Herter Memorial Scholarship	pays for up to 50% of financial need

The **Department of Social Services College Scholarship Guide** is updated yearly and includes detailed information on these and other sources of aid. To order your free guide call 1-800-238-7868.

DSS also offers the following:

William E. Warren Scholarship

This is scholarship money that is awarded to youths under the age of 25 who have been in the care of DSS. The award ranges from \$250- \$5,000, and can be applied to two-and four-year colleges, as well as vocational and technical schools.

Massachusetts Foster Child Grant

This state grant is offered to youth under 25 years of age who were never adopted or returned home, and who were placed in care through a Care and Protection petition (significant abuse or neglect concerns). The state grant will cover up to \$6,000 of unmet expenses at a qualifying school. A qualifying school may include public or private colleges and universities that are either in- or out-of-state, as well as vocational and technical certificate programs

Foster Child Tuition Waiver

Current or former foster youth attending a Massachusetts public two- or four year college or university may also qualify to attend such a school tuition-free. The youth would meet the following criteria: 1) be under 25 years of age; 2) never have been adopted or returned home; and 3) have spent time in care under a Care and Protection petition. All other charges (room, board, books, fees, travel, etc.) are not covered under this form of aid. Additional expenses must be covered by other forms of assistance.

Independent Living Skills Module III

Adopted Child Tuition Waiver

This waiver acts in the same manner as the Foster Child Tuition Waiver. However, the only two criteria a youth would have to meet are as follows:

- Under 25 years
- Adopted through DSS or one of its contracted agencies

If you think you qualify, speak with your social worker about the application process, or call Adolescent Services at (617) 748-2000.

The **Higher Education Information Center** uses an extensive database of scholarship and financial aid information that can help you learn about the many types of assistance that you may qualify for, including those listed above. They can also help you complete the financial aid application. The toll-free number for Higher Ed. is 1-800-442-1171. They have offices in:

Boston (617) 536-0200

Lynn (781) 592-0440

New Bedford (508) 996-3147

Pittsfield (413) 499-9531

Springfield (413) 593-8807

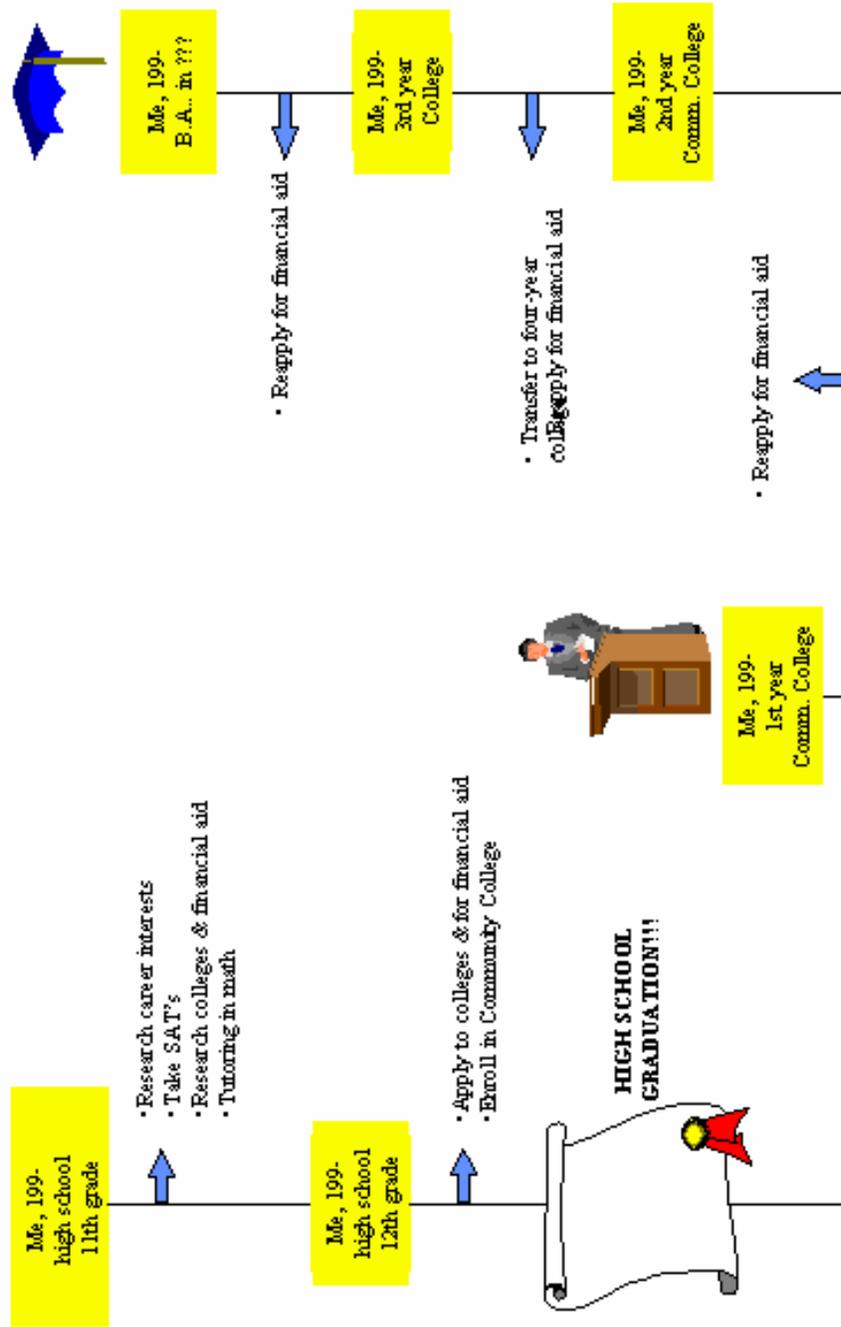
Worcester (508) 755-2592

The **Higher Education Information Center** can also offer help with finding the right college or vocational program, completing the admissions applications, choosing the career best suited to your interests, and may even be able to provide a waiver to allow you to apply to a school(s) free of charge.

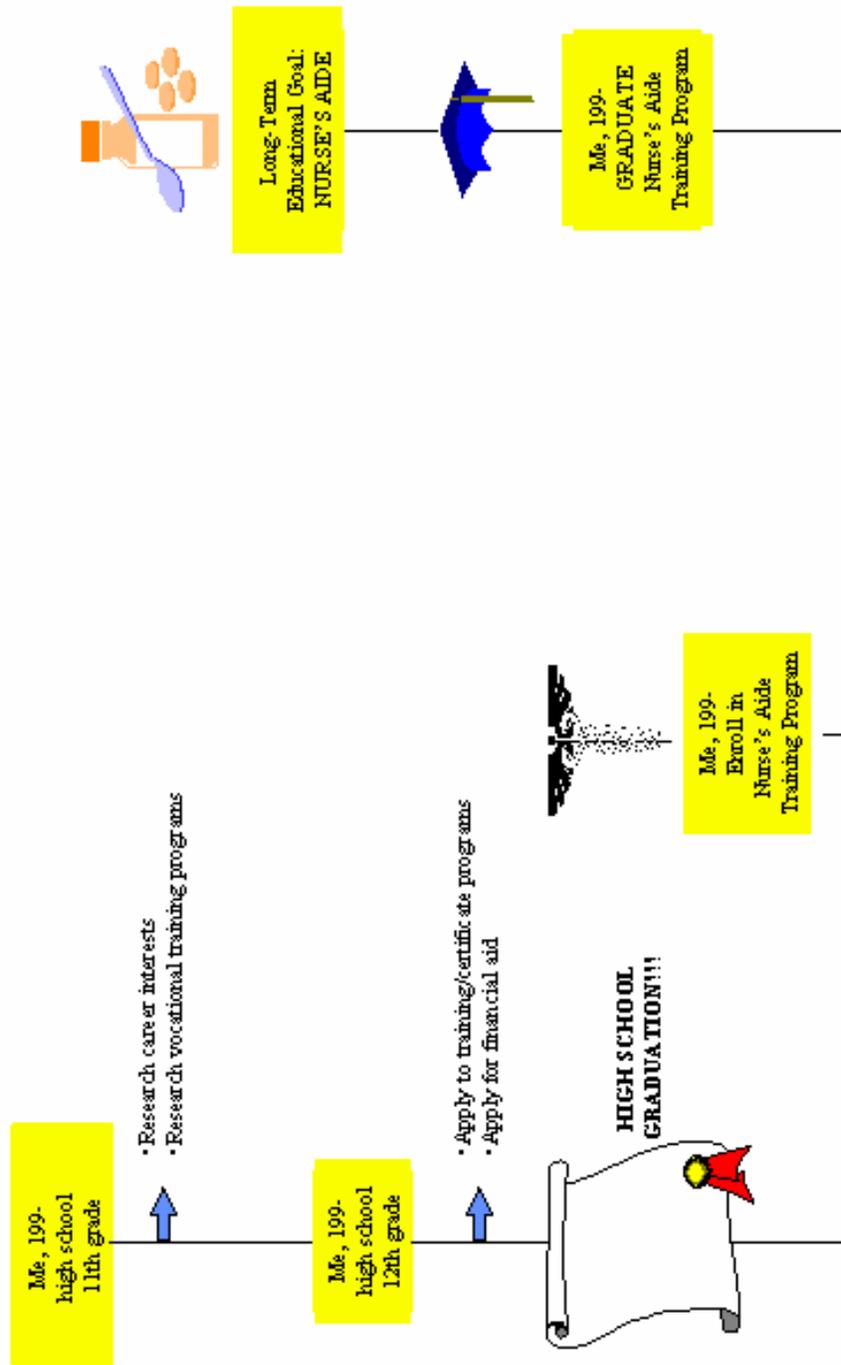
Now that you have completed your career interest assessment and have researched the many options available to you, you are ready to develop your Educational Career Plan. Utilize the following sample plans and your educational inventory to write your own career plan. If your goals and educational plans change in the future, you can always establish a new plan for yourself.



**CAREER EDUCATION PLAN
EXAMPLE 1:**



**CAREER EDUCATION PLAN
EXAMPLE 2:**



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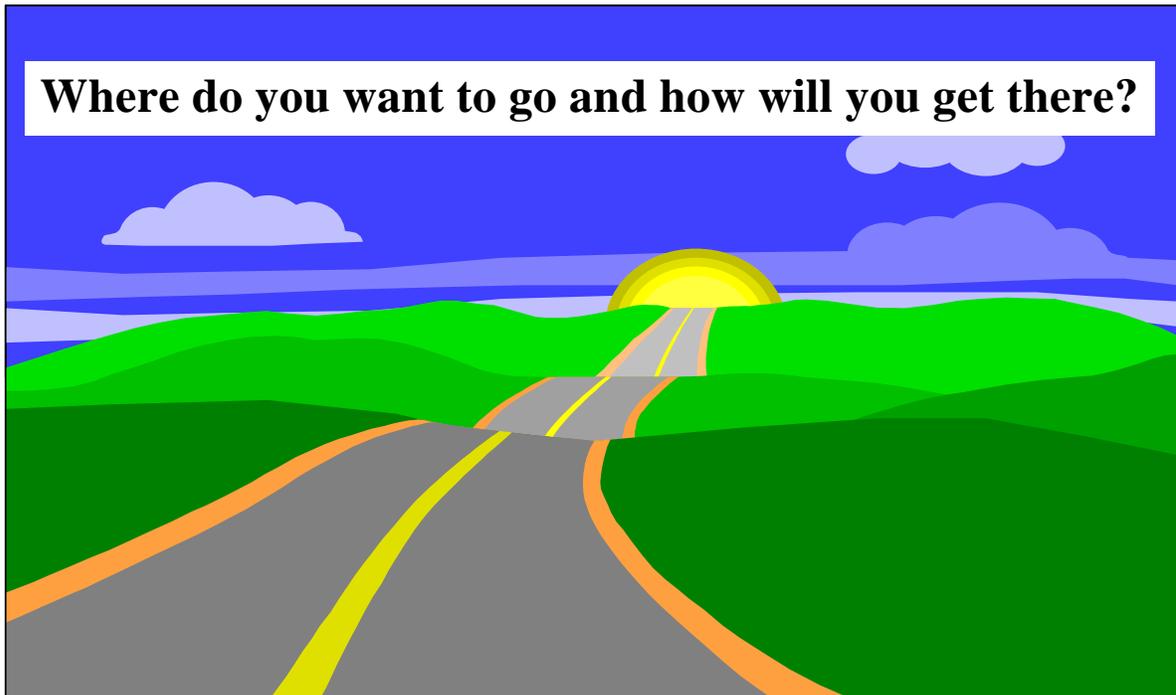
EMPLOYMENT SKILL ASSESSMENT

The following questions will help you identify job seeking skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
1. Know the kind of job I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Am aware of the general qualities a potential employer is looking for in an employee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Know what skills and qualities I have to offer an employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Know which jobs I am qualified for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Know that my first jobs might have to be different from my areas of interest and career choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Know that I might have to apply several times before obtaining employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Know where to look for a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can use the classified ads to find jobs I am interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Am able to make telephone calls to a potential employer to get a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Know how to dress appropriately for a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Know the importance of being on time for an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Have practiced and know how to answer questions that might be asked at a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent Living Skills Module III

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/have done this</i>
13. Have practiced and know how to fill out a regular job application form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Have written the names and addresses of references, education, and job history information, including important dates and the name of the person to call in case of an emergency on my job fact sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Know how to utilize the Department of Employment and Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can write a resume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Know what to consider when planning to accept a job (duties, work hours, pay, location, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Can write a letter to a potential employer to thank him/her for an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Know what job discrimination is and know where to get legal help if discrimination becomes a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Independent Living Skills Module III

You have now completed the assessment section and identified those skills in job seeking that you would like to strengthen in order to be better able to do things on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop, and with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to your assessment tool and select new goals to build on your new skills.

EXAMPLE
GOAL: TO IMPROVE JOB SEEKING SKILLS

State Skill 1:

To Find A Part Time Job

Plan:

Complete personal fact sheet and practice filling out job applications.

Read classified section of newspaper & cut out ads for possible jobs.

Practice telephone calls to potential employers for jobs and role play job interviews.

Apply for job and complete application forms.

Interview for jobs and discuss the experiences afterwards to improve skills.

When:

1 hour a week for the next 3 weeks.

10 minutes daily until I'm employed.

1 hour/week for next 2 months.

Weekly until I'm employed.

Weekly until I'm employed.

Who:

My foster parent and social worker will assist me in gathering the necessary information.

I'll do it.

I'll do it with my foster parent's help.

I'll do it with my foster parent's help.

Independent Living Skills Module III

GOAL: TO IMPROVE JOB SEEKING SKILLS

State Skill 1:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

State Skill 2:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

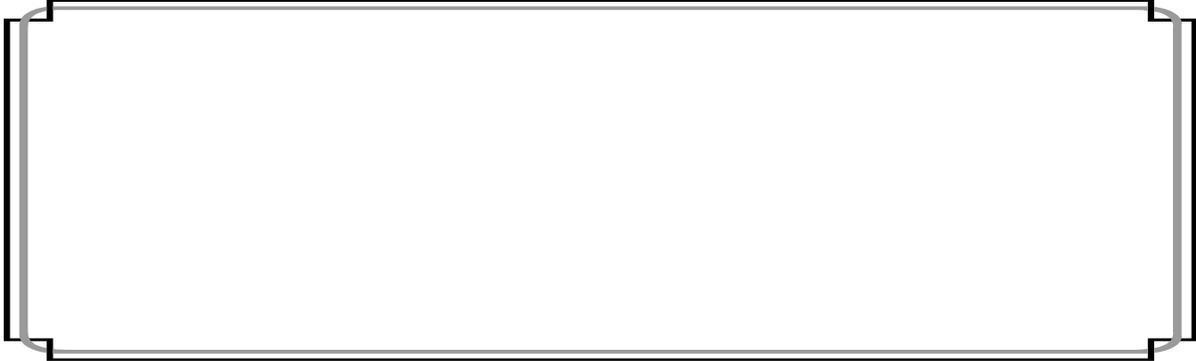
Independent Living Skills Module III

EMPLOYMENT PREPHASE

Finding our first jobs can be very exciting and rewarding. However, it might not always be easy. Some of us may not know how many skills we have to offer.

Can you describe qualities that you have other than work experience which would be important to a potential employer?

I AM:

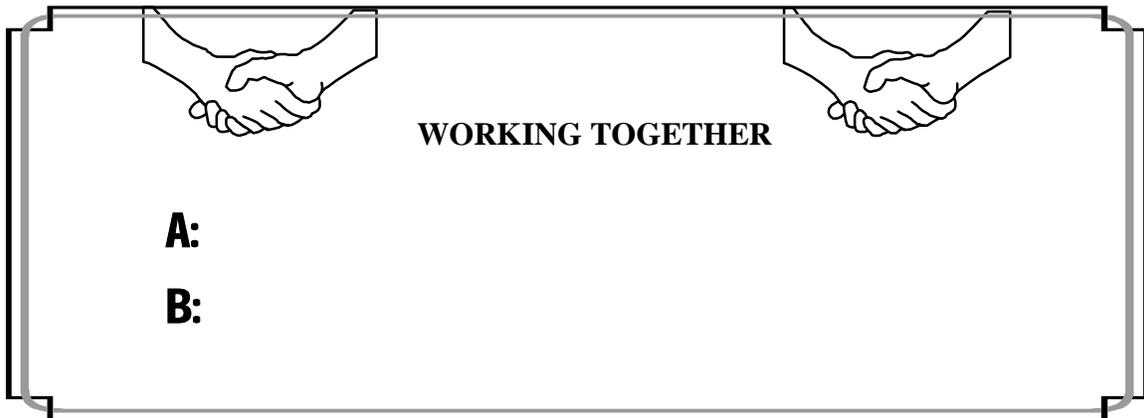


In the following exercises, we will work on additional skills important to potential employers.

TEAMWORK:

A. *Why do you think it is important to be able to work as part of a team?*

B. *What personal qualities do you think are important in a good team member?*



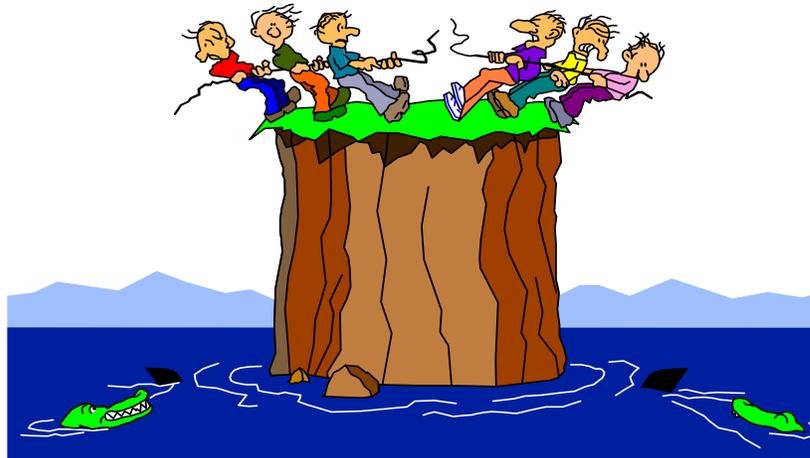
WORKING TOGETHER

A:

B:

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C. Steve, Kelley, and Laura work together in a warehouse. Their manager asks them to unpack and shelve a shipment of cereal boxes. Steve and Laura talk about how best to work together. They suggest that the most effective way to accomplish their task is if one of them would open the boxes and the other transport the cereal boxes over to the shelves and the third person would stock the shelves. However, Kelley states that she does not like Laura and, therefore, does not want to work with her. She prefers to work by herself. *How do you think this effects everybody's ability to accomplish this task?*



How could they work together to resolve their conflict?

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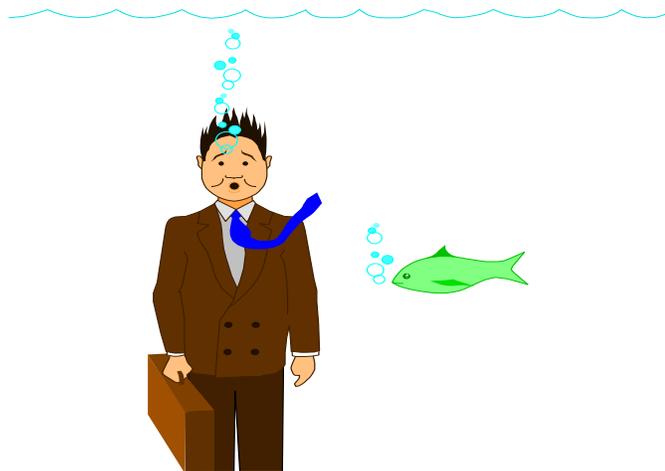
DECISION MAKING/PROBLEM SOLVING:

We all have to make many decisions and solve problems every day. We have to evaluate the pros and cons and use our judgment to come up with the best possible solutions. Our ability to make good decisions and to solve problems in the work place is based on the same principles and valuable to every employer.

Tamara works in a shoe store. All of a sudden she hears water running. As she goes to the back of the store, she sees that a pipe is broken and that water is gushing out onto the floor. Tamara does not know what to do. She decides to wait for the manager to return from her lunch break.

A. *What do you think happens to the store in the meantime?*

B. *How would have you handled this situation?*



Independent Living Skills Module III

COMMUNICATION:



Why do you think good communication skills are important to an employer?

Do you think you have good communication skills? _____

TAKE AN INVENTORY!

Do you usually get your point across?	Yes	No
Do you use the most appropriate language to express yourself?	Yes	No
Do others understand what you want to say?	Yes	No
Are you able to listen to others?	Yes	No

If you answered no to any of these questions, can you think of any way to improve your communication skills?

STRATEGY TO IMPROVE MY COMMUNICATION SKILLS:

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ABILITY TO FOLLOW DIRECTIONS:

The ability to follow directions enables us to learn and to do our job.

A. Kathy works in a women's clothing store. The manager asked her to close the store by herself for the first time. The manager explained to Kathy in detail how to lock the doors and turn on the alarm. Kathy was preoccupied and thinking about the date she had that night. When Kathy was closing the store she was in a hurry and could not remember how to secure the store. The next morning when Kathy arrived at work she saw a police car in front of the store. The store had been broken into over night. *Why do you think the store was broken into? How could the break-in have been prevented?*

B. Dan works as a prep cook in a restaurant and likes his job. One day, when it was very slow the restaurant manager asked Dan to clean the floors. Dan got angry and stated that cleaning the floors was not his job and he refused to do it. The manager explained to him that it was not really busy and he really wanted him to clean the floor. Dan got angry and loudly refused again. The manager fired him. *What would you have done in Dan's situation?*

What would you have done as Dan's employer?

Sometimes it might be difficult to take directions.

Under what circumstances do you have difficulties following directions?

Independent Living Skills Module III

What can you do to increase your ability to follow directions?



JOB HUNTING

Job hunting might be exciting for some of you, while others feel somewhat anxious. Circle the words and phrases you associate with looking for employment.

PROUD

AMBIVALENT

NERVOUS

SHAKY

ENERGETIC

HAPPY

OPPORTUNISTIC

EXCITED

BORED

FRUSTRATED

DON'T CARE

INSECURE

OTHERS: _____



Independent Living Skills Module III

Explain why you associate certain feelings with job hunting:



Read the following examples:

Example 1:

Sam is 16. His foster mother and social worker both have told him that he needs to find a part-time job. Sam thinks that he won't be able to find a job because he does not have any experience. He is standing in front of a fast food store and is about to go inside to ask for an application; however, he turns around and goes back to his foster home because he is convinced that they would not hire him anyway.

Example 2:

Susan is 17. She has decided that she will try to find a part-time job. She does not look forward to the working experience but she would like to earn money to buy clothes and a new stereo. As she is standing in front of the department store, she decides that she is not sure if she wants to get an application. Susan is afraid that she will not have enough time to spend with her friends.

Example 3:

John is 16. He would like to find a job. He thinks that he will like working and a job will provide him with good work experience. However, he is nervous and afraid that he will "mess up." John goes to a gas station which is looking for a gas attendant. As he asks for the manager, he feels scared and has a knot in his stomach. He is not sure if he can go through with this because he feels so nervous.

Can you identify with any of these examples?

Do you have any advice for John, Susan, or Sam? If so, write your advice in the box below.



Independent Living Skills Module III

Most of us have to apply for a job numerous times before becoming employed. That sometimes can be discouraging. However, it is important to continue with your job hunting efforts and **never give up.**

How many times do you think an adolescent has to apply for a job before obtaining employment?



1

5

10

25

More than 25?

EXPLAIN YOUR ANSWER:

Exercise: Fill in the empty spaces and find the end for the following story.

Joe is 16. He is trying to find a job. He is willing to work hard and is very motivated. Although he has put in employment applications at six different stores and gas stations, he has not gotten an interview yet. He feels _____ and _____. He is not sure whether or not he will continue his search. Joe goes over to his friend Bill's house. Bill has a job at a fast food restaurant and told Joe that he had to apply _____ (number) times before he got his job. He now feels that his job was worth the wait. He enjoys working and earning money. While they were talking, their friend Dennis stopped by and joined the discussion. Dennis told Bill and Joe that he had applied for a job once and was turned down. Dennis thinks that Bill just got lucky because many places won't hire adolescents anyway. One his way home, Joe thought about what Bill and Dennis had said and came to the following conclusion:

VOLUNTEER WORK

I tried very hard to find a job and put in many applications. Nobody wanted to hire me because I didn't have any work experience. After talking with my social worker, I decided to get a volunteer position at the YMCA. Although I didn't get paid, I liked it. Five weeks later, I got a part-time job because I had some work experience and was able to use my supervisor at the Y as a reference.

Maria, 16



You might want to evaluate whether or not volunteer work might be a good option for you.

Name Some of the Advantages Of Volunteer Work:

--

Name Some Of The Disadvantages of Volunteer Work:

--

Independent Living Skills Module III

Here are some types of organizations which usually look for volunteers:

- Animal Shelters
- YMCA's
- Nursing homes
- Hospitals
- Environmental Organizations
- Community Organizations
- Special Olympics
- Food Pantries & Soup Kitchens
- Salvation Army

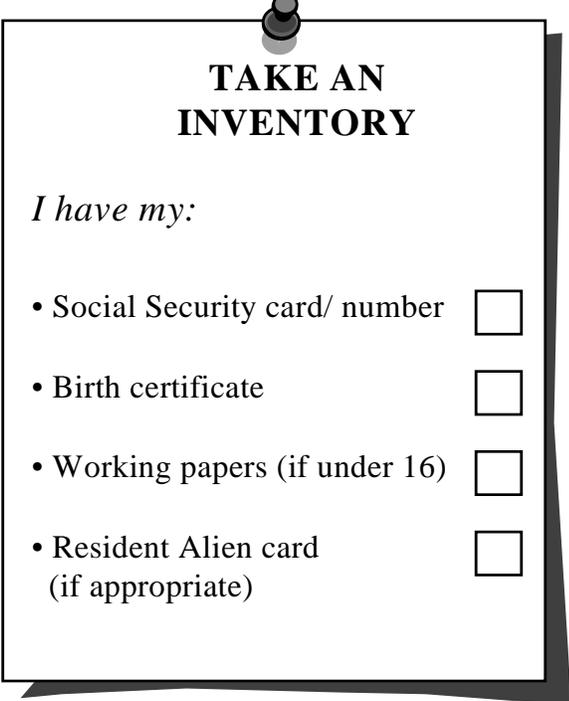
... AND MANY, MANY MORE!!!



Independent Living Skills Module III

GETTING READY

Before you begin to look for a job, make sure that you have all the necessary documents and working papers.



**TAKE AN
INVENTORY**

I have my:

- Social Security card/ number
- Birth certificate
- Working papers (if under 16)
- Resident Alien card
(if appropriate)



ACTIVITY

Contact your local Social Security Office to find out how to obtain or replace a Social Security card.



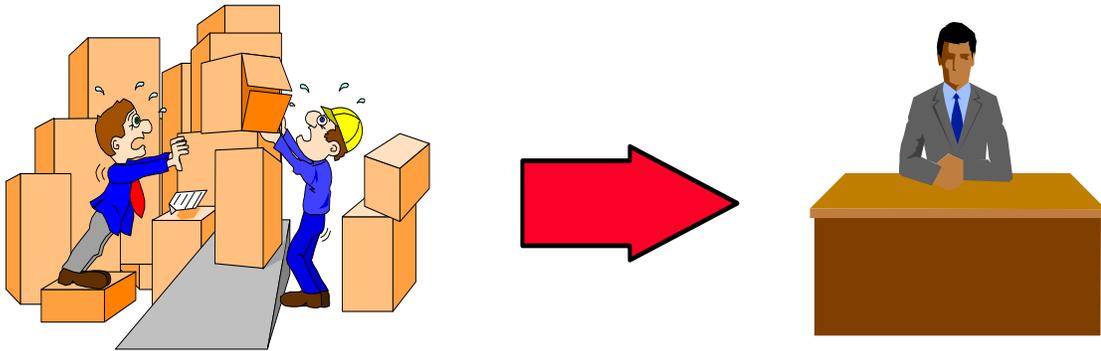
ACTIVITY

Contact City Hall or the State Department of Public Health to find out how to obtain a copy or replace your birth certificate.

Independent Living Skills Module III

LOOKING FOR EMPLOYMENT

In the following section, you will have the opportunity to research your values, career, and vocational interests more extensively. However, it is important to remember that your first jobs might not always reflect your career interests.



Nevertheless, many entry-level jobs provide you not only with general work experience and references, but can also help you gain knowledge in your choice of careers. For example, if you are interested in culinary arts, working in a fast food restaurant might be helpful. If you want to pursue a career in business, working in a retail store might be valuable to you.

Don't be disappointed if you can't get an entry-level job which reflects your interests.

REMEMBER: EVERY JOB PROVIDES YOU WITH IMPORTANT EXPERIENCE!!

JOB SEEKING SKILLS

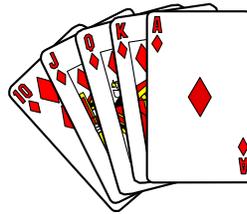
“Life is What You Do While You’re Making Other Plans.”

John Lennon, The Beatles

Don’t wait for things to happen to you. Make them happen for you. Find out about yourself. What are the things that you like to do? What are the things you do well? And how can they fit together? This section includes a few activities that might help you answer some of these questions.



ACTIVITY



CARD GAME

What is of value to you in a job situation?

You can play this game with 2 or more people. One person can read the directions step by step; the other person can be the player. The game will help you (the player) find out what things are important to you in a job and in your life.

Cut apart the 14 cards on the following pages. There is a card for each of the words listed below.

Service - To contribute to making the world a better place

Location - To live where I want to live

Loyalty - To be loyal to the company and my boss and to have their loyalty in return

Security - To have a secure and stable position

Prestige - To be seen as being successful, as having stature

Expertise - To be recognized as an authority in what I do

Power - To have influence over others

Health - To maintain physical fitness and enjoy normal good health

Enjoyment - To like my work, to have fun in it

Family - To have ample time with my family

Wealth - To have a great deal of money

Achievement - To accomplish important things, to do work that is personally challenging, that helps me grow

Friendship - To work with people I like and to be liked by them

Independence - To have freedom of thought and action

Independent Living Skills Module III

Independent Living Skills Module III

 <p>Service To contribute to making the world a better place</p>	 <p>Location To live where I want to live</p>
 <p>Loyalty To be loyal to the company and my boss and to have their loyalty in return</p>	 <p>Security To have a secure and stable position</p>
 <p>Prestige To be seen as being successful, as having stature</p>	 <p>Expertise To be recognized as an authority in what I do</p>
 <p>Power To have influence over others</p>	 <p>Health To maintain physical fitness and enjoy normal good health</p>

Independent Living Skills Module III

Independent Living Skills Module III

Enjoyment

To like my work, to have fun at it



Family

To have ample time with my family



Wealth

To have a great deal of money



Achievement

To accomplish important things, to do work that is personally challenging, that helps me grow



Friendship

To work with people I like and to be liked by them



Independence

To have freedom of thought and action



Independent Living Skills Module III

Game Directions:

What is of value to you in a job situation?

1. Cut apart the 14 cards.
2. Lay out the cards and read them over carefully. Think about each quality as it applies to you.
3. Which of the 14 qualities are most important to you? Choose your ten most important and write the words here

_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Pretend you have been offered a job. Are these the ten qualities you would like to have in a new job?

5. Uh-oh. You're going to have to give up one of your ten qualities. Which one will you sacrifice? Why?

6. Now two more qualities have to go. Think about your decision carefully. What reasons did you have for making the choices you did?

7. GOOD NEWS! You can take one of the old qualities back. Which one will you take back?

8. Suppose you could have only *one* quality? Which would you choose? Why?

Have you ever had a job that didn't include enough of these qualities? How did you feel about it?

Take a few minutes to think about what decisions you just made. Why would you like to have the qualities you finally chose? Are these the things in life and in a job that really matter to you?

How do you think this information will help you?

Independent Living Skills Module III

SKILLS SURVEY

Whether you are thinking about long-range career goals or a job to earn some extra spending money, you will probably enjoy what you are doing if you can put some of your natural talents and skills to work. Everyone has skills -- things that you can do well. If you know your skills, not only will you be able to pick a job you enjoy more, but you will be better able to sell your qualities to your employer.



How many of the skills listed below are ones you have? Circle your skills (things you can do well).

- | | | | |
|---------------------------|--------------------|---------------------|---------------------|
| Typing | Drawing Pictures | Making Things | Fixing Things |
| Washing Dishes | Making a Sign | Dancing | Growing Plants |
| Painting a Room | Using Hand Tools | Selling Things | Driving a Truck |
| Making a Bed | Writing a Letter | Playing Football | Playing Basketball |
| Raising Animals | Using a Telephone | Swimming | Spelling |
| Shopping for Food | Reading Maps | Telling a Story | Acting |
| Caring for Children | Ironing Clothes | Cutting Hair | Arranging Flowers |
| Driving a Car | Reading a Meter | Being a Caddie | Helping Old People |
| Fishing | Mowing Lawns | Filing Papers | Chopping Firewood |
| Making Friends | Wrapping Packages | Managing a Club | Making Furniture |
| Memorizing Facts | Riding a Horse | Singing | Giving First Aid |
| Using Makeup | Tuning an Engine | Cooking | Lifting Weights |
| Riding a Bike | Doing Laundry | Knitting | Assembling a Model |
| Doing a Puzzle | Washing Windows | Playing Baseball | Repairing Radios |
| Repairing a Bike | Grooming a Pet | Skating | Giving Directions |
| Pumping Gas | Reading Aloud | Changing a Tire | Using a Calculator |
| Sailing a Boat | Serving a Meal | Hunting | Filling Out Forms |
| Operating a Cash Register | Taking Photographs | Making People Laugh | Teaching Someone |
| <i>Additional Skills:</i> | | | How to do Something |

Independent Living Skills Module III

OCCUPATIONAL CHARACTERISTICS SURVEY

Now that you've surveyed some of your skills, take a little time to think about what the characteristics of different jobs would mean to you. After each question, write the choice that comes closest to describing the work situation in which you would most like to be.

1. Would you rather work with ideas (like writing), things (like machines), or people?



2. Would you rather work alone or with people?

3. Do you need an occupation in which you can express yourself, or is expressing yourself not important to you?



4. Do you prefer a job where you can wear a uniform or would you rather wear your own clothes: casual or dressy?



5. Do you want to be responsible for making decisions or would you prefer someone else to make decisions?

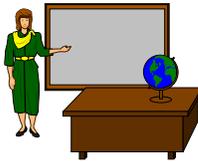
Independent Living Skills Module III

6. Do you want to do the same thing every day or would you like to perform different tasks?

7. Do you prefer working in competition with other people or working where there is no competition?

8. Do you want a fast-paced job with pressure or a slow-paced job with little pressure?

9. Do you prefer to work sitting or standing?



10. Do you prefer to work in one place or do you prefer moving around?

11. Would you rather work indoors or outdoors?

12. Do you prefer detailed work that requires concentration and thoroughness or work that is not focused on details?

Independent Living Skills Module III

13. Do you prefer regular hours when most people work or irregular hours (split shifts, nights, weekends)?



14. Would you prefer to work in a quiet place or a place that is noisy with lots of activity?

15. Do you want an occupation where you will always work at the same location or do you prefer to work at different locations?

16. Can you work where there may sometimes be unpleasant sights or smells, or must you have a clean, pleasant place to work?

17. Would you do work that was dangerous or presented a health hazard?



18. Do you want an occupation that requires physical strength and endurance or one that doesn't?

19. Must a job be within easy reach of where you live, or would you move or commute a long distance for it?



Independent Living Skills Module III

20. Do you want to do unskilled work that will require little further education and training, semi-skilled work that requires some additional education and training, or skilled work that will require a longer training period or higher education?

21. Would you rather work for a small organization or a large organization?



22. Do you want an opportunity for advancement or is advancement not that important to you?

23. Do you prefer a job with an end product and immediate results or is this not important to you?

24. Do you want a job where you can make new friends or is developing a social life through your job not important to you?



25. Do you want others to admire and respect you because of your role or is this not important to you?



OR



Independent Living Skills Module III

26. Do you want people to depend on you for a product or service or is being needed by people for the work you do not important?

27. Do you want a job with security or are you willing to take a job that you may be in danger of losing?

28. Do you want a job with adventure and excitement or do you prefer to avoid challenges, risks, and unusual situations?



Of the 28 characteristics you have read on the survey, list the three characteristics that you would most want to be part of your job.

<p>1.</p> <p>2.</p> <p>3.</p>

Independent Living Skills Module III

OCCUPATIONAL INTERESTS

Now that you've surveyed your skills and the occupational characteristics important to you, take a look at the following eight job interest areas. Your skills and occupational preferences may fall into one of several of the areas. Put a check by the areas that relate most closely to your skills.

Artistic Work

You like to create things with your hands using design, colors, and materials. You like music, drama and performing.

Artist
Dress Designer
Cartoonist
Dancer

Photographer
Window Dresser
Hair Stylist
Graphic Artist

Musician
Singer
Furniture Designer
Set Designer

Actor
Movie Camera Operator
Interior Decorator



Clerical Work

You like details, accuracy, working with numbers.

Office Clerk
Bank Teller
Secretary
Cashier

Bookkeeper
Typist
File Clerk
Hotel Clerk

Computer Operator
Ticket Agent
Office Manager
Switchboard Operator

Postal Worker
Office Messenger
Accountant
Stock Clerk



Independent Living Skills Module III

Literary Work

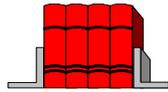
You like to read and write. You're probably good in English. You like to speak and share ideas.

Newspaper Reporter
Teacher

Editor
Proofreader

Screenwriter
Advertising Writer

News Broadcaster



Mechanical Work

You probably like to work with tools and machines. You like to take things apart and put them back together. You are good at fixing things.

Auto Mechanic
Electrician
Assembly Line Worker

Locksmith
Truck driver
Telephone Installer

Airline Pilot
Printer
Airplane
Maintenance

Plumber
Boat Mechanic
Air Conditioning
Installer



Outdoor Work

You like outdoor activities, plants, animals, trees, and sports. You're probably in good physical health.

House Painter
Carpenter
Construction Worker

Farmer
Lifeguard
Fish/Game Warden

Gardener
Bricklayer
Recreation Director

Forest Ranger
Gas Station Attendant
Landscaping



Independent Living Skills Module III

You like to meet people and sell them ideas or products. You're friendly and outgoing.

Salesperson

Lawyer

Travel Agent

Politician

Employment Manager

Door-to-Door Sales

TV/Radio Personality



Scientific Work

You like to solve problems or invent things. Your best subjects are probably math and science.

Doctor

Engineer

Chemist

Dentist

Biologist

Physicist

Drafter

Laboratory Technician

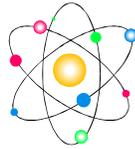
Dietitian

Electronics Engineer

Pharmacist

Space Scientist

Dental Hygienist



Social Service Work

You enjoy helping others. You enjoy caring for and being with others.

Nurse

Tutor

Social Worker

Religious Leader

Firefighter

Hospital Attendant

Day Care Worker

Physical Therapist

Vocational Counselor

Police Officer



Independent Living Skills Module III

OCCUPATIONAL RESEARCH

Now that you have thought about your skills, talents, some characteristics of different occupations, and some areas of job interest, it's time to do a little research about some jobs that most interest you.

Did you find a career/job opportunity you might be interested in?



Explain why this career/job appeals to you.



For information on related fields, check with the Department of Training and Education. You might refer back to the Education Section.

Can you think of any entry-level positions which might help you to gain experience in your career choice?



Independent Living Skills Module III

To find about different careers, you can go to the library and use such resources as:

Occupational Outlook Handbook

Published by the U.S. Department of Labor, this book describes more than 250 occupations.

The American Almanac of Jobs and Salaries

This publication by Avon Books lists job descriptions and salaries of many jobs.

Occupational Outlook for College Graduates

Also published by the U.S. Department of Labor, this book describes 120 occupations, especially those most suited to college students and graduates.

When you have an idea of what kinds of jobs/occupations you're interested in, try to find out as much as you can about those jobs. The questionnaire on the next page might help guide your exploration. Try to talk to some people who are working in those fields. Their first-hand information can give you an inside look at the job.

Independent Living Skills Module III

JOB HUNTING

Job hunting means filling out applications, making telephone calls, going to interviews, etc. It can be a lot of work, but knowing what to expect and having practice answering the questions can make a big difference. If you're prepared, you'll have more self-confidence and will do a great job!



PERSONAL FACT SHEET

When you apply for a job, you'll usually be asked to fill out an application form to answer some questions about yourself, your education and work experience. It's not always easy to remember all the facts: dates, addresses, etc., that the application asks for. That is why having a Personal Fact Sheet will be so helpful to you. Whenever you're asked to fill out an application or answer some questions, you can refer to the Fact Sheet. Fill out the **Personal Fact Sheet** on the next page and keep it handy so that you can use it if the need arises.

An important part of any job application is the section that asks for your **references**. Make sure that the people you choose know you and can say good things about you. Previous employees, supervisors, teachers, principals, etc., are often used as references. Remember to always check with the person before you use him/her as a reference.

Independent Living Skills Module III

PERSONAL FACT SHEET

Personal Information

Name

Last: _____ First: _____ MI: _____

Address: _____ Apt. No.: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Social Security Number: _____ Date of Birth: _____

Place of Birth: _____

Emergency Information

In case of an emergency, please notify: _____

Relationship to you: _____

Address: _____ Apt. No.: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Business Phone: _____

Optional Personal Information

Please be advised that it is not necessary for you to answer any of this information and not completing this section cannot be held against you for purposes of employment.

Height: _____ Weight: _____

Age: _____ Marital Status: _____

Race: _____ Sex: Male Female

Independent Living Skills Module III

<u>Education</u>	Dates of Attendance From Mo./Yr. to Mo./Yr.
Elementary School:	
Middle School:	
High School:	
Vocational School Program:	
College:	
Other Training (explain):	

List all machines and special equipment you can operate: _____

List any special skills you have: _____

Previous Employment

Please list the last four jobs you have held.

Company Name: _____

Company Address: _____

Telephone: _____ Supervisor's Name: _____

Position [type of work you did]: _____

Duties: _____

Dates of Employment (MM/YY): from _____ to _____

Salary: _____

Reason for leaving: _____

Independent Living Skills Module III

Previous Employment

Company Name: _____

Company Address: _____

Telephone: Supervisor's Name: _____

Position [type of work you did]: _____

Duties: _____

Dates of Employment (MM/YY): from _____ to _____

Salary: _____

Reason for leaving: _____

Previous Employment

Company Name: _____

Company Address: _____

Telephone: Supervisor's Name: _____

Position [type of work you did]: _____

Duties: _____

Dates of Employment (MM/YY): from _____ to _____

Salary: _____

Reason for leaving: _____

Previous Employment

Company Name: _____

Company Address: _____

Telephone: Supervisor's Name: _____

Position [type of work you did]: _____

Duties: _____

Dates of Employment (MM/YY): from _____ to _____

Salary: _____

Reason for leaving: _____

Independent Living Skills Module III

Additional Information

In the space provided below, please list additional personal qualities you have to offer as well as any volunteer activities in which you participate.

References

Please list three references. Please do not use relatives.

Name: _____

Occupation: _____

Address: _____

Business Telephone: _____

References

Please do not use relatives.

Name: _____

Occupation: _____

Address: _____

Business Telephone: _____

References

Please do not use relatives.

Name: _____

Occupation: _____

Address: _____

Business Telephone: _____

Independent Living Skills Module III

You can add any other information that you think might be needed to complete the job application. There may be other questions on job applications, such as:

1. Are you a citizen of the United States or are you legally eligible to work in the United States:

2. For what position are you applying? _____
[Write in the job you are looking for such as cashier, waiter or waitress, or clerical. Do not write "I don't know" or "anything."]

3. When can you start work, if hired? _____
[If you don't have a job now and can start right away, write "immediately." If you cannot start right away, be specific and write the date that you will be able to begin work.]

4. What hours are you willing to work? _____
[For example, I can work Saturdays 8 am to 6 pm and Monday through Friday 5 pm to 9 pm.]

5. Will you work weekends? _____
[Be honest. Specify how many hours you will be able to work.]

6. What special skills or qualifications do you have which will be of benefit of you in this job?

[List any honors you have received or any abilities, interests or skills that you have which might help you in the job you're applying for. Some examples are: I can drive a truck; I am bi-lingual in English & Spanish; I received the Mathematics Award from Plains High School in 1994.]

7. What wage/salary do you expect? _____
[If you are answering a newspaper ad that has listed the hourly or weekly wage, you should write that amount. If you're not sure what the wage might be (minimum or a little higher) you can write "open" or "negotiable."]

8. Are you eligible for or have you ever been bonded? _____
[To be bonded means that a company has checked out your background and found that you're trustworthy and not a security risk. An adult criminal record is usually completed for jobs as bank guard, security officer and many government jobs.]

Independent Living Skills Module II

Independent Living Skills Module II

WHERE TO LOOK FOR A JOB



NEWSPAPER ADS

Many employers pay to have their ads listed in the newspaper. The Sunday papers will carry the greatest number of ads, but the daily papers also list job openings. Some newspapers separate the ads by job categories -- General Help, Business (Clerical) Help, Sales Help, Medical Help, and Professional Help.

To better understand Want Ads, it might be helpful to you to become familiar with the language you find in ads. The following list of abbreviations will help you to read ads and spot the jobs you are interested in much more quickly.

LIST OF DEFINITIONS

Ability	a skill; power to do something special
Advancement	being promoted; moving up in your job or getting another job at a higher level
Apprenticeship	period during which a person learns a trade (plumber, chef)
Aptitude	a natural ability or talent
Career	occupation, job
Certification	a license; something that proves that you have passed a course or a test and have shown that you can work in certain occupations.
Clerical	duties such as filing and typing
Fringe Benefits	advantages offered to employees such as paid vacations, health insurance, etc.
Manual Dexterity	skill in using your hands
Mechanical	having to do with tools, machines, or engines
Shift Work	work in which one group of people works for a period of time, usually eight hours, and then is relieved by another group of people, who work for the next time period. Nurses, police officers, telephone operators, and firemen work on shifts because the services they provide are needed 24 hours a day.
Union	an organization of workers formed to protect the rights (such as wage and fringe benefits) of its members

Independent Living Skills Module II

LIST OF ABBREVIATIONS

am	morning
appt.	appointment
asst.	assistant
clk.	clerk
co.	company
dept.	department
dir.	director
EOE	Equal Opportunity Employer
etc.	and others
eve.	evening
exp., exper.	experience
fringe	fringe benefits
hr.	hour
k	thousand
lic.	license
med.	medical
mfg, manuf.	manufacturing or manufacturer
mgmt.	management
min.	minimum
mngr, mgr.	manager
natl.	national
ofc.	office
pm	afternoon
PT	part-time
ref.	references
req.	required, requirements
secty., sec'y, sec.	secretary
supr.	supervisor
temp.	temporary
trnee.	trainee
wk.	week
wkends.	weekends
wpm	word per minute (usually refers to typing)
yrs.	years

Independent Living Skills Module II



ACTIVITY

Utilize your knowledge about the language and abbreviations used in the Help Wanted sections. Look through our ads on the next page for jobs which might be of interest to you. Then answer the questions on page 76.



Independent Living Skills Module II



HELP WANTED

<p>Food Service, Cashiers, Servers, Cooks & Dishwashers. PM Hours. Apply in person between 3 pm - 5 pm at Rich's Restaurant, 50 Emily Boulevard, Boston. NO PHONE CALLS.</p>	<p>HOUSE CLEANERS Reliable, punctual, experience necessary. Flexible hours. Call Susan at 617-000-0001. EOE.</p>	<p>SALES HELP NEEDED Small retail store is taking apps. for 3 PT positions. 6.50/hr to start. Kathy's Clothing, 65 Elm Street, Boston. 617-000-0002. EOE.</p>
<p>Baker's Helper. Entry level pos. Willing to train. Apply in person at John's Bagel Store, 100 Leslie Square, Boston. EOE.</p>	<p>FLIGHT ATTENDANTS MAJOR AIRLINE . Send resume to Human Resources-FA, SKY FLY, 1000 West Street, Boston, MA 02213. EOE. 617-000-0003.</p>	<p>Fast Food restaurant. Counter help needed. Saturday & Sunday. 7 AM & 9 PM. 4.50 hour. Will train. Call Jim 617-000-0004.</p>
<p>Fundraising Telemarketers. Earn up to 12.50 an hour while helping environmental causes. No exp. nec. College students welcome. Evenings, Sun - Thurs. Call Dave at Dialing for Dollar\$, 617-000-0005 after 2 pm. EOE.</p>	<p>PIZZA, PIZZA!!! You looking for work? We're looking for a prep cook. 4.75/hr. No exp. nec. Apply at Luigi's, 1 Kelly Blvd, Boston's North End. 617-777-0000.</p>	<p>Carpenter. 12/hr. Own transportation, own tools. 2-4 yrs. experience nec. Non-union members welcome. Call Joe at 508-444-0009.</p>
<p>Hairstylist's Ass't. For busy salon. Apply in person at Chez Coiffure, 32 Main Street, Boston, 617-999-9999. Beauty school students welcome Great opp!!</p>	<p>Nationally recognized temporary emp agency looking for summer help. PT & FT. Same day pay. Call Jennifer at 617-999-3344.</p>	<p>Exp. Receptionist needed for busy office. Good comm skills, filing, some typing. Send resume to Office, 2 Bay Street, Cambridge, MA 02338. NO CALLS PLEASE. EOE.</p>
<p>Nurses' Aides for Nursing Home. PM, 2nd shift, benefits. Send resumes to Rest House, 28 Ocean Avenue, Lynn, MA 01898. 617-333-3333.</p>	<p>Cashier's wanted for supermarket. Team worker, friendly, able to work in fast paced environment. See Sam at Super Shop, 213 Main St. Applications in person only.</p>	<p>Days. Maintenance Worker at for Buildings & Grounds at local coll. Flex time, 7.00/hr. Call Steve or Mike at 617-627-8855.</p>
<p>SUMMER JOBS. Housepainters wanted. No exp. nec. College students & h.s. seniors welcome. Earn up to \$100/day. Call Paint Pros at 1-800-123-4567.</p>	<p>Drycleaners. Help Wanted. Will train. P/T PM hours. Good after school job! Call Frank at 617-3421 for interview.</p>	<p>MANAGEMENT TRAINEES Join fast-growing insurance co. Send resume to Personnel, Fire & Life, 300 Broadway, Camb. 02139. 617-333-0681.</p>

Independent Living Skills Module II



ACTIVITY

1. Circle the three jobs in the “Help Wanted” section on the previous page which are most appealing to you and list them in the box below.

2. What kinds of experience/training do you need to be considered for each of those jobs? Put your answers beside the name of the job in the box above.

3. How would you apply for the three employment opportunities you circled? (Phone, resume, in-person, etc.) Write your answers below.

Job #1:

Job #2:

Job #3:

Independent Living Skills Module II



ACTIVITY

Search your local newspaper for jobs which might be interesting to you. Cut out at least 2 jobs and tape them in the space below.

A large, empty rectangular frame is provided for pasting job advertisements. The frame consists of two concentric lines: an inner black line and an outer gray line. The corners of the frame are rounded, and there are small rectangular tabs at each corner, suggesting it is designed to be taped into a notebook or binder.

Independent Living Skills Module II



ACTIVITY

Create Your Own Ad

You can create your own poster or flyer that identifies the service you will provide. If you are willing to provide a service (such as dog-walking, lawn-mowing, car-washing, or baby-sitting), this may be a great way to find jobs. Try to make your ad neat, attractive, and eye catching.

Try writing your own ad in the space below.



Independent Living Skills Module II

DEPARTMENT OF EMPLOYMENT AND TRAINING

The Department of Employment and Training can not only give you information about possible job openings, but also can help you with your career planning.



ACTIVITY

Visit your local Department of Employment and Training office and find out how to use the services offered.

RELATIVES AND FRIENDS

People who know you and currently have jobs may know about openings or ways to get through to someone who can hire you. Even if they don't know of any job openings right now, ask them to keep you in mind for when jobs do become available.



ACTIVITY

List some friends and/or relatives you can contact about job opportunities:

--

Independent Living Skills Module II

SCHOOL (TEACHERS/GUIDANCE COUNSELORS)

Teachers and guidance counselors may know of job openings in your community. Employers may contact your school to ask for referrals of students looking for work. In addition, teachers and guidance counselors can sometimes help match your skills with a job.



ACTIVITY

Who at your school can you ask for help with job hunting?

HELP WANTED SIGNS

Many businesses, especially stores and restaurants, put help wanted signs in their windows. Be on the lookout for them and ask friends and relatives to look, too.

COLLEGE FINANCIAL AID OFFICE

Most colleges and universities have work-study or job placement programs that are administered by the financial aid office. Many of these programs are federally financed, so there may be some income eligibility requirements. (This means that only people below a certain level of income can apply for the program).

Independent Living Skills Module II

SUMMER BUSINESSES

There are some businesses that are open just in the summer or hire more people in the summer. Even if these jobs are just temporary, they will provide valuable work experiences and references as well as a paycheck. Summer businesses include amusement parks, recreation centers, summer camps, golf courses, summer restaurants, etc.



ACTIVITY

List some summer businesses you can contact about employment opportunities.

Independent Living Skills Module II

This is a state agency that provides skill assessment, job counseling, and help with job placement for job-ready workers. The agency can also refer people to training programs. There are local Opportunity Job Centers across Massachusetts.

Find out where your local Opportunity Job Center is located and what the telephone number is. Write this information below.

If you need help finding the Job Center near you, call:

In Boston: (617) 727-6560

Youth Services: (617) 727-7575

Additional Employment and Training Resources

SUMMER YOUTH EMPLOYMENT PROGRAM

Boston: 357-6000

North: 494-1154

South/West: 1-800-367-0033

Southern Essex: 595-0484

South Coastal: 328-7300

(Statewide employment program for 14-21 year olds who are low income, handicapped, or at risk.)

- Places youth in jobs at the community-based organizations or in the Youth Conservation Corp.
- Provides education and training programs

JOBS FOR YOUTH

Boston: 388-0815

- Provides services for school drop-outs, including vocational counseling, pre-employment preparation, and job placement.
- Provides classes in pre-GED and GED preparation, as well as Boston Public School diploma credit.

JOB CORPS

Boston: 565-2181

- Offers free education, training, room, meals, medical and dental care, books, and spending money.
- Provides residential job training program that for 16 to 21 year-old high school graduates or drop-outs.

Independent Living Skills Module II

JOB APPLICATIONS

Now that you've completed your Personal Fact Sheet and know where there may be some available jobs for you, it's time to contact some potential employers! Remember, the more employers you contact, the better chance you'll have of getting a job.

You will usually be asked to fill out a job application form and later meet with the potential employer (interviewer) to talk about your skills, education, and experience. Since your application will represent you, it's very important that you fill it out carefully. Here are some hints:

- Print neatly.
- Make sure you spell all the words correctly.
- Use correct grammar.
- Follow the directions.
- Don't leave blanks, if possible.
- Check to make sure the dates are correct.
- Don't forget to sign and date the application.

Consider the following example:

MARC

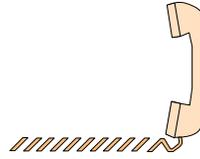
Marc has dyslexia and, therefore, difficulty with spelling. He does not feel comfortable filling out job applications because he is afraid to make errors.

Can you think of any ideas that might be helpful to Marc in his job search? If so, write them in the box below.



Independent Living Skills Module II

ANSWERING A WANT-AD BY TELEPHONE



Sometimes employers will ask that people answer their ads by telephone. When you make business calls like this, remember to:

1. Ask to speak with the person named in the ad.
2. Tell him or her what you are calling about.
3. Answer his or her questions about your background and experience.
4. Find out what you need to know about the job. For example: “Where is the business located?” “What are the hours?” “What work will you be doing?” “What is the pay?”
5. Be sure you get the name of the person you are supposed to see for the interview, the address, and the time. Write it down so you won’t forget. Have a paper and pen ready before you call.

Here is an example of a newspaper want-ad and a telephone call from a person interested in the job.

Help Wanted	The Globe
_____	_____
_____	Part-time work in department
_____	store. Sales, some stock work.
_____	After school and Saturdays.
_____	Call Mr. Harris, (617) 211-

Voice: Turner’s Department Store. How may I help you?

Ann: I’d like to speak to Mr. Harris, please. _____

Mr. Harris: This is Mr. Harris speaking.

Ann: Mr. Harris, this is Ann Rynn. I’m calling about the part-time job you advertised in the Globe. _____

Mr. Harris: Oh, yes. Are you attending school?

Ann: Yes, I am. I’m a senior at Tompkins High. _____

Independent Living Skills Module II



Mr. Harris: Any working experience?

Ann: Just baby-sitting. But I need a job and I am willing to work hard. _____

Mr. Harris: Well, the hours of this job are from 5:00 P.M. to 7:00 P.M. on weekdays, and 10:00 A.M. to 4:00 P.M. on Saturdays. Can you work those hours? I need someone who will be reliable and come in every day.

Ann: Those hours would be all right, Mr. Harris. What would I be doing on this job? _____

Mr. Harris: Selling jewelry and cosmetics, working the cash register, and also restocking shelves when you have time. No heavy work.

Ann: Fine. And what is the salary, please? _____

Mr. Harris: \$5.25 an hour. Are you interested?

Ann: I certainly am. May I come down and see you about it? Where is your store located? _____

Mr. Harris: At the corner of Fifth and Elm. Can you come down about five o'clock?

Ann: (*writing down name, address, and time*) Turner's Department Store, Fifth and Elm, five o'clock. Thank you, Mr. Harris. I'll be there on time! _____

In the conversation above, Ann followed the rules for answering a want ad by telephone. On the lines to the right of her conversation, write in the number of the rule that she followed.

THE INTERVIEW

Helpful Tips

- Plan ahead for your interview.
- Be sure you know the name of the person who is going to interview you.
- Ask for directions if you are not certain of the location of the interview.
- Gather together everything you'll need: your Personal Fact Sheet or your resume, a pen, some paper, the directions, etc.

Independent Living Skills Module II

- Figure out how you'll get to the interview (bus, car, etc.).
- Make sure you will be on time, even five to ten minutes earlier, if possible.
- Plan when you should leave your home.
- Take special care to look your best and dress the way you would if were working for this company.
- Go alone. Don't take your friends with you.
- Try to find out all you can about the job and company. Be familiar with its products and services.
- Remember your qualifications and be positive about your abilities to do the job well!



During the Interview

- Be confident as you enter. You're there for a purpose: a new job!
- Ask for the interviewer by name.
- Try to make a good first impression. You might shake hands with the interviewer.
- Sit up straight, don't slouch.
- Make good eye contact, but be careful not to stare.
- Be polite.
- Speak clearly and directly, do not mumble or ramble.
- Try not to fidget. Do **not** tap your feet or your fingers, play with or twirl a pen, bite your nails, play with your hair, etc.
- Do not smoke or chew gum during the interview
- Use proper grammar, not slang.
- Try to relax and smile!
- Never be shy about your good points: talk about your skills, training, and experiences that will make you a good employee. (However, don't *beg* for the job.)
- Address the interviewer as Ms. / Miss. or Mrs. or Mr. Do not use his or her first name unless he or she asks you to.
- Say positive things about other employers, fellow workers, your teacher, etc.
- Be a good listener.
- Wait for the interviewer to bring up the subject of salary and benefits. Only ask about salary and benefits if the interviewer does not bring them up.
- Be prepared to ask a few good questions. Asking questions shows to the interviewer that you have been paying attention.

Good Luck!
Good Luck!

Independent Living Skills Module II



ACTIVITY

Consider the following examples:

1. BEN

Ben has been looking for a job for the past three weeks. He hasn't had any luck. As he walks home from a basketball game, he sees a Help Wanted sign in the window of Giovanni's Restaurant. Ben is about to go in and get an application, when he suddenly realizes he is wearing shorts and a dirty T-shirt. He is afraid that if he does not go in and ask for an application now, the job might not be available by the next time he can come back

What would you do?

2. AARON

Aaron got an interview at the grocery store after answering a want ad in the local newspaper. Before the interview, Aaron had to go to the dentist. The dentist's office was pretty crowded and Aaron had to wait for a while. As he finally sits down in the dentist's chair, he realizes that he will be late for his interview.

What would you do?

3. APRIL

April's guidance counselor helped her to get an interview at a bakery. When April arrived, she suddenly felt very nervous. When the store manager asked her questions, she felt as if she had a knot in her stomach and could barely speak.

What would you do in a situation like April's?

4. MICHAEL AND PETER

Michael stops by Peter's house to ask him to come along to the movies. Peter tells him that he can't go because he is just about to head off for a job interview at a gas station. Michael is surprised and asks Peter if he is going to change his dirty jeans and over-sized T-shirt before the interview. Peter replies that he isn't about to change. He tells Michael that people should

Independent Living Skills Module II

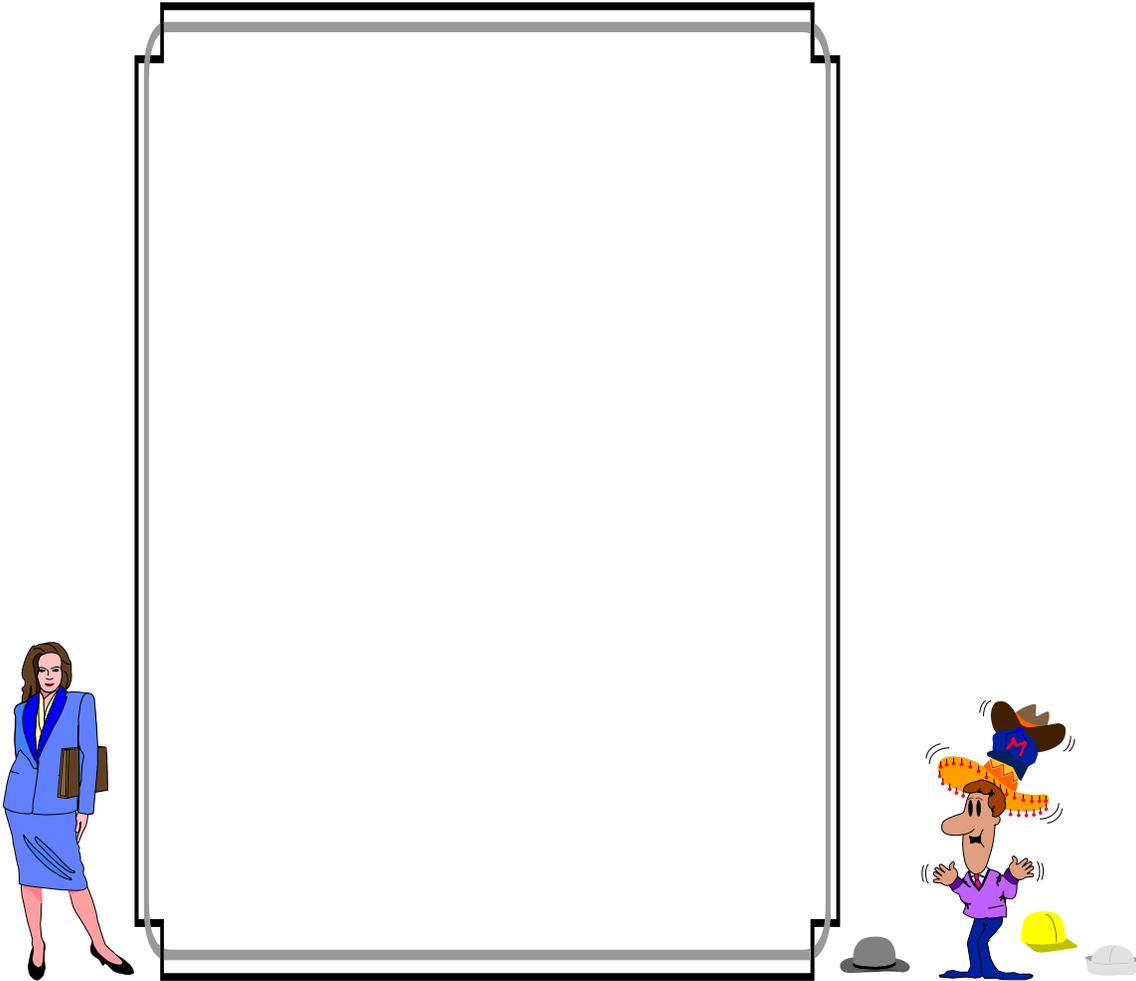
appreciate him no matter what he wears, and says that the work he would be doing would get him dirty anyway. Michael tells him that a good first impression with an employer is important and even though work at a gas station might be dirty, he should still wear clean and appropriate clothing to the interview.

Who do you think is right? Why?



ACTIVITY

Take an inventory of your clothes. What would you wear for a job interview?



Independent Living Skills Module II

WHAT TO EXPECT

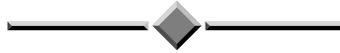


ACTIVITY

Here are some questions that you just might be asked at an interview. Try answering them in the spaces provided. You might also want to practice having your foster parent, program staff, social worker, or friend act like the interviewer. Answer as you would if you were actually being interviewed.

1. What can I do for you? _____
2. How did you learn about this job? _____
3. Why are you interested in working for this company? _____

4. Why do you feel qualified for this job? _____
5. Have you ever done this kind of work before? _____



6. Why do want this job? _____
7. What do you think you would like about this job? _____
8. Have you had any special education for this job? _____
9. Tell me about your education. _____
10. What subjects do you like best? _____



11. What subjects do you like least? _____
12. Tell me about your other jobs. _____
13. Which job did you like the best? Why? _____
14. Which duties did you like best? Why? _____
15. What duties did you like least? Why? _____

Independent Living Skills Module II

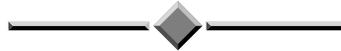
16. Which of your job supervisors did you like the best? Why? _____

17. Which of your job supervisors did you like least? Why? _____

18. Why have you changed jobs so many times? (Skip this question if it doesn't apply.)

19. How do you get along with your co-workers? _____

20. Can you work flexible hours? _____



21. What skills do you have that will help you do this job? _____

22. Why did you leave your last job? _____

23. Have you ever been fired or asked to resign? Why? _____

24. What are your career goals? _____

25. Is there anything else I should know about you? _____



26. Is there anything you would like to change on your job application form? _____

27. What salary do you have in mind? _____

28. What is the lowest salary you would accept? _____

29. Are you still interested in working for us?

30. When can you start? _____

31. Do you have any questions for me? _____



Be enthusiastic!

You can ask the interviewer if you may call to find out about the hiring decision or you can ask when you will be notified about the decision. At the end of the interview, thank the interviewer for his time and shake hands.

Independent Living Skills Module II

INTERVIEW DYNAMICS

Job interviews are a vital part of the employment-seeking process. A good interview can be as important as the qualifications listed on a job application or resume and will often determine who will get the job. Therefore, the anticipation of job interviews can create a high level of anxiety for everyone. You want to make a good impression on the interviewer, but even though you are prepared (appropriate dress, manners, possible questions, etc.), you are not sure of exactly what s/he is looking for in an employee. S/he may prefer someone who is quiet and serious-minded or a person who is outgoing and friendly.

Most of you are aware that words, body language, dress, and behavior can convey messages and are therefore important to consider during job interviews. Furthermore, your self-perception can have an influence on the interviewer. If you have a positive perception and feel good about yourself, you will come across with confidence.

Young people who are culturally and linguistically diverse, physically or emotionally challenged, and/or gay or lesbian often have additional concerns about how they will be perceived by an interviewer. A key to these concerns is to be aware that although stereotyping and prejudices do still exist, the individual can do much to dispel any preconceived ideas and positively influence the interview by presenting him/herself with a willingness to work, readiness to learn and adapt to job expectations, and a confidence in self that says, *“I can do this job well.”*

Before you describe your interviewing style and develop strategies on how to improve it, utilize the following exercises/questions to further consider interview dynamics.

Consider the following:

Carlos has been looking for a job for the past three weeks and has put in many applications. Today, the manager of a retail store at the local mall called him back to invite him for an interview for a sales position. Although Carlos is happy that he has the opportunity to interview, he is also very anxious and nervous. Carlos isn't sure what to expect. The only job he ever had before was at the Hispanic grocery store around the corner from where he lives. Carlos tries to imagine how he would answer possible interview questions like, *“Why do you think you are qualified for this position?”* Carlos thinks that he has good communication skills, though he mainly communicates with his Hispanic friends and family. The manager could also ask him about his career plans. Carlos would like to become a social worker in an Hispanic social service agency, but he is not sure if this would be a good answer to give during the interview.

How do you think Carlos' cultural background influences his feelings about the job interview?



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What possible assumptions do you think the interviewer could make about Carlos if he presents himself as anxious and unsure?



What kind of cross-cultural dynamics could take place in the interview?



What advice would you give Carlos to help him prepare for the interview?



The dynamics of cultural differences are the results of diversity in values, perceptions, assumptions, and communication styles. Different things may be important to different individuals; the key is to understand your own heritage and values and respect those of others.

Can you think of values which are influenced by your cultural background?



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Do you think that your values might sometimes be different from the values of others? If so, describe below:

While some youth like Carlos think about the potential impact of cross-cultural dynamics, other youth might not be aware of them or choose to ignore them.

Consider the following:

Monique, who immigrated into the US two years ago, got an interview at a fast food restaurant after looking for a job for four weeks. When she talks to her best friend about the upcoming interview, Monique states that she is just going to say what is on her mind and will not change her dress or communication style just to make a good impression on the interviewer. She believes that she can do the job and her presentation (dress, language, behavior) should not matter.

Do you think that Monique's plan could cause a communication problem for the job interviewer?

What advice would you give to Monique?

The perception youth have about themselves and their abilities greatly influences their self-esteem, communication styles, and reflections on their good qualities/strengths.

Consider the following:

Jonathan applied for a job at a large warehouse. The manager called him back to set up an interview for the position of stock-person. Now Jonathan is very nervous before the interview because he is overweight. He worries that others might think he won't be able to perform the job duties and might be too slow.

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What is Jonathan's perception about himself? How could his perception influence the outcome of his interview?

C *onsider the following:*

Jack was in a car accident five years ago. He lost the use of both of his legs and is confined to a wheelchair. Jack has applied for a job as a clerical assistant. Although he thinks he can do the job, he is nervous because he thinks that others might think that his handicap might prevent him from doing the work. He is not sure if he should follow through with the interview.

What is Jack's perception about himself?

Do you have any advice for Jack?

Our perception about ourselves greatly influences the messages we convey to others. We all have good qualities as well as shortcomings. Try to be positive! If you have a good perception about yourself, you will appear more confident and motivated not only during the job interview, but also in your work.



ACTIVITY

Practice interviewing by role-playing with your foster parent, social worker, or group care staff. Use the feedback to evaluate the messages you convey, your sense of self, and how you would address possible issues related to diversity.

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How would you describe your interviewing style?

How do you perceive yourself?

How might you enhance your self-perception?



ACTIVITY

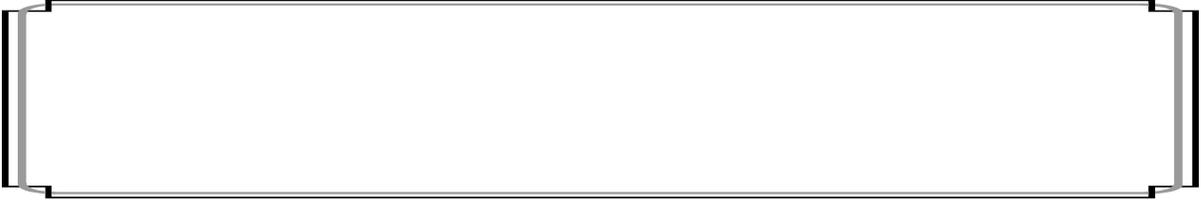
Develop strategies with your foster parent, social worker, or group care staff on how to improve your interviewing skills.

My Strategies Are:

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As stated earlier, even those adolescents and adults who are well prepared for the job search might have to apply many times before finding employment.

How would you feel and what would you do if you were not hired after an interview?



A rejection might be difficult. Don't take it personally and don't get discouraged. Rejection is a part of everyone's job hunting experience. Keep trying!

What would you do if you were offered a job after the interview process?



Make sure that you evaluate the pros and cons (wages, responsibilities, benefits, location, hours). If you decide to take the job, write a letter of acceptance and make sure you set a starting date with your employer.

Independent Living Skills Module II

FOLLOW-UP LETTERS

You should always send a thank you letter following an interview to express your appreciation to the interviewer for talking with you. In addition, your letter will remind the interviewer that you are still very interested in the job and keep your name in the interviewer's mind until a decision is made.

The follow-up letter will also give you the opportunity to answer questions you needed more time to think about and could not answer during the interview. If you want to use the letter to sell yourself a little more, take the time to tell the interviewer once again why you want to work for his or her company and what you have to offer.



ACTIVITY

Look at the following example of follow-up letters and then try writing a letter to an employer who has given you an interview.

1283 Spring Street
Gardner, MA 01213

June 4, 2000

Ms. Patricia Smith
Personnel Director
Tazre Department Store
287 Lincoln Street
Wakefield, MA 01880

Dear Ms. Smith,

Thank you very much for interviewing me on June 3, 2000 for the cashier's position. I enjoyed meeting you and learning about your store's employment program. I am very interested in working at Tazre's Department Store.

If you would like to receive any other information or references, please call me at (508) 278-1234.

I am looking forward to hearing from you.

Sincerely,
Daniel Lawrence
Daniel Lawrence

*1080 East Street
West Boston, MA 02100*

Independent Living Skills Module II

June 10, 2000

Mr. John Walsh
Personnel Manager
Sunrise Bakery
2101 Cake Lane
Boston, MA 02100

Dear Mr. Walsh,

Thank you for the considerations you have given me in your interview yesterday morning.

The opportunity to meet you and other staff at Sunrise Bakery has convinced me that I would be happy working at your company. If I am given the job, I will do my best to meet the expectations of employment.

Sincerely,

James Bradley

James Bradley
726 Mills Road
Boston, MA 02100

July 3, 2000

Ms. Kathryn Butler
Personnel Office First Bank
Boston, MA 02100

Dear Ms. Butler

As you requested during our interview yesterday morning, I have asked my guidance counselor to send you a transcript of my grades.

When you asked me if I would be interested in starting as a filing clerk, I was not sure. After considering the option, I decided that being a filing clerk would be a good way to learn the ins and outs of office work.

Thank you very much for the interview. The more I heard about First Bank, the more I wanted to work there. I was a little nervous during the typing test; however, you will see from my transcript that I can do good work. If I am hired as a typist or filing clerk, I am sure I will do a good job.

Sincerely,

Joyce Martin

Joyce Martin

Independent Living Skills Module II

KEEPING TRACK OF YOUR JOB HUNTING EFFORTS

Use this chart to keep a record of all the people you have contacted, the applications you've completed, and the interviews you have had in your search for a job.

Name of Employer/ Company	Date of Contact	Completed Application	Interview	Follow-up Activities Planned & Date

Independent Living Skills Module II

HOW TO WRITE A RESUME

Many companies will require a resume in place of or in addition to a completed job application. A resume is sort of a quick reference guide to who you are and what you can do. Most resumes are not more than one page long and should be both easy-to-read and pleasing to the eye. A resume should *always* be typewritten.

The resume usually consists of the same kind of information you fill out on job applications, but in a more formal and concise fashion. You should also include on your resume any information you think would qualify you for the job or make you an attractive applicant. Begin your resume with a brief sentence which outlines your employment goals, and be sure to play up your positive qualities.

The basic resume includes the following five major areas:

Personal Information: This consists of your name, your mailing address, and a telephone number where the employers can reach you.

Education: Here you list the education, training, and/or special classes you have had.

Activities/Honors: This category includes activities in which you were involved when you were in school. The activities don't have to all be school-related. They can be athletic, professional, or even social.

Experience: Be sure to list all the jobs and the duties you did on these jobs. Include full-time jobs, part-time jobs, and volunteer work.

References: These should be people who are familiar with you performance at school and/or in a work situation. Always ask permission before you give someone's name as a reference. You should include names, mailing addresses, and daytime telephone numbers. You may state "References available upon request," if you prefer.

Optional areas: You may include hobbies, military service, licenses, or a second language, if you wish.

How do you use a resume? Most young people take their resume with them and give it to the employer at first contact. You may mail your resume to an employer along with a cover letter inquiring about job openings. Or you may attach a copy of your resume to your job application.

What should not be included? Do not record your age, date of birth, race, marital status, religious preference, or reasons you left prior employment.

Independent Living Skills Module II

On the following pages, there are a couple examples of well done resumes and a chance for you to practice creating one yourself.

Helpful Hints

- As is true with the job application and the job interview, neatness counts. Be sure that all information is correctly spelled and cleanly laid out.
- Don't overload your resume. If you are brief and direct, you will have plenty of room for all pertinent information.
- Although it is a good idea to keep an all-purpose resume on hand, you should try (when possible) to tailor your resume specifically to the job for which you are applying. For instance, you would want to have different information on your resume if you were applying for a job as a salesman than you would if you were applying to be a police officer.

Independent Living Skills Module II

Felicia Stewart

132 Oak Drive
Charlestown, MA 02129
(617) 241-2543 (H)

Objective

I am seeking a part-time position in retail sales.

Education

1996-2000 **Charlestown High School**
Charlestown, MA
High school diploma

Work experience

1997-1998 **Berenger's Grocery Store**
Charlestown, MA
Part-time position.
Worked the cash registers, aided customers, performed some light stocking.

1998-1999 **Supersaver Supermarket**
Charlestown, MA
Part-time position.
Worked on a computerized cash register, aided customers.

Hobbies

When not working or going to school, I like to read novels and watch movies.

References

Stuart Gold
Supervisor, Berenger's Grocery Store
57 Exeter St
Somerville, MA 02122
Telephone: (617) 222 - 9111

Julia Frichze
Academic Guidance Counsellor
Charlestown High School
Charlestown, MA

Independent Living Skills Module II

Independent Living Skills Module III

Daniel Schmidt
546 Belmont Lane
West Boston, MA 02100
(617) 367-1054 (W) (617)293-8475 (H)

Objective: A full-time entry-level position in an office setting

E D U C A T I O N

Tompkins High School 1996 to 2000
West Boston, MA 02100
HIGH SCHOOL DIPLOMA

P R O F E S S I O N A L E X P E R I E N C E

East Coast Communications, Inc. September, 2000 to Present
Boston, MA 02101
DATA ENTRY CLERK. Alpha-numeric typing on computer workstation, some interoffice duties.

Zane Moving Company March, 1999 to September, 2000
West Boston, MA 02100
OFFICE ASSISTANT. Light filing, ordered supplies, telephone reception.

A B I L I T I E S

- Typing at 50 Words per Minute
 - Data Entry
 - Filing
 - Three-line Telephone System
-

I N T E R E S T S , A C T I V I T I E S , A N D H O B B I E S

I am interested in business and non-profit management. I hope to one day own my own business, perhaps an organization which will benefit the community.

I play on an inter-mural basketball team, the Wolverines. Practices are on Thursday evenings and games are scheduled on most weekends.

Independent Living Skills Module II

Independent Living Skills Module III

[Your Name]
[Your Street Address]
[City, State, Zip Code]
[Your phone number]

Objective:

E d u c a t i o n

[Name of High School] *Year Started to Year Ended*
[City, State]
Achievements -- Diploma?

[Name of College or Vocational School] *Year Started to Year Ended*
[City, State]
Achievements -- Diploma?

P r o f e s s i o n a l E x p e r i e n c e

[Company Name] *Month, Year Started to Month, Year Ended*
[City, State]
[Position Held], [Brief Details of Position]

[Company Name] *Month, Year Started to Month, Year Ended*
[City, State]
[Position Held], [Brief Details of Position]

O r g a n i z a t i o n s

*[Name of Club, Service, or Charity you are
involved in]* *Year Started*
[City, State/Province]
[Position or Title Held]

A b i l i t i e s

[Any special talents, skills, or abilities which might make you a better candidate for employment]

I n t e r e s t s , A c t i v i t i e s , a n d H o b b i e s

[Show a possible employer the type of person you are, what things you do outside of work]

Independent Living Skills Module II



ACTIVITY

Write out a draft copy of your own resume in the space provided.

Independent Living Skills Module II

Resume Checklist

- | <u>YES</u> | <u>NO</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Have the major categories been included? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the information on only one side of the page? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your resume been checked three times for accuracy? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you certain there are no misspelling, strike-overs, smears, corrections, omissions, or factual errors? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your resume been neatly typed or machine-printed? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you used phrases instead of complete sentences? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you been completely honest? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the copy neatly centered on the page? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you included all your education and training? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a lot of space between the sections? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your resume look as good as the samples in this workbook? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your resume “look” easy to read? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has the grammar been checked three times for accuracy? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you happy with the way your resume looks? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you list a telephone number ? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you record part-time and volunteer work experience? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you use power words where possible? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you ask permission from your references before you listed them on your resume? |

Adapted from *Pre-Employment Assessment Training Manual*, Oklahoma Department of Human Services, revised May 1989.

Independent Living Skills Module II

THE COVER LETTER

Suppose a want ad in the newspaper does not include a phone number, but rather lists a post office box or other address. In a situation like this one when you cannot contact an employer personally or by phone, you will need to send out your resume to represent you.

Whenever you send your resume to someone who has not met you and may not immediately know what position you are seeking, you should preface your resume with a cover letter. The cover letter does not have to be very long or complicated; most of the information you want to convey is already in the resume. The cover letter's purpose is to introduce you to your prospective employer, let him know what position you are applying for, and how you came to learn about the job.

1139 Malborough Boulevard
Somerville, MA 02125

May 17, 2000

Douglas A. Farnsworth
1042 Beacon St.
Brookline, MA 02100

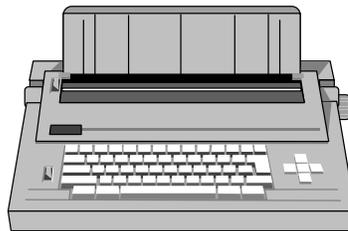
Dear Mr. Farnsworth:

I am sending you my resume in response to your ad in Sunday's Globe. Please consider it to be my application for the position of part-time research assistant, as advertised. I have had a little experience with research, having worked at my high school's library throughout high school. I look forward to hearing from you.

Sincerely,

Jason Sanchez

Jason Sanchez



Independent Living Skills Module II

645 Beachtree Ave
South Boston, MA 02107

April 30th, 2000

Box 452-A
The Boston Globe
Boston, MA 02100

Dear Sirs,

I am responding to the ad in this Sunday's Boston Globe which requested that resumes be sent to this address concerning a position in the mail room at Paley Industries. Please consider my resume in your search for a mail clerk. I do not have much experience in the area, but I would jump at the chance to work for a business such as yours. I think my resume will show that I am a good candidate for the job.

Thank you for your consideration,

Molly Archer

Molly Archer



ACTIVITY

Now try writing your own cover letter.

Independent Living Skills Module II

JOB MAINTENANCE **SKILL ASSESSMENT**

The following questions will help you identify job maintenance skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
1. Am able to get to work on time every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Know how to dress for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can work all the hours I am scheduled for each week (40 hours per week for full-time employment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Am cooperative and flexible when asked to learn new tasks as part of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can follow directions from a supervisor/employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can get along with the people I work with and know how to handle myself appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Know how and whom to tell when I get upset at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Know how to make good decisions and am able to solve problems at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Know what to do if I am sick and cannot get to work on time or at all one day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Am able to ask for help from my supervisor if I have questions about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Can deal with hurt feelings and/or anger if my supervisor should tell me I did something wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Know how much I will be paid for each hour or week I work and can understand my paycheck deductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent Living Skills Module II

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
13. Know what my employee benefits are: health insurance, sick leave, vacation leave, overtime pay, holidays, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Know what Workman's Compensation is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Know how to advance in a job, prepare for a promotion, and/or qualify for a raise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Know how to terminate my job appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Know whom to call and what to do if I think I am being discriminated against in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

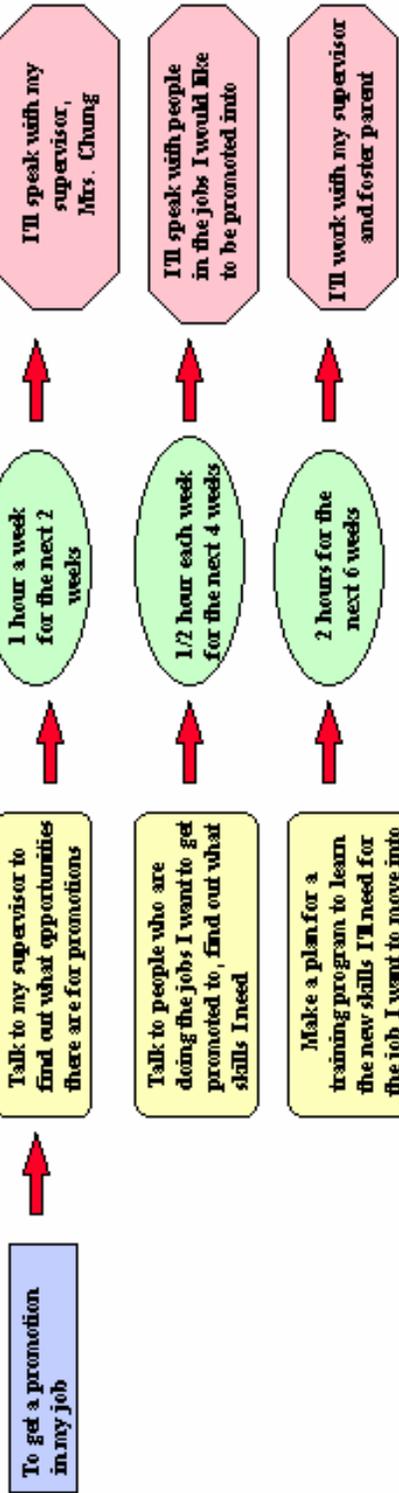


Independent Living Skills Module III

You have now completed the assessment section and identified those skills in job maintenance that you would like to strengthen in order to be better able to do things on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop, and with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to your assessment tool and select new goals to build on your new skills.

EXAMPLE
GOAL: TO IMPROVE JOB MAINTENANCE SKILLS

State Skill 1:



Independent Living Skills Module III

GOAL: TO IMPROVE JOB MAINTENANCE SKILLS

State Skill 1:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

State Skill 2:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

Independent Living Skills Module II

SUCCEEDING IN THE WORLD OF WORK



Getting a job is a great achievement. **CONGRATULATIONS!!!!**

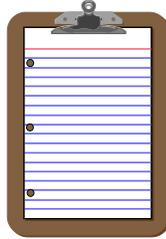


ACTIVITY

List some of the benefits of your present job.

Independent Living Skills Module II

Now that you're a member of the work force, you'll want to keep these few tips and general expectations in mind:



- Get to work on time.
- Learn your company's rules and policies. (Is your lunch period 30 45 minutes?)
- Listen and follow directions carefully. If you have any questions about your duties, don't hesitate to ask your supervisor.
- Don't miss work without a good excuse. If you are going to be late or miss a day of work because you are sick, be sure to call your supervisor in advance.
- Try to be flexible. An employee who is willing to learn new tasks or to help out in a crisis might be the employee who receives a raise or a promotion.
- Be a team player.
- Exhibit good communication skills.
- Be polite.
- Exhibit good decision making and problem solving skills.
- Keep up with the work pace.

Do you think any of the above listed expectations would be difficult for you to meet? If so, which one(s)?

Why?

Independent Living Skills Module II



ACTIVITY

Take an inventory of your work habits.

The following statements reflect work habits that are important to most employers. How do your work habits rate? Circle the answer that describes your behavior most clearly.

I come to work early.

Often

Sometimes

Never

Rarely

I talk with my friends at work about things other than work.

Often

Sometimes

Never

Rarely

I am willing to do things that are outside my regular duties.

Often

Sometimes

Never

Rarely

I call in to work sick when I am not sick.

Often

Sometimes

Never

Rarely

I make sure all my work is done before I leave.

Often

Sometimes

Never

Rarely

When I don't know how to do something, I ask questions or seek my supervisor.

Often

Sometimes

Never

Rarely

When I have ideas or ways to improve production or the work environment, I share them with my supervisor.

Often

Sometimes

Never

Rarely

I complain to my fellow workers about my company and my supervisor.

Often

Sometimes

Never

Rarely

Independent Living Skills Module II

Think about your work habits. Do they demonstrate:

- | | <u>Yes</u> | <u>No</u> |
|--|--------------------------|--------------------------|
| • A full day's work for a full day's pay? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Good use of your time at work? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Flexibility in work assignments? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Willingness to help out? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Respect for your employer's property? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Loyalty to your employer? | <input type="checkbox"/> | <input type="checkbox"/> |
| • If you were an employer, would you hire you? | <input type="checkbox"/> | <input type="checkbox"/> |

As stated earlier problem solving and decision making skills are important assets.



Independent Living Skills Module II



ACTIVITY

Problem solving skills are important assets for all employees and will help you to maintain your job. The following examples consist of problems that you might run into at work. Read the description of the situation, then offer your solution.



BETH

Beth took the job as a nurse's aide because she really enjoys working with and caring for people. However, work is not what Beth expected. She has found that she spends her time at work emptying bed pans, counting supplies, and running errands for the nurses. Her job will give her tuition benefits for nursing courses; however, she will have to work at the hospital for a year before she can receive this benefit. Beth thinks that it will take at least six years to get a nursing degree if she goes to school while she works. She recently heard about a job at a daycare center. The job pays the same, but there are no educational benefits.

If you were Beth, what would you do? What would you advise Beth to do?



JASON

Jason is part of a cleaning crew in an office building. He has keys to unlock the offices so he can clean them. It is 7:00 P.M. and the office building is closed. A man comes up to the building, asks Jason to let him inside and then into his office. The man says he has forgotten his keys, has left his briefcase inside and is leaving on a plane at 9:00 tonight.

If you were in Jason's place, what would you do?

Independent Living Skills Module II



TIASHA

Tiasha is walking into work at Filene's when Ken pulls up next to her in the parking lot. Ken tells her that in order to use the car he had to agree to drop his brother off at school and he will be a few minutes late for work. Ken then asks Tiasha to punch his time card.

If you were Tiasha, what would you do? What would you advise her to do?



LISA

Lisa is a new computer keypunch operator. Some of her co-workers tell her to slow down her work pace. Her co-workers claim she is making them look bad. The machine records the number of entries at the end of the night. Lisa thinks her amount of work is appropriate; however, she doesn't want to make other people in the office angry.

If you were Lisa, what would you do? How can you help her to solve her problem?



CARLOS

Carlos works at a fast food restaurant. He knows that Roger, a friend and co-worker, adds free fries and shakes to friends' orders when he can. These friends are now asking Carlos for free food. They tell him that he doesn't have as much courage as Roger or he would slip them some food.

If you were Carlos, what would you do?

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JAMES

James lives a long way from his job. He takes the first bus that comes near his house. The bus is scheduled to pass his corner at 6:30 A.M.; however, it is frequently late. When the bus is late, James usually misses his transfer connection. The last time James was late, his boss warned him not to be late again. James' bus was late this morning. He is dreading his arrival at work. He knows he will be late again.

If you were James, what would you do?

Can you think of any problems you would have difficulty solving at your workplace?

If so, describe.

List all the possible solutions for your potential problem at work.

-  SOLUTION 1 _____
-  SOLUTION 2 _____
-  SOLUTION 3 _____
-  SOLUTION 4 _____

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Now you can evaluate the...

Pros and Cons

	Pros	Cons
 SOLUTION 1		
 SOLUTION 2		
 SOLUTION 3		
 SOLUTION 4		

After evaluating the pros and cons above, I think the best possible solution to my problem is:

In addition to the benefits of your present job, here are some additional reasons to maintain your employment:

- Salary increases usually come with length of time employed.
- People who frequently change jobs continue to start their salaries at entry level.
- Benefits such as vacations, sick pay, tuition payment plans, promotional opportunities, and pension plans may only be available after an employee completes a specific amount of time on the job. These benefits usually increase with the length of time employed.
- Employer references are an important part of future job searches; being fired from a job can limit future employment opportunities.
- Employment counselors advise keeping your job while looking for another because an employed person usually makes a better candidate than an unemployed one. (Employers tend to be suspicious of gaps in an employment record.)
- As employment history is part of your credentials, employers expect job changes for advancement in position, salary increases, and in order to develop new skills.

Independent Living Skills Module II

However, all of us change jobs at times for various reasons.

Under which circumstances would you consider changing jobs?

How would you appropriately terminate your previous job?

I would talk to: _____

I would give _____ notice.

I would explain that _____

Consider the following examples:

ANDREA

Andrea started to work at a retail store four days ago. The job is not what she expected and she does not like her supervisor. In the middle of her shift, Andrea tells her manager that she is quitting and walks out.

Was this a good decision?

What possible consequences might Andrea's decision have for her?

What strategies does Andrea need to work on to improve her job maintenance skills?

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JASON

Jason gets into a fight with one of his co-workers about a girl they both like. They start yelling at each other in front of the customers in the grocery store they both work in. The manager tells them to stop fighting. However, Jason is so angry that he continues to scream. The manager fires him.

What possible consequence could Jason's firing have for him?

What strategies does Jason need to work on in order to improve his job maintenance skills?

Can you think of with two examples of why someone might lose his/her job due to poor job maintenance skills?

1

2

Why do you think it is important to maintain a good employment record?

Now that you have utilized your own experiences and the information given in this workbook, you can establish your employment plan. You might want to follow the sample on the following page to do so:

Independent Living Skills Module II

YOUR CAREER EMPLOYMENT PLAN:

