

Preparing Adolescents for Young Adulthood (PAYA)

Module III

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

Handbook for Skill Development

Massachusetts Department of Children and Families

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

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Education3

Job Seeking Skills.....39

Education and Employment: Please circle *Yes* or *No*, or *Not Yet* to the questions below

Do you know your current educational goals? Do you have a future educational and or vocational training goal?

YES

NO

NOT YET

Do you attend school regularly and/or have you graduated high school or obtained your BUDD?

YES

NO

NOT YET

Have you passed MCAS?

YES

NO

NOT YET

Do you have copied of your educational records?

YES

NO

NOT YET

Has there been a referral to adult services through a 688, if you are eligible?

YES

NO

NOT YET

Have you explored post-secondary options?

YES

NO

NOT YET

Education and Employment: Please circle *Yes* or *No*, or *Not Yet* to the questions below

Have you taken the necessary steps to apply for admission to schools and/or vocational training?	YES	NO	NOT YET
Have you researched scholarships and grants?	YES	NO	NOT YET
Do you understand FAFSA and DCF educational financial aid?	YES	NO	NOT YET
Do you know your interests and abilities that can help you choose a career or college?	YES	NO	NOT YET
Have you received job readiness training (interviewing tips & job maintenance strategies, time management, conflict resolution)?	YES	NO	NOT YET
Have you completed a job application and practiced interviewing for a job?	YES	NO	NOT YET
Have you or are you working full- time or part- time? Do you have a resume?	YES	NO	NOT YET

If you answered No or Not Yet to any of the prior questions, please do not worry. This book is designed to help you understand education, job seeking skills, and job maintenance skills . Your social worker, case worker, and or foster parent can also help you with these new skills.

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"/>

	<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"/>

Include Your Own Personal Notes Regarding Educational Interests



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.)



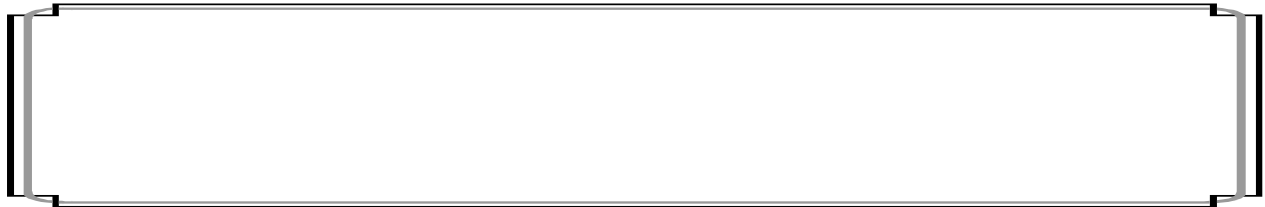
Now that you have identified your personal learning style, you will be able to acquire and practice new skills in the way that is most effective for you.

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?



Why do you think getting a GED 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

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?



Mike receives special education services in English and history. Due to his special education 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?



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.

What are your reasons for staying in school and completing your education?

A worksheet titled "List Your Reasons Here ::" in a cursive font. The title is positioned at the top left of a large, white, irregularly shaped area that resembles a scroll. Below the title, there are seven horizontal lines for writing. To the left of the bottom three lines, there is a black starburst graphic with a grey circle in the center. A large, thick black ribbon is attached to the right side of the scroll, extending downwards and outwards. The entire graphic is set against a white background.



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 Assessment Recourses

www.studentaid.ed.gov

<http://www.bls.gov/k12/>

www.mass.gov/careercenters







Activity: CAREER INTEREST ASSESSMENT

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		CAREER OPTIONS		TRAINING/EDUCATION	
• Do you like working with others?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Nurse's Aide		• H.S. diploma/GED/Apprenticeship	
• Do you like to help others?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Child Care Worker			
		• Teacher's Aide			
• Do you like to work as part of a team?	Yes <input type="checkbox"/> No <input type="checkbox"/>			• Two-year college/vocational training certificate	
• Do you like to work with children and/or elders?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Licensed Practical Nurse			
		• Respiratory Therapist			
		• Recreation Worker			
• Do you like to care for others?	Yes <input type="checkbox"/> No <input type="checkbox"/>			• Four-year college	
• Do you have good communication skills?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Physical Therapist			
		• Counselor/Social Worker			
		• Registered Nurse			
BUSINESS		CAREER OPTIONS		TRAINING/EDUCATION	
• Do you like to do paper work?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Office Clerk		• H.S. diploma/GED/Apprenticeship	
• Do you have organizational skills?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Receptionist			
		• Bank Teller			
• Do you like working with people?	Yes <input type="checkbox"/> No <input type="checkbox"/>			• Two-year college/vocational training certificate	
• Would you like to work in an office?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Medical Secretary			
• Do you like math?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Paralegal			
		• Tax Service Representative			
• Would you like to learn how to type?	Yes <input type="checkbox"/> No <input type="checkbox"/>			• Four-year college	
• Would you like to file letters & forms?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Accountant			
		• Personnel Administrator			
		• Marketing Specialist			

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 ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

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

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?
- Do you like working with animals?
- Do you like to raise and care for animals?
- Do you like working with plants?
- Would you enjoy working in a greenhouse?
- Would you like working on a farm?

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

IF YES



CAREER OPTIONS

- Logger
 - Florist
 - Farm Operator
- H.S. diploma/GED/Apprenticeship
-
- Veterinarian Ass't.
 - Animal Caretaker
- Two-year college/certificate
-
- Veterinarian (plus Vet. school)
 - Botanist
 - Environmental Engineer
- Four-year college

TRAINING/EDUCATION

PROTECTIVE

- Do you like helping others?
- Would you like to enforce the law?
- Would you like to protect others?
- Do you have good communication skills?
- Would you like to work to improve your community?

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

IF YES



CAREER OPTIONS

- Security Officer
 - Guard
 - Military Service
- H.S. diploma/GED/Apprenticeship
-
- Park Ranger
 - Fire Fighter
 - Police Clerk
- Two-year college/certificate
-
- FBI Agent
 - Probation Officer
 - Intelligence Officer
- Four-year college

TRAINING/EDUCATION

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		CAREER OPTIONS	TRAINING/EDUCATION
• Do you like to create things?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Construction Worker • Manufacturing	• H.S. diploma/GED/Apprenticeship
• Do you like to build things?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Electronic Equipment Mechanic	
• Do you like to work in production?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Chemical Plant & Systems Operator	• Two-year college/certificate
• Do you like to work "hands on?"	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Industrial Engineer • Operations Manager	• Four-year college

IF YES



SELLING		CAREER OPTIONS	TRAINING/EDUCATION
• Do you like meeting new people?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Cashier • Sales Assistant • Retail Store Worker	• H.S. diploma/GED/Apprenticeship
• Do you have good communication skills?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Insurance Agent • Travel Agent • Sales Worker	• Two-year college/certificate
• Would you work well under pressure?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Financial Service Representative • Stock Broker	• Four-year college
• Do you like to influence others' opinions?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
• Are you persuasive?	Yes <input type="checkbox"/> No <input type="checkbox"/>		

IF YES



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		CAREER OPTIONS	TRAINING/EDUCATION
• Are you eager to help others?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Cook/baker • Chauffeur • Private household worker	• H.S. diploma/GED/Apprenticeship
• Do you enjoy working with food?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
• Do you enjoy helping others improve their appearance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Caterer • Flight Attendant • Cosmetologist	• Two-year college/certificate
• Would you enjoy working in a restaurant or hotel?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Hotel Manager • Restaurant Manager	• Four-year college

IF YES

LEADERSHIP		CAREER OPTIONS	TRAINING/EDUCATION
• Have you always been a leader?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Camp Counselor	• H.S. diploma/GED/Apprenticeship
• Do you like to influence others?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
• Are you persuasive?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Legal Assistant • Community Organizer	• Two-year college/certificate
• Do you like to direct others?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
• Do you have good communication skills?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• Teacher • Politician • Government Worker	• Four-year college
• Do you like to speak in front of an audience?	Yes <input type="checkbox"/> No <input type="checkbox"/>		

IF YES

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			CAREER OPTIONS	TRAINING/EDUCATION
• Do you enjoy working out?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Athletic Trainer • Athlete • Tour Guide	• H.S. diploma/GED/Apprenticeship
• Are you physically fit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
• Do you enjoy physical activities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Aerobics Instructor • Athletic Director	• Two-year college/certificate
• Would you like to participate in sports events?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Nutritionist/Dietician • Camp Director • Physical Therapist	• Four-year college
• Do you enjoy reading articles about sports events?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

IF YES



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:

• *Massachusetts Educational Opportunity Centers.*

EOC Center Locations





MASSACHUSETTS EOC LOCATIONS

The EOC service centers are located in six cities across the state, including Boston, New Bedford, Lynn, Worcester, Springfield and Pittsfield. Each of these offices serves local residents as well as those in surrounding cities and towns. Each Center has extensive resources, including education and career information in hard copy, video and software formats. Information on local, regional and national programs of study is available. Each Center is staffed by a dedicated group of professionals who are very knowledgeable about issues relating to higher education access for adults. They are experts in areas such as admissions criteria and procedures, financial aid information, application procedures, and student loan default prevention and rehabilitation. EOC offices are located as follows:

Boston

TERI College Planning Center - EOC
Boston Public Library
700 Boylston Street
Boston, MA 02116
617-536-0200

Lynn

Educational Opportunity Center
c/o North Shore Community College
P.O. Box 3340
Danvers, MA 01923-0840
site address: Corner of Broad & Market Streets, Lynn, MA 781-477-2114

New Bedford

Seven Hills Behavioral Health - EOC
10 Welby Road
New Bedford, MA 02745
508-995-3026

Pittsfield

The Learning Connection - EOC
10 Lyman Street
Pittsfield, MA 01201
413-499-9531

Greater Springfield

Valley Opportunity Center - EOC
35 Mt. Carmel Street
Chicopee, MA 01013
413-612-0206

Worcester

Colleges of Worcester Consortium - EOC
484 Main Street, Suite 500
Worcester, MA 01608
508-754-6829 ext. 3004

Target Populations

Most EOC clients are "first-generation college students," meaning neither of their parents have graduated from a four-year college. They may be the first in their families to have graduated from high school. The majority of clients are also low-income. Many EOC clients are in need of education or training in order to enter the workforce and be employed in a job that will pay a living wage. Or, they may have recently become unemployed and are in need of retraining.

EOC Funding

EOC is one of the TRIO Programs funded by the U.S. Department of Education. The Colleges of Worcester Consortium, Inc.'s Educational Opportunity Centers project is one of the original 13 EOC projects, first funded in 1973. It is currently the second-largest EOC project in the country.

Becoming an EOC Client

Call your nearest EOC to set up an appointment. All centers are handicapped accessible and located near public transportation.

Colleges of Worcester Consortium, Inc.
484 Main Street, Suite 500, Worcester, MA 01608
Phone: 508-754-6829, Fax: 508-797-0069, Email: info@cowc.org

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EDUCATION PAYS OFF

Higher Salaries: Earn More During Your Career

Studies prove it: continue your education after high school and you're likely to **make more money than people who stop at high school**. As an example, a college graduate can afford to buy a large, flat-screen TV in 1–2 months while a non-college graduate might have to work for 3–4 months to buy the same TV

Skills for Today's Jobs: Have More Options

Today, more jobs than ever before require specialized training or a two- or four-year college degree. More education means more choices, and that means more opportunities for you.

Fast Fact: Of the 20 fastest-growing occupations, more than half require an associate's degree or higher.

Job Security: Keep Working

Your high school diploma is useful. However, a college degree **increases your chance of employment by nearly 50%**. A two-year degree or even some college can have a positive impact on your ability to find and keep a job, too.

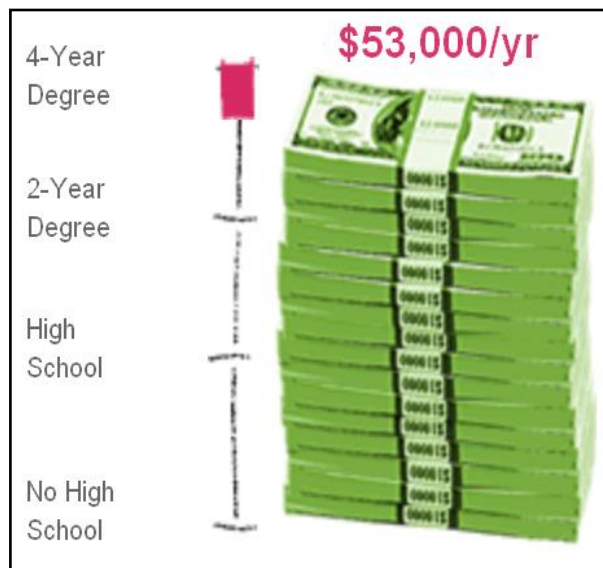
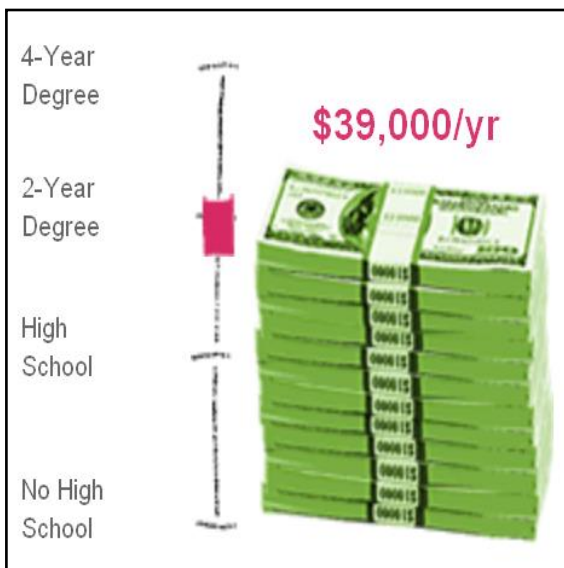
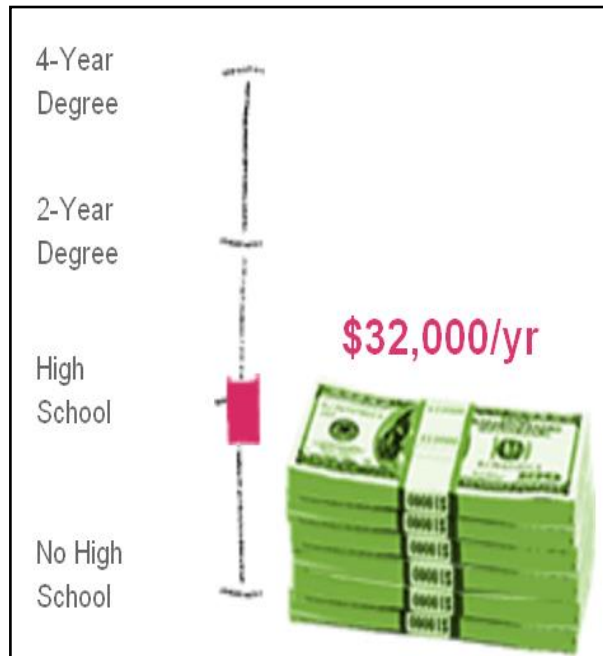
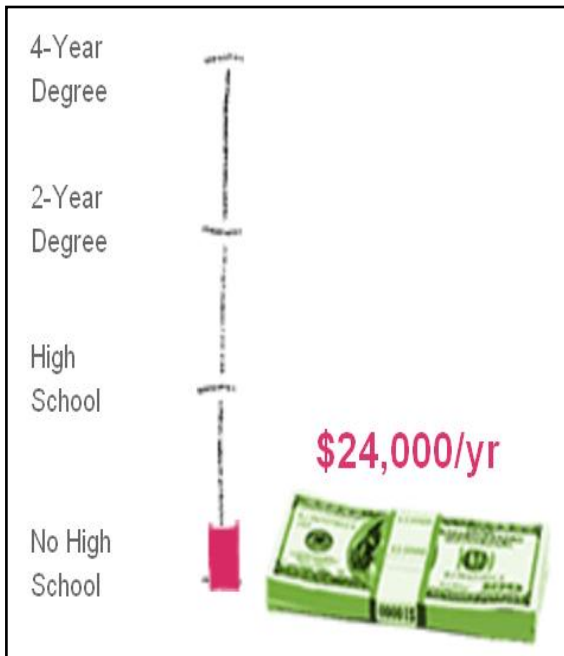
Fast Fact: The higher your education level, the higher your chances of finding and keeping a job.

More Benefits: Get the Important Extras

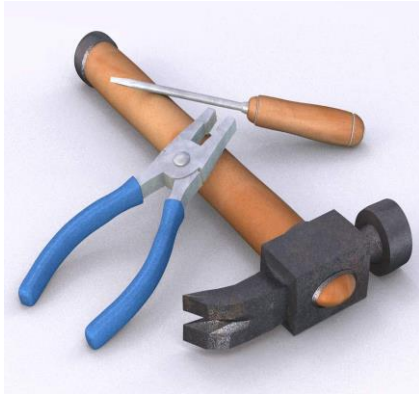
There's more to a job than a paycheck. Jobs for college graduates typically offer more and better benefits than jobs requiring just a high school diploma. These can include health insurance and retirement plans you may not get at lower-skill jobs.

Source: US Department of Education: Federal Student Aid, Start Here Go Further. www.college.gov

EDUCATION PAYS OFF



Source: US Department of Education: Federal Student Aid, Start Here Go Further. www.college.gov



Google Images

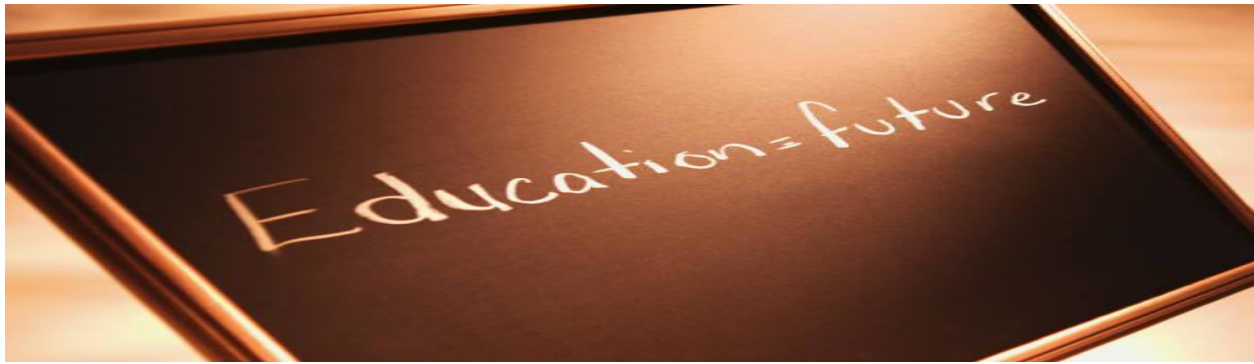
VOCATIONAL TRAINING/CERTIFICATION PROGRAMS

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 select 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.



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 the Massachusetts Community Colleges each offers a wide variety of associate and certification programs. Visit each colleges website to for a complete listing.

Massachusetts Community Colleges

- [Berkshire Community College](#)
- [Bristol Community College](#)
- [Bunker Hill Community College](#)
- [Cape Cod Community College](#)
- [Greenfield Community College](#)
- [Holyoke Community College](#)
- [Massachusetts Bay Community College,](#)
- [Massasoit Community College](#)
- [Middlesex Community College](#)
- [Mount Wachusett Community College](#)
- [North Shore Community College](#)
- [Northern Essex Community College](#)
- [Quinsigamond Community College](#)
- [Roxbury Community College](#)
- [Springfield Technical Community College](#)

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 co-operative 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.

Four Year Massachusetts Public Universities

- [Bridgewater State University](#)
- [Fitchburg State University](#)
- [Framingham State University](#)
- [Massachusetts College of Art and Design](#)
- [Massachusetts College of Liberal Arts](#)
- [Massachusetts Maritime Academy](#)
- [Salem State University](#)
- [Worcester State University](#)
- [Westfield State University](#)
- [University of Massachusetts Amherst](#)
- [University of Massachusetts Boston](#)
- [University of Massachusetts Dartmouth](#)
- [University of Massachusetts Lowell](#)
- [University of Massachusetts Worcester Medical Center](#)

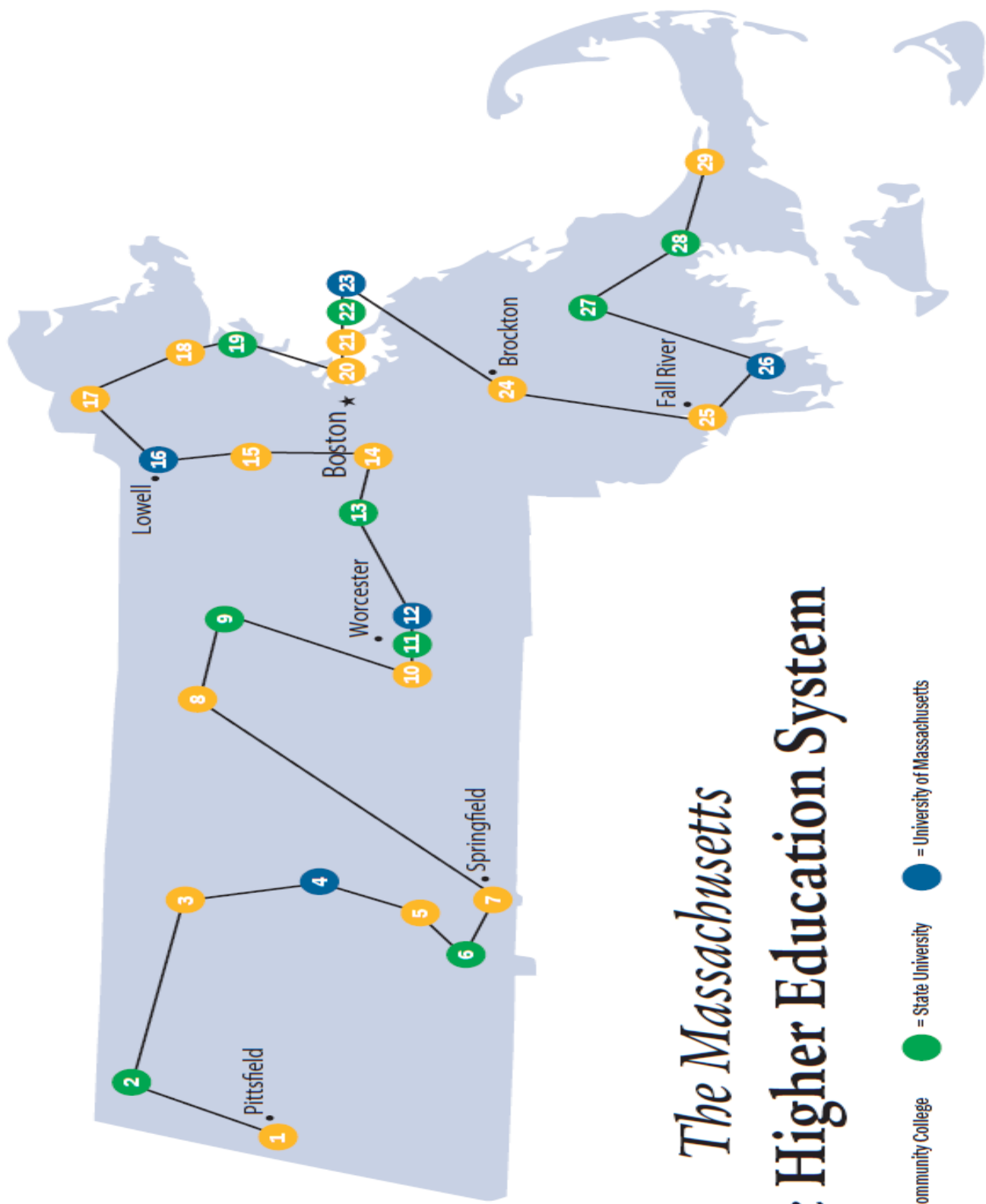


ONLINE COLLEGES

Most colleges and universities offer online degrees and courses. It is important to make sure that all programs are certified and that courses earn credits that are transferable to other Colleges and Universities. Financial Aid is not available for all online programs. Below is a link to Massachusetts Online Colleges.

<http://www.mco.mass.edu>

***** Students who wish to pursue an online degree or enroll in online course should contact the financial aid office and DCF to determine what funding is available. *****



The Massachusetts Public Higher Education System

- = Community College
- = State University
- = University of Massachusetts

1	Berkshire Community College, Pittsfield (413) 499-4660 www.berkshirecc.edu	8	Mount Wachusett Community College, Gardner (978) 632-6600 www.mwcc.edu	16	University of Massachusetts Lowell (978) 934-4000 www.uml.edu	24	Massasoit Community College, Brockton (508) 588-9100 www.massasoit.mass.edu
2	Mass. College of Liberal Arts, North Adams (413) 662-5000 www.mcla.edu	9	Fitchburg State University, Fitchburg (978) 345-2151 www.fsc.edu	17	Northern Essex Community College, Haverhill (978) 556-3000 www.necc.mass.edu	25	Bristol Community College, Fall River (508) 678-2811 www.bristolcc.edu
3	Greenfield Community College, Greenfield (413) 775-1000 www.gcc.mass.edu	10	Quinsigamond Community College, Worcester (508) 853-2300 www.qcc.edu	18	North Shore Community College, Danvers (978) 762-4000 www.northshore.edu	26	University of Massachusetts Dartmouth (508) 999-8000 www.umassd.edu
4	University of Massachusetts Amherst (413) 545-0111 www.umass.edu	11	Worcester State University, Worcester (508) 793-8000 www.worcester.edu	19	Salem State University, Salem (978) 542-6000 www.salemstate.edu	27	Bridgewater State University, Bridgewater (508) 697-1200 www.bridgew.edu
5	Holyoke Community College, Holyoke (413) 538-7000 www.hcc.edu	12	University of Mass. Medical School, Worcester (508) 856-8989 www.umassmed.edu	20	Bunker Hill Community College, Boston (617) 228-2000 www.bhcc.mass.edu	28	Massachusetts Maritime Academy, Buzzards Bay (508) 830-5000 www.maritime.edu
6	Westfield State University, Westfield (413) 572-5300 www.wsc.ma.edu	13	Framingham State University, Framingham (508) 620-1220 www.framingham.edu	21	Roxbury Community College, Boston (617) 427-0060 www.rcc.mass.edu	29	Cape Cod Community College, West Barnstable (508) 362-2131 www.capecod.edu
7	Springfield Tech. Community College, Springfield (413) 781-7822 www.stcc.edu	14	MassBay Community College, Wellesley Hills (781) 239-3000 www.massbay.edu	22	Massachusetts College of Art and Design, Boston (617) 879-7000 www.massart.edu		
		15	Middlesex Community College, Bedford (781) 280-3200 www.middlesex.mass.edu	23	University of Massachusetts Boston (617) 287-5000 www.umb.edu		

Massachusetts Department of Higher Education (August 2010) | (617) 994-6950 | www.mass.edu

So you want to 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. 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. Your high school guidance counselor can assist you in getting a fee waiver to take the SAT.

Tip 4: Apply early for financial aid.

The Massachusetts priority deadline for Mass Grant is May 1st each year. Each college will also have their own institutional deadline for aid, some as early as March 1st. 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 online FAFSA.

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 you – and schools love that.

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.



Google Images

College Preparation Checklist

For a complete checklist that can outline the steps a student should take to prepare for post-secondary education from elementary school through high school use the following link to download a copy of the College Preparation Checklist from the U.S. Department of Education, Federal Student Aid.



<http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>



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 on the next pages are some samples of financial resources that you may use to finance your education:

FEDERAL STUDENT AID AT A GLANCE U.S. DEPARTMENT OF EDUCATION



WHAT IS FEDERAL STUDENT AID?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for education expenses at a postsecondary school (e.g., college, vocational school, graduate school).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for a computer and for dependent care.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school to find out which programs your school participates in.

HOW DO YOU APPLY FOR FEDERAL STUDENT AID?

1. Complete the *Free Application for Federal Student Aid (FAFSASM)*.

For *FAFSA on the WebSM*, go to **www.fafsa.gov**. Using *FAFSA on the Web* is faster and easier than using paper.

If you need a paper FAFSA, you can get one from

- our website at **www.fafsa.gov** (download a PDF),
- our ED Pubs website at **www.edpubs.gov**, or
- our Federal Student Aid Information Center at **1-800-4-FED-AID (1-800-433-3243)**.

WHO GETS FEDERAL STUDENT AID?

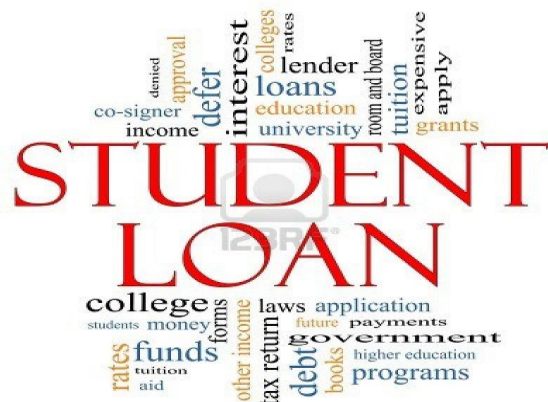
Our most basic eligibility requirements are that you must

- demonstrate financial need,
- be a U.S. citizen or an eligible noncitizen,
- have a valid Social Security number,
- register (if you haven't already) with Selective Service, if you're a male between the ages of 18 and 25,
- maintain satisfactory academic progress in postsecondary school, and
- show you're qualified to obtain a postsecondary education by
 - ▶ having a high school diploma or General Educational Development (GED) certificate;
 - ▶ passing an approved ability-to-benefit test (if you don't have a diploma or GED, a school can administer a test to determine whether you can benefit from the education offered at that school);
 - ▶ completing six credit hours or equivalent course work toward a degree or certificate;
 - ▶ meeting other federally approved standards your state establishes; or
 - ▶ completing a high school education in a homeschool setting approved under state law.

FEDERAL STUDENT AID AT A GLANCE 2015-2016

U.S. DEPARTMENT OF EDUCATION

Federal Pell Grant	Grant: does not have to be repaid	For undergraduates with exceptional financial need who have not earned bachelor's or professional degrees; in some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,730 For details and updates, visit StudentAid.gov/pell-grant
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.	Up to \$4,000 For details and updates, visit StudentAid.gov/fseog
Teacher Education Assistance for College and Higher Education (TEACH) Grant	Grant: does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued (accumulated) from date grant was disbursed (paid out to student)	For undergraduate, postbaccalaureate, and graduate students who plan to become teachers; recipient must sign Agreement to Serve saying he or she will teach full-time in a high-need field for four complete academic years (within eight years of completing the academic program) at an elementary school, secondary school, or educational service agency serving children from low-income families.	Up to \$4,000 For details and updates, visit StudentAid.gov/teach
Iraq and Afghanistan Service Grant	Grant: does not have to be repaid	For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,311.71 For grants first disbursed on or after Oct. 1, 2014, and before Oct. 1, 2015 For details and updates, visit StudentAid.gov/iraq-Afghanistan
Federal Work-Study	Money earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage; funds depend on availability at school.	No annual minimum or maximum amounts For details and updates, visit StudentAid.gov/workstudy
Federal Perkins Loan	Loan: must be repaid with interest	For undergraduate and graduate students with exceptional financial need; must be repaid to school that made the loan; 5% interest rate.	Undergraduate students: up to \$5,500; graduate and professional students: up to \$8,000 For details and updates, visit StudentAid.gov/perkins
Direct Subsidized Loan	Loan: must be repaid with interest	For undergraduate students who have financial need; U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods; student must be at least half-time; 4.66% interest rate for loans first disbursed on or after July 1, 2014, and before July 1, 2015; visit StudentAid.gov/interest for latest information on interest rates. First-time borrowers may not receive this type of loan for more than 150% of the length of their program of study; U.S. Department of Education may stop paying interest if student who received loans for maximum period continues enrollment.	Up to \$5,500 depending on grade level For details and updates, visit StudentAid.gov/sub-unsub
Direct Unsubsidized Loan	Loan: must be repaid with interest	For undergraduate and graduate students; borrower is responsible for all interest; student must be at least half-time; financial need is not required; 4.66% (undergraduate) and 6.21% (graduate or professional) interest rates for loans first disbursed on or after July 1, 2014, and before July 1, 2015; visit StudentAid.gov/interest for latest information on interest rates.	Up to \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status For details and updates, visit StudentAid.gov/unsub



MASSACHUSETTS STATE AID PROGRAMS



GRANT PROGRAMS

[Foster Child Grant](#)

[MASSGrant](#)

[Massachusetts Gilbert Matching Student Grant](#)

[Massachusetts Cash Grant](#)

[Massachusetts Part-Time Grant](#)

[Massachusetts Public Service Grant](#)

[Paraprofessional Teacher Preparation Grant](#)

[Educational Rewards Grant](#)

[Performance Bonus Grant](#)

SCHOLARSHIPS

[Agnes M. Lindsay Scholarship](#)

[Christian A. Herter Memorial Scholarship](#)

[John and Abigail Adams Scholarship](#)

[Paul Tsongas Scholarship](#)

[Early Childhood Educators Scholarship](#)

[One Family Inc. Scholarship Program](#)

[Tomorrow's Teachers Scholarship](#)

[Math and Science Teachers Scholarship](#)

[The Scholar-Internship Match Fund Program](#)



MASSACHUSETTS
Department of
Higher Education

Understanding Loans and Grants to avoid Large Student Debt?



The cost of college increases every year. The cost of school places many students in debt. The requirements for student loans have become more rigid, and many students graduate from college with loans.

A loan is money offered to students which is used to pay for education-related expenses, such as college tuition and fees, room and board, and or books. Colleges offer loans to help offset the cost of college. However, it costs money to take out a loan. The money it costs is called interest. Interest is the charge for the privilege of borrowing money, typically expressed as annual percentage rate. Federal loans are loans that are from the government. These are loans and are not free money, upon graduation and or leaving school they must be paid back. In addition, all loans have interest fees included; this means that it costs money to borrow money. Interest rates attached to unsubsidized loans are the way the lender makes money

Direct Subsidized Loans are available to undergraduate students with financial need. Your school determines the amount you can borrow, and the amount may not exceed your financial need. Government loan payback starts 6 months after graduation. If you experience a hardship after you have graduated you can defer payment (meaning stopping payments for a period of time). An example can be if you lose your job. Subsidized means the federal government pays the interest on subsidized loans during periods of authorized deferment, such as the in-school and economic hardship deferments. In addition, the government will pay the interest for the first 6 months after you leave and or graduate from school.

Federal Unsubsidized Stafford Loan is a government loan that is not based on financial need. Interest accrues on unsubsidized loans from the time the loan money is provided to the school. If you do not pay the interest it becomes larger and is added to the loan balance. Unsubsidized meaning the interest is paid by you and not the government.

Private loans are money or monies that are borrowed from banks, credit unions, and or private agencies (Sallie Mae). These loans are typically more expensive and when you are ready to pay them back there monthly pay back costs are higher than government loans. The interest is usually a higher fee too and you are responsible for the interest.

A grant is defined as money in the form of aid, such as the Pell Grant. These grants are funded by the government for students that are attending school in their home state. You do not have to pay back a grant.

Federal Pell Grants are awarded to students who have financial need and have not earned a bachelor's degree yet. The award is up to \$5,730 per year. Once you apply for FAFSA your answers to the questions asked will determine how much money the school will grant you.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students who have exceptional financial need and who have not earned a bachelor's degree. Federal Pell Grant recipients have priority. This award is up to \$4,000 per year. Not all colleges participate in this grant and you must apply by the college's deadline.

College loans are what are called "good debt." Good debt is money you owe that helps you build credit. The loans are literally reported on your credit report. Credit is your ability to obtain loans, goods, or services before payment, based on the trust that you will pay the money back in the future. A credit report is a document that lists all money you owe and, or have paid such as loans for college and or cars, and credit cards that you have or had. After graduation you must pay your loan(s) every month and on time. If you pay your loans on time every month your credit score will be affected positively. If you miss a payment or do not pay the required monthly fee, your credit score will be affected negatively and thus lowered. If you are interested in obtaining a free credit report, you can go to freecreditreport.com each year to view your credit report. A credit score is how lenders' view you as a candidate to pay back the money you owe.

The following tips will help you graduate from school with less debt, and make it easier to pay off the debt incurred while enrolled in school.

1. Consider a public college

Public schools are lower in cost than private schools especially for residents. You may also consider attending a community college for two years and then transferring to a four year college. Community colleges are cheaper than 4 year schools and if you complete two years at a community college, you can then transfer to a four year school as a junior.

2. Understand Student Loans

Know the difference between a government loan and private loan. Understand the difference between subsidized and unsubsidized loans. Remember that some loans have interest that you are responsible to pay. In addition, sometimes the interest can increase over time, so it is important to make sure that if you choose a loan you pick one with a fixed interest rate. A Fixed rate is interest that never changes even over time, it stays the same.

3. Loan co-signer

If a family member or friend co-signs your student loan, you will probably receive a lower interest rate. However, you must be confident you will pay off your loan, or your co-signer will be responsible for your debt if a payment is missed. If you decide to co-sign on someone else's loan, then you are responsible to pay that loan if that person defaults.

4. Learn to budget

As a client of DCF or a past client of DCF you may be eligible for certain financial assistance. Work with your adolescent outreach worker and or the ETV workers to determine the amount of aid you will receive. It is imperative that you learn to budget your money and use it only for college and living expenses.

5. Apply for FAFSA to get access to Grant and Loans

If you need money for school applying for FAFSA will help determine how much aid you need for college costs. You must apply for FAFSA in order to obtain grants and loans. The deadline is usually June 30th. <https://fafsa.ed.gov>

6. Consider getting a job

Having a job while enrolled in school can help too. Typically when you fill out the FAFSA application your eligibility for a work-study job will be determined. Many employers now run your credit report if you are applying for a job too. A job can help you to pay for books, transportation, food, entertainment, or other expenses you will have while in school.

Having college debt can be overwhelming and paying for college is probably one of the biggest expenses in our lives. However, the more you educate yourself the better! Learn the importance of saving money and budgeting. In addition, familiarize yourself with loans and grants. Ask your guidance counselor and or ETV workers about any scholarships that might be available to you. Take into account the money you can save by attending a public school. Also if you can have a job while in school it always helps offset costs. Please remember to not borrow more money than you need or can pay off.





DCF Educational and Vocational Support Services

The Massachusetts Department of Children and Families offers a variety of supports to help foster youth finance their post-secondary education. Listed below are scholarship and grant programs managed by the Department that are available to foster youth.

Each year youth must complete the FAFSA (www.fafsa.ed.gov) in order to be eligible for the following programs.

All current applications for the following DCF Educational and Vocational Support Programs can be found at www.mass.gov/dcf under the “Adolescent Services” link.

State College Tuition and Fee Waiver Program

The Waiver waives the cost of tuition of state-supported classes only at ***Massachusetts public universities and community colleges***. The waiver does not cover books or room and board.

Eligibility

- Youth who were in DCF custody, for at least 6 months, through age 18 and unable to return home
- Youth who were adopted through DCF
- Youth who were placed in a DCF sponsored Guardianship through age 18

Foster Child Grant Program

Eligibility

A young adult who has not earned a baccalaureate degree and meets the following conditions:

- Is a permanent legal resident of MA
- Is a US citizen or non-citizen eligible under Title IV regulations
- Was placed in the custody of the Department of Children and Families through a Care and Protection Petition
- Remained in the care and custody of the Department of Children and Families until the age of 18 and has been unable to return home
- Is not over the age of 24
- Voluntarily agrees to participate in educational support services offered by the Department of Social Services
- Is enrolled full time (12 credits or its equivalent)
- Has applied for financial aid, using the standard Free Application for Federal Student Aid (FAFSA)
- Is in compliance with applicable law regarding Selective Service
- Is not in default of any federal or state student loans for attendance at any institution or owed a refund for any previous financial aid received and
- Is in good standing and meets the institution’s requirements for satisfactory academic progress

DCF Educational and Vocational Support Services

Educational and Training Voucher Program

Youth must have achieved a high school diploma or GED certificate to be eligible for ETV funds. The ETV Grant provides support for post secondary educational or vocational training programs, including colleges and trade schools and related costs of attendance (tuition, fees, room and board, books, transportation, and daycare) as defined in the Higher Education Act of 1965.

Eligibility

- Youth who were adopted through DCF after attaining age 16; or
- Youth who were placed in a DCF sponsored Guardianship w/ kin after the age of 16 through age 18
- Youth who were in DCF custody until age 18, unable to return home and have not yet reached age 21
- *(You who receive ETV funds prior to their 21st birthday will remain eligible until age 23.)*

William Warren Scholarship

This Scholarship provides financial assistance for any post secondary certificate or degree-granting program. The Scholarship is competitive and students are evaluated on academic merit and financial need. Scholarships are granted once a year, applications are submitted in the summer and awarded in the fall. All youth who were in DCF placement for a minimum of one year and have not reached the age of 25 are eligible to apply.



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 and identify skills to strengthen.

*I do not
know how
to do this* *I need to
know more
about this* *I can do/
have done
this*

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"/>

	<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"/>

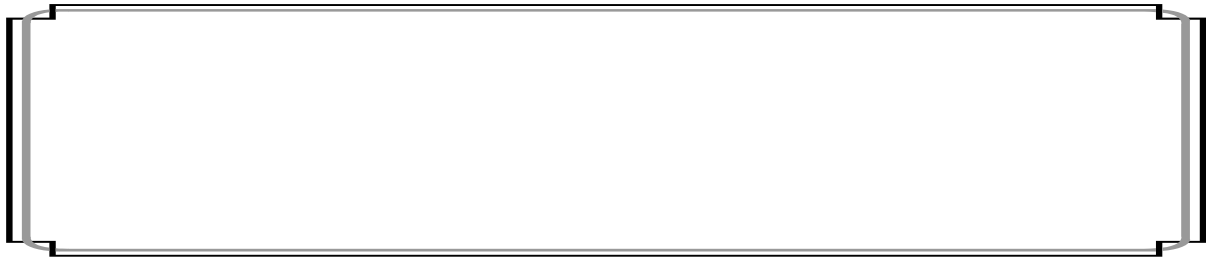


EMPLOYMENT PREPHASE

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:

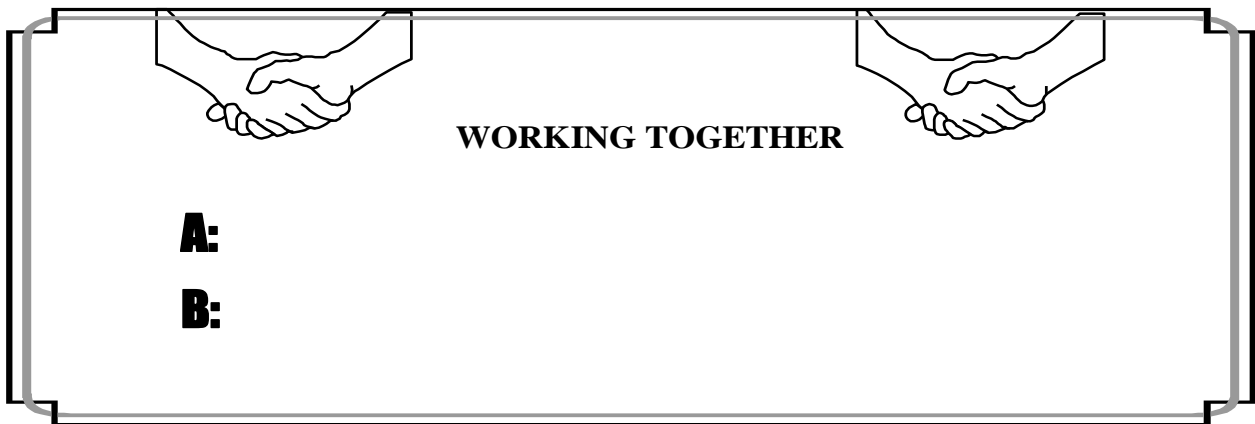


In the following exercises, we will work on additional skills important to potential employers.

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?*



- 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 affects everybody's ability to accomplish this task?



Google Images

How could they work together to resolve their conflict?

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 values for 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.

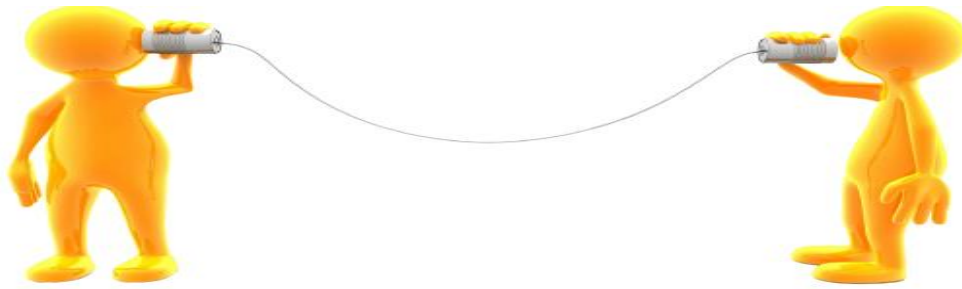
A. *What do you think happens to the store in the meantime?*

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



Google Images

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

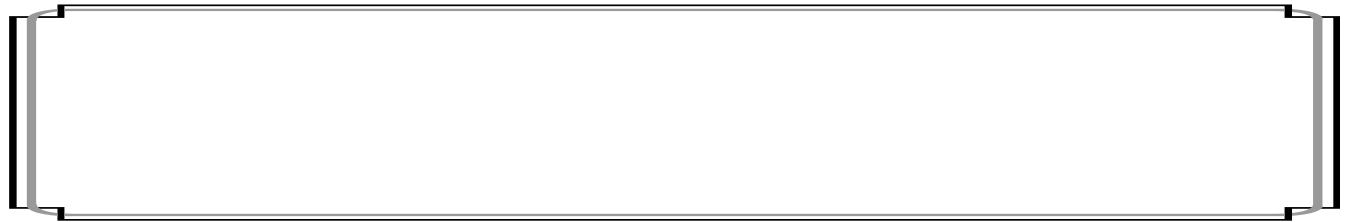
If you answered no to any of these questions, can you think of any way to improve your communication skills?

STRATEGY TO IMPROVE MY COMMUNICATION SKILLS:

ABILITY TO FOLLOW DIRECTIONS:

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

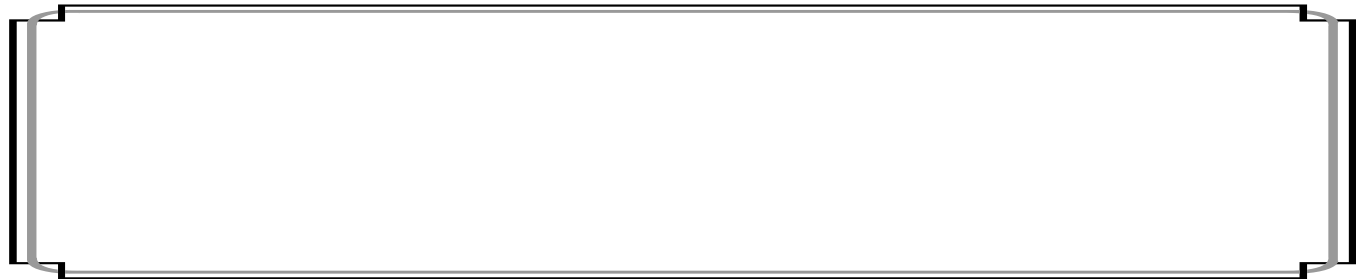
- A.** Kathy works in a woman's clothing store. The manager asked her to close the store by herself for the first time. The manager explained to Kathy in detail how to lock the doors and turn on the alarm. Kathy was preoccupied and thinking about the date she had that night. When Kathy was closing the 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 overnight. ***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?



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



Google Images

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:

--

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

INTERNSHIPS



Internships are a valuable way to gain meaningful job skills to build a resume for future employment. Internships can be paid and unpaid. Some may lead to a permanent position within that agency or company you are placed.

DCF Youth Internship Program

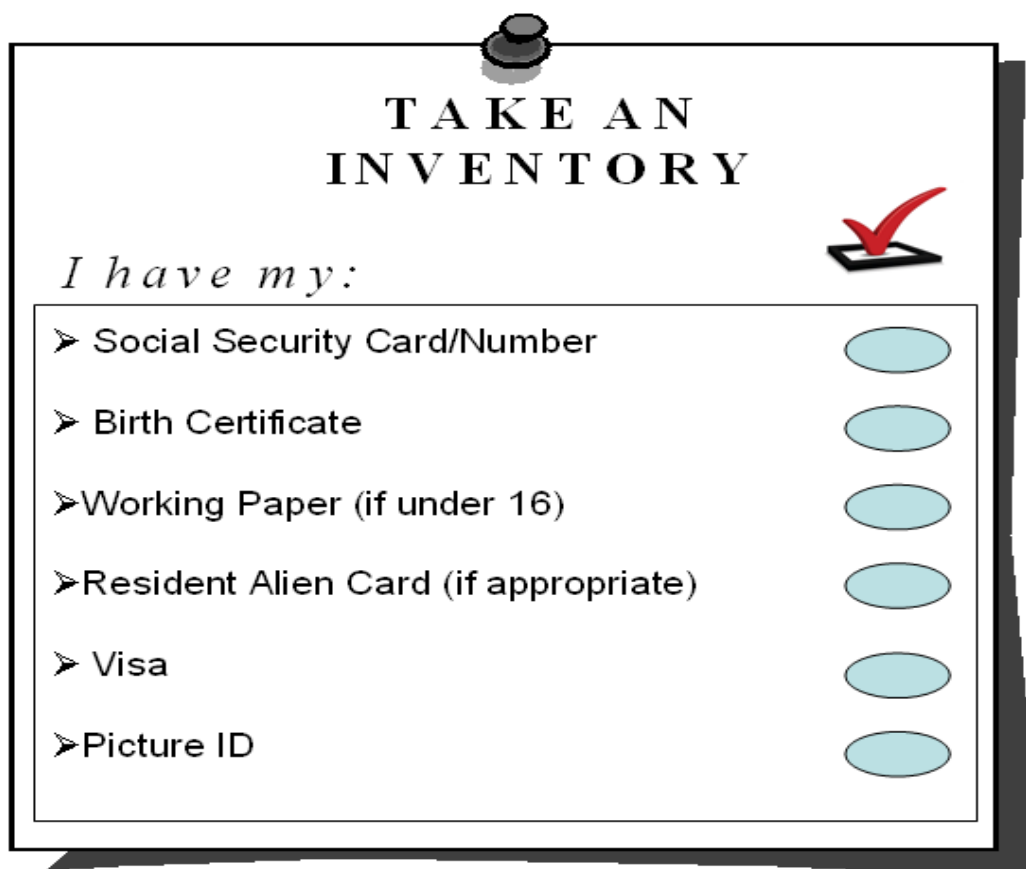


DCF works with community partners to help youth gain employment experience. Assist youth in identifying career interests and internship placements that will provide career building experience. DCF has partnered with state agencies and private companies to match youth to summer employment opportunities.

For more information on the DCF Youth Internship Program contact the DCF Adolescent Outreach Worker in your local DCF Office.

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 Paper (if under 16) ☐
- Resident Alien Card (if appropriate) ☐
- Visa ☐
- Picture ID ☐



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.

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 an important experience!!
- If you need to apply for a job numerous times before becoming employed

Remember continue with your job hunting efforts and never give up!



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 AN IMPORTANT EXPERIENCE!!

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	Driving 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 how to do Something

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?
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?
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?
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?

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.

1.

2.

3.

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	Photographer	Musician	Actor
Dress Designer	Window Dresser	Singer	Movie Camera Operator
Cartoonist	Hair Stylist	Furniture Designer	Interior Decorator
Dancer	Graphic Artist	Set Designer	



Clerical Work

You like details, accuracy, working with numbers.

Office Clerk	Bookkeeper	Computer Operator	Postal Worker
Bank Teller	Typist	Ticket Agent	Office Messenger
Secretary	File Clerk	Office Manager	Accountant
Cashier	Hotel Clerk	Switchboard Operator	Stock Clerk



Literary Work

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

Newspaper Reporter

Editor

Screenwriter

News Broadcaster

Teacher

Proofreader

Advertising Writer



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

Locksmith

Airline Pilot

Plumber

Electrician

Truck driver

Printer

Boat Mechanic

Assembly Line Worker

Telephone Installer

Plane Maintenance

Conditioning Installer



Outdoor Work

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

House Painter	Farmer	Gardener	Forest Ranger
Carpenter	Lifeguard	Bricklayer	Bus Station Attendant
Construction Worker	Fish/Game Warden	Recreation Director	Landscaping



Persuasive Work

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

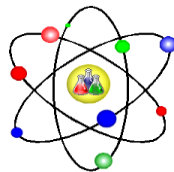
Salesperson	Lawyer	Travel Agent	Politician
Employment Manager	Door-to-Door Sales	TV/Radio Personality	



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.

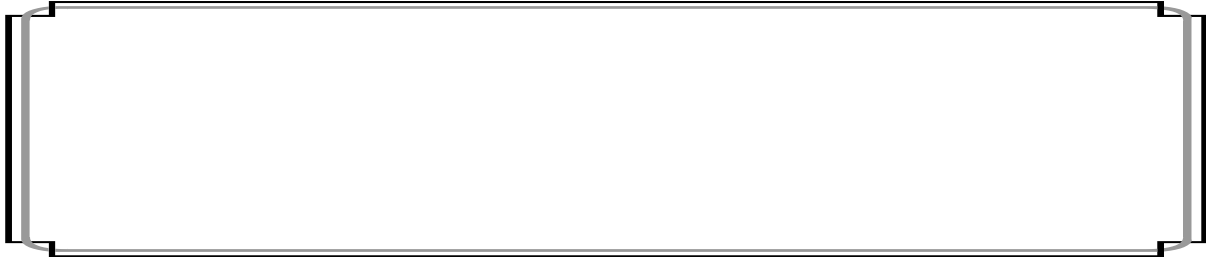
Nurse	Tutor	Social Worker	Religious Leader
Firefighter	Hospital Attendant	Day Care Worker	Physical Therapist
Vocational Counselor	Police Officer		



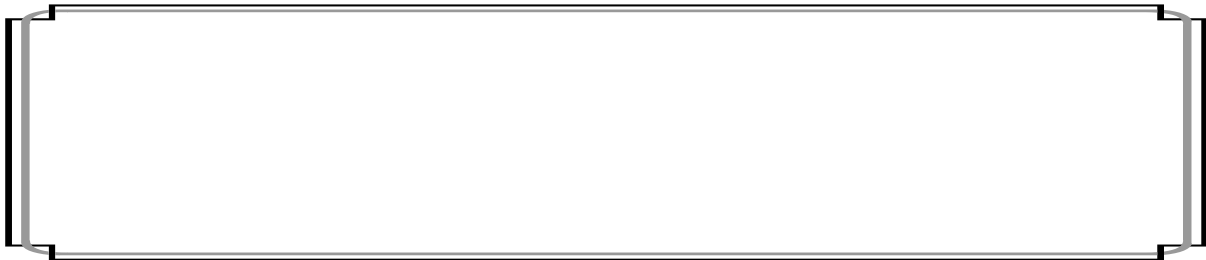
OCCUPATIONAL RESEARCH

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?



To find about different careers, you can go to the library or internet and use some of the following resources:

Occupational Outlook Handbook

<http://www.bls.gov/ooh/>

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.

Additional helpful links to explore different careers and occupation options are:

<http://occupations.careers.org/>

<http://www.careeronestop.org/>

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 practicing 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.

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 ☐

<u>Education</u>	Dates of Attendance F 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: _____

<u>Previous Employment</u>
<i>Please list the last four jobs you have held.</i>
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: _____

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: _____

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: _____

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 2011.]

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.]

WHERE TO LOOK FOR A JOB



NEWSPAPER ADS/ INTERNET

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.

Others use different websites and contracted agencies to list their employment openings. Websites can be navigated to search for specific career opportunities, full and part time positions, skill sets, and internships.

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

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



ACTIVITY

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

HELP WANTED

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.	HOUSE CLEANERS Reliable, punctual, experience necessary. Flexible hours. Call Susan at 617-000-0001. EOE.	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.
Baker's Helper. Entry level pos. Willing to train. Apply in person at John's Bagel Store, 100 Leslie Square, Boston. EOE.	FLIGHT ATTENDANTS MAJOR AIRLINE . Send resume to Human Resources-FA, SKY FLY, 1000 West Street, Boston, MA 02213. EOE. 617-000-0003.	Fast Food restaurant. Counter help needed. Saturday & Sunday. 7 AM & 9 PM. 4.50 hour. Will train. Call Jim 617-000-0004.
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.	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.	Carpenter. 12/hr. Own transportation, own tools. 2-4 yrs. experience nec. Non-union members welcome. Call Joe at 508-444-0009.
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!!	Nationally recognized temporary emp agency looking for summer help. PT & FT. Same day pay. Call Jennifer at 617-999-3344.	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.
Nurses' Aides for Nursing Home. PM, 2nd shift, benefits. Send resumes to Rest House, 28 Ocean Avenue, Lynn, MA 01898. 617-333-3333.	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.	Days. Maintenance Worker at for Buildings & Grounds at local coll. Flex time, 7.00/hr. Call Steve or Mike at 617-627-8855.
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.	Drycleaners. Help Wanted. Will train. P/T PM hours. Good after school job! Call Frank at 617-3421 for interview.	MANAGEMENT TRAINEES Join fast-growing insurance co. Send re resume to Personnel, Fire & Life, 300 Broadway, Camb. 02139. 617-333-0681.



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 you answers below.

Job #1:
Job #2:
Job #3:



ACTIVITY

Search the local newspaper and online websites for job opportunities that may be interesting to you. Cut out at least 2 jobs from each and tape them in the space below.



ACTIVITY
Create Your Own Ad

You can create your own ad 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.

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. The website for further information is <http://www.mass.gov/lwd/> .



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:

--

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).

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.

A large, empty rectangular box with a double border. The inner border is black, and the outer border is gray. The corners of the box are rounded, and the interior is completely blank, intended for a student to write a list of summer businesses.

MASSACHUSETTS DEPARTMENT OF EMPLOYMENT AND TRAINING

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, use the following link to connect one:

<http://www.mass.gov/lwd/employment-services/one-stop-career-centers/about-career-centers/find-a-career-center-near-you.html>

Additional Employment and Training Resources

DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT

<http://www.mass.gov/lwd/>

ABCD YOUTH EMPLOYMENT PROGRAM

617-357-6000

<http://www.bostonabcd.org/>

JOB CORPS

<http://www.jobcorps.gov/home.aspx>

Additional Resources

<http://www.massresources.org/job-programs-youth.html>

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:

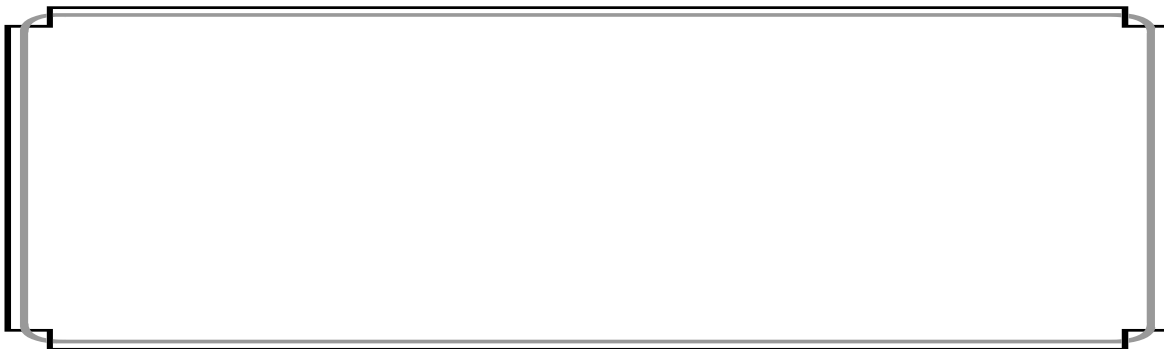
- Print neatly.
- Make sure you spell all the words correctly.
- Use correct grammar.
- Follow the directions.
- Don't leave blanks, if possible.
- Check to make sure the dates are correct.
- Don't forget to sign and date the application.

Consider the following example:

MARC

Marc has dyslexia, therefore has 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.



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	April 3rd
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> Part-time work in department store. Sales, some stock work. After school and Saturdays. Call Mr. Harris, (617) 211-0010.	

In the conversation below, Ann follows 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.

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. _____

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! _____

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.
- 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 the interviewer that you have been paying attention.

Good Luck!

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 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 working 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?



DRESS *for* SUCCESS

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? _____

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? _____

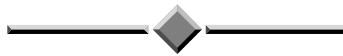
27. What salary do you have in mind? _____

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.

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 interviewer 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 a Hispanic social serviceagency, 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?



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?



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?

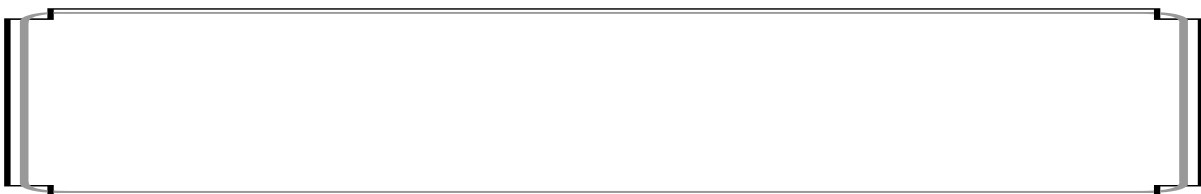


The perception youth have about themselves and their abilities greatly influences their self-esteem, communication styles, and reflections on their good qualities/strengths.

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.

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



Consider 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.

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.

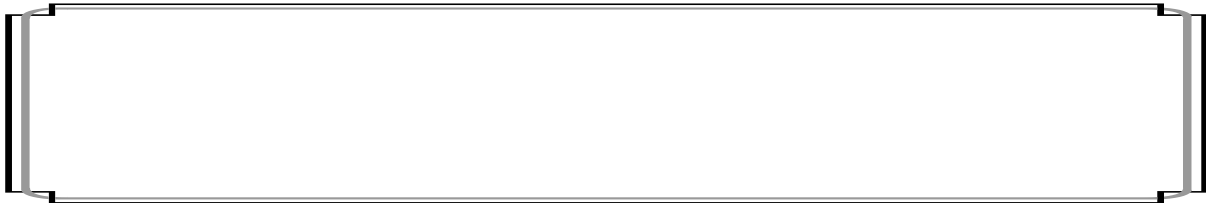
My Strategies Are:

IF AT FIRST
YOU DON'T
SUCCEED,
TRY, TRY
AGAIN!

(AMERICAN PROVERB)

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 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.

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.

June 4, 2015

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, 2015 for the cashier's position. I enjoyed meeting with 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

July 3, 2015

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.

Thank you very much for the interview. After our conversation about First Bank and hearing all the opportunities the company has to offer, the more I want 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

[illegible]

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

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 your 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. 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 your prior employment.

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 neatly 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.



Felica Smith
6 Pine Street, Arlington, MA 02474
home: 781.555- 3689
cell: 781.486.2222
email: fsmith@hmail.com

Education

Arlington High School, Arlington, MA
2011 – 2014

Experience

Sales Associate, Target

June 2012 – Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

2011 - Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- National Honor Society: 2012, 2013, 2014
- Academic Honor Roll: 2013 - 2014

Volunteer Experience

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

Interests / Activities

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Corey Jones

6 Pine Street
Arlington, MA 02474
781- 486-3489 (home)
781-486- 2212 (cell)
email: DJones@hmail.com

Experience

*Key Holder, **Radio Shack***

April 2013- Present

- Place orders to restock merchandise and handled receiving of products
- Manage payroll, scheduling, reports, email, inventory, and maintain clientele book and records
- Integrated new register functions
- Extensive work with visual standards and merchandising high-ticket items

*Sales Associate, **Nordstrom***

July 2012 - April 2013

- Merchandised designer women's wear
- Set-up trunk shows and attended clinics for new incoming fashion lines
- Worked with tailors and seamstresses for fittings
- Scheduled private shopping appointments with high-end customers

*Waitstaff, **Jigg's Corner***

February 2011 - July 2012

- Provided customer service in fast-paced restaurant atmosphere
- Maintained and restocked inventory
- Administrative responsibilities included processing hour and tip information for payroll and closing register

Education

*Bachelor of Arts, **University of Massachusetts Boston**, Boston MA*

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint.
- Experience with social media and internet research



ACTIVITY

Write out a draft copy of your own resume in the space provided. Then try to type it on your computer.

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 is 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.

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 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. The following are sampled of potential cover letters.

1139 Marlborough Boulevard
Somerville, MA 02125
May 17, 2015

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 a part-time research assistant, as advertised. I have experience with research, working at my high school's library throughout high school. I look forward to hearing from you.

Sincerely,

Jason Sanchez

Jason Sanchez

42 Grace Lane
Medford, MA 02155
August 6, 2015

Peter Jones
Assistant Manager
Happy Time Daycare
670 Broadway
Arlington MA 02474

Dear Mr. Jones

I am writing to apply for the Daycare Assistant position that was advertised in our local newspaper. I have much experience working with young children and I think I would be a good addition to your daycare facility.

I have been a childcare provider for the last three years, having cared for children ages 4-12. My experience includes both short and long term positions. By this I mean I have babysat for children for one evening or day, and even cared for a family of four children for up to three months during the summer.

I hope that you will consider me for this position. You can contact me at 781-655-8971. or by email at GL@hmail.com. I look forward to speaking with you to discuss my experience further and how I can be an addition to Happy Time Daycare.

Sincerely,

Grace Lane



ACTIVITY

Now try writing your own cover letter. Then try to type it on your computer.

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>
Am able to get to work on time every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know how to dress for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Am cooperative and flexible when asked to learn new tasks as part of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can follow directions from a supervisor/employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Know how and who to tell when I get upset at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know how to make good decisions and am able to solve problems at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
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"/>
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"/>
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"/>

	<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>
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"/>
Know what Workman's Compensation is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Know how to terminate my job appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>



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:
who will assist you?

State Skill 2:
to be developed
and/or improved

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

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

who will assist you?

SUCCEEDING IN THE WORLD OF WORK



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

ACTIVITY

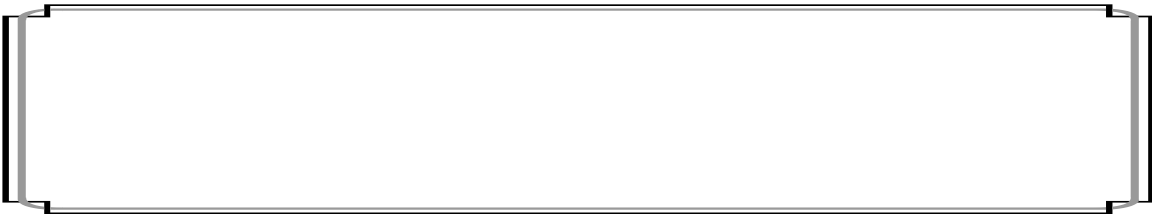
List some of the benefits of your present job.

A large rectangular box with a double border. The inner border is black, and the outer border is gray. The corners of the box are rounded, and there are small square notches at each corner where the borders meet.

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?





ACTIVITY

Take an inventory of your work habits.

The following statements reflect work habits that are important to most employers. How 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

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.



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, and 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?

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?

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 _____

Now you can evaluate the...

Pros and **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.

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?

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





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:

