

# Using Support to reach the TOP!

## Sample dialogue for asking for help

### *Asking for tutoring or teaching*

"As you know I am trying to get a better score on the exam for the auto mechanics license. You have already helped me get the accommodations I need, but now I need some help with studying. This help would give me someone to discuss the main topics with and practice my vocabulary words. My goal is to finish the program next term and then take the test. Do you think you would have some time to meet with me for study sessions? I think once a week would really help."

### *Asking for advice or guidance*

"I am trying to figure out which program to choose. I heard you talking at orientation about so many programs and you knew them all so well. Can you spend a little time giving me some guidance? If you do, I will be more able to make a better decision about which program to focus on."





## Lesson 4: Interacting with Potential Employers

One of the most challenging things that adults have to face is looking for employment. This involves many steps that usually lead to an interview or an opportunity to interact with a supervisor who will be making decisions regarding the future of your employment. There is a set of skills that are crucial to demonstrating your strengths and convincing potential employers that they should hire YOU! These skills can be divided into four areas: making an **impression**, highlighting your strengths,

discussing the specifics, and asking questions.

By the time you make it to a face-to-face interview with an employer, you probably have already completed an application, submitted a resume, and possibly spoken with someone regarding the position. In spite of all these steps, the interview is the most important step and the one that can make the difference whether you will be hired or not. The ultimate

goal for pursuing a career is to be employed and have an opportunity to be independent. Therefore, practicing interviewing skills should become part of your plan.



## REFLECTION



If you have ever been in a job interview, describe the experience. Were you nervous or anxious? Do you feel you were prepared? Did you get the job and if so, what do you think you did well in the interview? \_\_\_\_\_

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Have you ever had a bad interview where you did not get the job and you know it was because you didn't do well in the interview? How did you feel during the interview?

What could you have done better? \_\_\_\_\_

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If you have never been in an interview, what do you expect it will be like? Describe what you envision. \_\_\_\_\_

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# Interviewing Pointers

1. **Making an impression:** Remember that you want the individual you are interacting with to remember you, your strengths, talents, and the reasons why he/she should hire you. Making an impression will require that you use appropriate language, dress professionally, make eye contact, shake hands, be somewhat energetic, and demonstrate an interest in the position.
2. **Highlighting your strengths:** Being able to talk about yourself is important. You will not want to spend too much time thinking about what to say in the interview. Instead, you should have practiced what words you will use to describe yourself and what you can do. The potential employer may ask you to list your strengths and qualities, what you would like to improve in yourself, your interpersonal skills in getting along with others, or being a team player. Being ready to answer these questions is critical.
3. **Talking about the specifics:** Often times, interviews are too vague. In other words, the questions that are asked may be general and the answer you give may be general. This will not make a good impression on the potential employer. Instead, we recommend being specific and giving the employer examples of what you have done in the past that highlight your strengths. For example, if you are asked a question like: *“Can you tell me what your goals are for the future?”* Don’t answer with

a vague response like: *“I would like to work and become independent.”*

We suggest being more specific, like: *“I would like to get a position where I can use my interest in computers to show my ability for web design and graphics. Doing that will help me gain experience and add to my basic knowledge of computers. With this experience I hope to make a contribution to the company I work for by using my enhanced skills.”* This answer has much more detail and specifics about the goal and may result in more questions from the person conducting the interview.

4. **Asking questions:** Even though the potential employer who asks most of the questions, YOU should also ask relevant questions. Depending on the type of job you are applying for, the questions will change. Some good questions to ask are: *Is there a training program? How long does the training last? How is it conducted? Will I be on the job during the training portion of my employment? Who will be my supervisor and how will I communicate with them? How is information communicated to employees?* These types of questions will show the employer that you understand the procedures for starting a new job and the importance of learning how to communicate in the right way with co-workers and supervisors. **Questions about salary and benefits are usually not discussed during the first interview unless you know you have already been given the job.**

# TALKING ABOUT YOURSELF

## Sample dialogue during an interview

*Answering questions about your experience and strengths*

### *Scenario #1*

"As you can see from my application, I have been working in retail for the last year. I have now completed a certificate program in the area of cosmetology and feel that I have gained the skills I need to work in your beauty shop. My work at Target as a salesperson helped me improve my people skills. This experience will also be helpful when I meet new customers if I am hired for the position."

### **Scenario #2**

"I don't have much paid experience working in an office, but having completed my training and certificate for office specialist at Daley College has given me an opportunity to learn the skills needed. Also, Daley required that we complete some fieldwork hours, so I have some experience in an office. Also, I should mention that in high school, I was a part-time student employee responsible for assisting the school secretary. My duties included taking and delivering messages, making copies, helping with filing, and distributing the mail."

### **Scenario #3**

"I have never worked as a cook in a restaurant. However, as you can see from my resume, I have completed a vocational training program in chef assistant. Part of this training required us to complete 20 hours of assisting a chef. I completed my hours and was told that I did a great job. I will be continuing to gain experience there until I find a job. In fact, the chef I work with is listed as a reference."





## Activity 4: Practice Interviewing

With your neighbor, come up with practice interview questions. Once you have questions, practice interviewing each other. Try to come up with answers and questions that you could use later in real interviews.

### Practice Questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Practice Answers

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## REVIEW QUESTIONS



What are some of the skills needed for all four different interactions we discussed?

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Why should we follow-up on meetings and phone calls?

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Describe the steps recommended in asking for help.

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When asking for accommodations how can you provide proof of your disability?

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List two tips for developing a good mentoring relationship.

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What are the differences between accommodations, adaptations, and modifications?

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What questions are not usually asked in a first interview?

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## **Chapter 6 – Receiving Support**

**Goal of the Chapter:** In this chapter you will learn about the different skills needed to ask for help the right way. This chapter includes steps and examples of the kinds of language to use when asking for help, support, accommodations or advocating for yourself. You will be doing some role-playing to practice all the various skills.

### **New Words**

**Feasible** – If something is possible or reachable.

**Gatekeeper** – This person may be a secretary, administrative assistant, office clerk, or office assistant; they can have an effect on whether your message is delivered or you get to see the person you want help from.

**Greeting** – A formal way of opening a meeting; a statement that is made when meeting someone.

**Messages** – A note that contains your personal information, the reason for your call, and specifics about getting back in touch with you.

**Request** – Asking for what you want.

**Rejection** – When the answer to your request is no; when you don't receive the help you want.

**Referral** – The name and contact information for another possible helper or organization.

**Suggestion** – An idea that is shared and could be used to get alternative help.

**Making it to the TOP!**  
**with a little extra help**



## Chapter 6 Introduction

In the last chapter we discussed the different styles needed for interacting with different types of people in your life. As you have now learned, there are ways to talk that will make an impression and may help you get ahead towards reaching your specific goals. In this chapter, you will have an opportunity to learn and practice a set of skills recommended for interacting with others and receiving the support you need. Clearly, you have asked for help many times before in your life, and at times you have been successful in receiving that help. Your experience in school is a good example, since teachers are constantly reminding students to ask for help if they need it. You may remember that when you were younger you received much help without even asking for it. However, as you entered and completed high school, it was probably a bit different, with teachers reminding you that if you needed help it was up to you to get it. Now that you are a young adult and becoming more independent, this is even more true. You need to be well prepared to approach others, speak well, and **request** help or support. Before we present skills that are helpful, let's do some reflection about your own personal style of asking for help. Understanding yourself and what you need to work on, or make better, is a first step in learning how to make any request.



**Using the right words will take you a long way...**

## REFLECTIONS



*Reflect on the following questions about your past personal experiences:*

1. When was the last time you asked for help from someone? Who was it that you approached? Describe what happened. Did you receive the help you needed? Was your request granted? \_\_\_\_\_

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2. When was the last time you provided help to someone else? How did this happen? Was the help asked for? How did the person ask you for the help? What type of help was it? \_\_\_\_\_

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3. What do you think are some good ways to ask for help? (circle your ideas)

Be patient

Be demanding

Get to the point

Be polite

Be determined

Be persistent

Be convincing

Expect everything

Be confident

**Don't take NO for an answer**

4. How do you think you should start a meeting? Give an example of something you might say? \_\_\_\_\_

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5. How do you think you should end a meeting? Give an example of something you might say. \_\_\_\_\_

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# Lesson 1: Gatekeepers

## SUGGESTED STEPS/SKILLS

### *Talking to the gatekeeper...*

Often times when you get to a meeting, or are trying to set up a meeting, you need to interact with a **gatekeeper**. This person is usually a secretary, administrative assistant, or clerk. Their role is important because they are usually the first person you will see. In spite of the fact that this is not the person you will be requesting help from, the impression you make on this person will influence their ability to represent you, introduce you, and/or deliver your message. The following are some suggested behaviors to making sure you know how to communicate with a **gatekeeper**.

1. **Make a greeting:** Say: good morning, good afternoon, good evening
2. **Introduce yourself:** Say: I am \_\_\_\_\_.  
My name is \_\_\_\_\_. I am the \_\_\_\_\_.
3. **Ask for the person you want to see:** Say: I am looking for \_\_\_\_\_.  
I have an appointment with \_\_\_\_\_.  
I need to talk to someone about \_\_\_\_\_  
\_\_\_\_\_.
4. **State the purpose of your meeting:** Say: I want to find out about \_\_\_\_\_  
\_\_\_\_\_.

5. **If the person you are looking for is not available,** *Say: Can I leave a message with you? When will he/she get the message? Will he/she be returning today? What is a good time to call back or come by again? (For this option, make sure you get the person's name who took the message).*

These five behaviors will not be used in every situation, but it is important that you understand each of them know how to use them. There may be instances in which you will have to use all of them. The following is an exercise for you to practice identifying each behavior. After that, you will have an opportunity to do some role-playing and act out these behaviors.

## Activity 1: Rate These Interactions

Instructions: Read each dialogue. Underline the greeting, circle the introduction, and put a square around the purpose. If any of the sections are missing, identify which one is missing and give an explanation of why you think it is missing. After each example give it a rating: very good, good enough, not very good, or bad. Remember, this is just an exercise to help you practice.

Good morning, my name is Teresa and I am here to see Ms. Murvay. I want to find out about financial aid at Daley College and if I am able to get it. Is she around?

Rating: \_\_\_\_\_

Good afternoon, I am Cory and I was told that you are hiring for part-time positions. I would like to talk to a manager. Are they available to talk about the openings?

None of the managers are available right now.

Can I leave a message for one of them with you? My message is: Cory Cook from UIC came by to find out about the employment opportunities. I can be reached at 312-413-1268.

Thank you for taking the message. When will it be given to a manager? Can I have your name?

Rating: \_\_\_\_\_

Hello, I am a friend of George's. He said that you would help me get accommodations for my class. Are you Karen?

No, I am not Karen and she is not here today

When will she be back? And can I leave her a message?

Rating: \_\_\_\_\_

Hey, what's up? Is my VR counselor here today? I wanted to talk to her about a new class I am taking and I need a voucher.

Rating: \_\_\_\_\_

**Here are some examples for you to apply the skills if appropriate, and practice.  
Think about the situation first before you start acting it out.**

### **Situation #1**

You have arrived at the main office of Harold Washington College. Before you meet with an admissions counselor for advising you have to talk to the front desk clerk. You have already set up an appointment with the admissions counselor. Pretend I am the front desk clerk. How would you start talking to me? What would you say?

### **Situation #2**

You arrive at the local VR office but you do not have an appointment. Your goal is to find out how to apply for services. The first person you see is the office receptionist. Your fellow College Connection classmate was there last week and talked to a woman named Leticia, so you decide to ask for her. Pretend I am the receptionist. How would you start talking to me? What would you say?

### **Situation#3**

You are going to be taking a class from the Auto Mechanics department at West-Side Tech. Before you register, you want to observe a class and learn more about the program. You decide to talk to the director of that program. You don't have an appointment, but you have talked to that person before and they told you to just "stop by whenever." You arrive at the director's office and see a student worker sitting at the front desk. How would you start talking to him/her? What would you say?

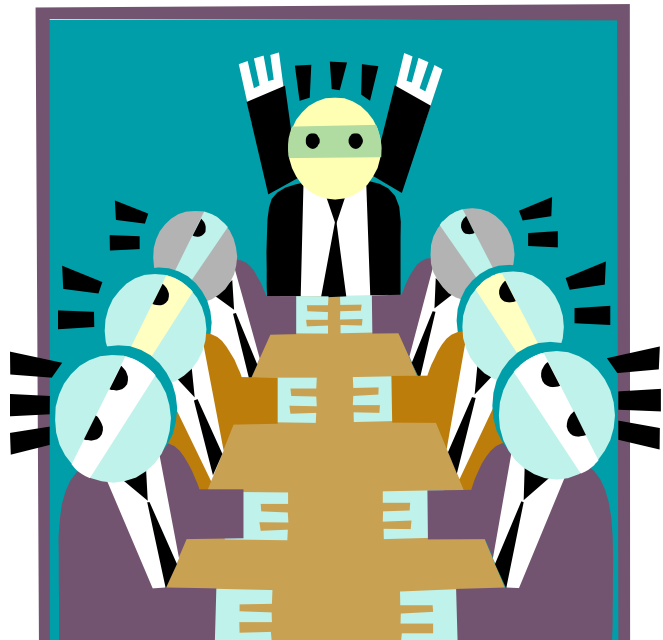
## Lesson 2: Meeting Helpers

### *Meeting with the helper...*

The meeting with a potential helper/mentor/employer/instructor has at least four sections and sometimes can have five sections. The sections are: 1) Opening the Meeting, 2) Making the request, 3) Action planning, 4) Handling Rejections (only if necessary), and 5) Closing the meeting.

**SECTION #1 – Opening the meeting.** This section will make you feel like a broken record because many of the skills used for interacting with the gatekeeper also apply in the next step, which is starting your conversation with the person who can potentially provide help.

1. Greeting (Hello, good morning, good afternoon)
2. Introduction (Name, role)
3. Purpose (Why are you there)
4. Mention the Referral source (if you have one). If you are meeting someone new for the first time and you received his or her name from someone else then this behavior is appropriate.



**SECTION #2 – Making the request.** Clearly you can remember situations in which you have asked for something whether it be advice, a favor, help, or an object. Most of the time, if you are making a request from someone familiar to you, you just come out and say it. For example:

*Hey, I need to get to work; can I borrow a dollar for the train fare?*

*Hello, I am lost; do you have a CTA map I can use?*

*Can you do me a favor? Will you take me to class?*

While there is nothing wrong with these examples of how to ask for help, here are some additional steps that will make your chances of receiving the help even greater.

1. Talk about your goal/plan or situation
2. Talk about your strengths, but also be aware and ready to answer questions about your special challenge
3. Talk about how the help will benefit you or help you
4. NOW make your request

Talking about your goal, plan or situation requires that you have thought about your situation and have practiced how to describe it. Mentioning your goal will help the person you are meeting with, possibly an instructor or counselor, see that you have thought about your future and what you want. Explaining your situation will make your expectations clear.

You should have a list of strengths that are related to your meeting. For example, if you are going to ask for tutoring, you don't have to mention what a great cook you are, but you should mention that you remember better when you see a picture. Talking about yourself without bragging will build your self-esteem. A lot of times in a

job interview, this question is asked. For that situation you just have to have an answer ready to discuss.

Explaining to the helper how important their role will be for your success, will help make the case for receiving the help you need. However, in this step it is easy to sound fake. Sounding fake would not make a good impression on the person you are meeting with. If you are ready and feel comfortable talking about the benefit of their help, then demonstrate it. You should also be ready to answer this type of question in various situations. *For example, a counselor might say, how or why do you think I can help you? I have never worked with a student with a disability.* This would be an ideal situation for you to express the importance of the help.

Finally, the last recommended behavior in this section is actually making the request. By now, in a meeting you should feel comfortable with the person you are talking to, so making the request should be a smooth transition. The important point to remember is that you do not want the potential helper to feel like you are being demanding. However, you do want to be persistent.

## Activity 2: Practice Situations

Instructions: Read each dialogue. Underline the goal/situation/plan, circle the strengths, and put a square around the request. If any of the sections are missing, identify which one is missing and give an explanation of why you think it is missing. After each example give it a rating: very good, good enough, not very good, or bad. Remember, this is just an exercise to help you practice.

Like my counselor told you, I have been attending Truman City College since last year. I am almost done with the courses and now I need to start thinking about getting a job in the area that I went to school for. I know that at this office you have computers and programs that can help me do a resume and start searching for work. If you help me by allowing me to come here to work on this, I know that I will have a better chance at getting a job. I was wondering if I could come after classes on Mondays and Wednesdays to use the computer for about an hour each of those days?

Rating: \_\_\_\_\_

I will have to take the auto mechanics certification exam when I am done taking classes. I still have many more weeks of classes to take, but I want to start getting ready. You are a mechanic and have been one for a long time. Having some advice from someone like you, who has taken the exam, could help me get ready. Can you help me?

Rating: \_\_\_\_\_



I will need to have an accommodation to take the final exam. As you know, I need more time for writing. I think I could really show you what I know if I could take an oral exam. I have been studying very hard to complete the certified nursing assistant courses. If I do not do well on this final, I feel like I will not be able to complete the program. If you allow me to take an oral exam, I can show you how much I really know. What kinds of arrangements would we have to make to give me an oral instead of a written exam?

Rating: \_\_\_\_\_

Here are some examples for you to apply the skills if appropriate and practice. Think about the situation first before you start acting it out.

### **Situation #1**

You are nervous about starting your office specialist course, which will teach you about computer software. You think that if you got the notes in advance from the instructor you would be more ready for the class and better able to understand. You are now meeting with the instructor. How would you make the request for notes in advance? Pretend I am the instructor, what would you say?

### **Situation #2**

You are already attending Wright College but have been taking pre-credit classes for over a year. You are getting better at reading and writing, but they keep telling you to take another class. You feel that if you don't start your certificate program soon, you will give up and quit school. Before you do that you decide to talk to your advisor and ask

for their help in getting out of the pre-credit classes. Pretend that I am your advisor.  
What would you say to make your request?

### **Situation#3**

Even though you are happy at school and are getting some help, you think you might want to try a different training program not at the city colleges. You go see your ORS counselor to talk about different options. Pretend that I am your ORS counselor, what would you say to me to make your request for a new training program?

## Lesson 3: Handling Rejection

### SECTION #3 – Action Planning

After you have made your request, there are two possibilities, the person could say, “YES I will help you.” Or the person could say, “No, I can’t help you with this.

IF YES → ACTION PLANNING

If the answer you receive is a positive one, then you have to move on to action planning. Action planning really is quite simple because all you have to do is remember the WH questions: who, what, when, where, how and why. Who will do each activity you agreed upon, what will happen after the meeting, when will you meet again or when will things be done by, where will things take place, how will everything happen, and



why will things happen in this way. Asking these questions will let you make sure that all people at the meeting understand exactly what is going to happen next. The last step in action planning is making sure that the plan you have come up with

for next steps or other activities, is **feasible** and reasonable. That is that you can be involved and complete all the steps. After action planning is complete you can move on to closing the meeting section.

**Making a plan  
sticking to it  
following through with it**

## SECTION #4 – Handling Rejections

### IF NO → HANDLING REJECTIONS

You are never guaranteed that you will receive the help you ask for, or get the accommodation you need, or get the job you apply for, etc. In this case, you have to be ready to handle the rejection. Handling rejection will still let you get something out of the meeting.

If the answer to your request is NO, you don't walk away defeated and depressed. You have a choice of three actions: Asking for a **referral**, asking for something less, or asking for a suggestion. We suggest that you do at least one, but if you'd like you can do two or three of them. The important thing is to try to walk away with something that you didn't have before you were involved in this meeting. For example, if you apply for a job that has been filled, you may ask if they can keep your resume/application for a year in case something else opens up (something less), or you could ask of other organizations that might be hiring (a referral), or you could ask about future openings (something less). These are all options of which you have control over and can be applied to many situations. If you receive a referral, you must ask the person's permission to use their name when you contact the referral.



# Don't walk away empty handed!

## Activity 3: Developing Positive Responses

Based on the scenarios below, practice asking for a **referral**, asking for something less, and or asking for a suggestion.



**Scenario #1** There are no more positions available at your desired place of employment.

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**Scenario #2** You have been turned down for a spot in the schooling program of your choice.

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## Lesson 4: Closing a Meeting

### SECTION # 5 – Closing the Meeting

Some would say that this is the simplest part of a meeting when you are applying for something or making a request. As simple as it is, it is very important because it will be the last thing the person you are meeting hears from you. It is also just one more opportunity to make an impression. We suggest three steps:

1. Summarize what you talked about
2. State your appreciation (even if you did not get anything)
3. Make a closing

Summarizing will help everyone at the meeting understand what the next steps will be. Even if you did not agree to anything or did not receive your

request, making a summary of what was discussed is a good idea. It is one final opportunity for you to once again discuss the importance of your request. Stating your appreciation, even if it is just thanking them for their time, makes the person you are meeting with feel appreciated and more likely to help you in the future. Making a closing is very much like making a greeting in that it is polite and professional.



## Activity 4: Rate These Closings

Instructions: Read each dialogue. Underline the summarization of the meeting, circle the show appreciation, and put a square around the final closing. If any of the sections are missing, identify which one is missing and give an explanation of why you think it is missing. After each example give it a rating: very good, good enough, not very good, or bad. Remember, this is just an exercise to help you practice.

I know how busy you must be, so I really want to thank you for meeting with me today. Even though you couldn't help me it was nice meeting you and maybe I can come again in the future if I need help in other areas of school. What do you think? Have a great weekend.

Rating: \_\_\_\_\_

This was a great meeting. You mentioned that I should contact the director of that program and tell them you sent me. I should bring the letter I received from you and do this before I have my next exam. In the meantime, did you say you were going to find out about me getting a note-taker? Thanks for all your help. I really appreciate it. Have a nice day. Good-bye.

Rating: \_\_\_\_\_

So, I should come here to your office after class every Wednesday for the next two weeks to review for the exam. You said I should bring what? I forgot, could you tell me again. Thanks again for helping me get ready for the exam. I feel much better knowing that I will have your help. Have a nice week and I'll see you next Wednesday.

Rating: \_\_\_\_\_

## REVIEW QUESTIONS



List the suggested sections to a meeting:

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If your request is denied, what are your options?

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If you receive a referral, what must you also ask for?

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List and explain the suggested behaviors before making a request.

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Why is closing the meeting such an important part of any meeting?

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## Chapter 7 – Taking Action

**Goal of the Chapter:** In this chapter you will learn about the steps recommended to make sure that you carry out all the activities of your plan. Having a goal and asking for help are only the first step. Managing your time and taking action will help you complete the goal.

### **New Words**

**Assignments** – This is work you may have to complete to get one step closer to your desired goal; you can give yourself these in the form of a to-do list.

**Following up** – This is what you want to do after you have had a meeting with a potential helper; it can be done through a letter, phone call or a visit; it is a way of demonstrating your interest and commitment to the goal.

**Problem Solving** – Being able to face a problem by coming up with potential solutions; being resourceful to overcome obstacles or challenges.

**Revise** – Make changes to; improve.

**Tasks** – This is similar to assignment.

**Time management** – Making sure that you schedule the actions you need to take and/or complete.

# Making your plan



# A Reality

## Chapter 7 Introduction

In the last chapter you learned about how to ask for help and how to go through each step of a meeting. However, as important as the meeting is, it is not going to guarantee that you are going to receive the help that you need. Even if you do receive the help you need, or your request is honored, you will also have to be very active by taking the steps needed to reach your goals. As you may remember when we talked about goals and objectives, we also discussed action steps and possible helpers. This chapter is going to recommend some ways that you can make your plan become a reality.

### Reflections...

Think about when you graduated from high school. What steps were involved in that entire process? What did you have to do yourself? What was done for you? \_\_\_\_\_

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Think about a time when you went to a dance or other social event at your school, maybe prom or homecoming. What were steps that you had to take? Who helped you? How much planning did you have to do? \_\_\_\_\_

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In both of these examples, you might have had some help from family, friends, teachers, or others, but ultimately you were also very involved in the process. If these examples don't make sense to you, think about another situation in which you had to plan something out, take action, and follow-through to make sure it got done. These three skills are very important as you plan your future, but they are also important for many individuals who are employed. Understanding that you need a plan that makes sense and is realistic is step #1. Developing a list of actions you or someone else has to complete is step #2, and following through is step#3.

**Step #1 – Making an action plan.** In Chapter 5 we talked about action planning with a potential helper, perhaps during a meeting or interview. Now we are recommending additional steps for action planning that involve more effort and thought on your part, independent of a helper.

*Suggested tips:*

- Write out your goal and objectives. Examine how you have written them and ask yourself if they are true goals and objectives. When you read the goal statement can you picture the outcome? Close your eyes and try to see yourself in the goal. If you can see it clearly then it is probably a goal. Remember that objectives are similar to goals but are the things you have to accomplish on your way to the goal. For example if your goal is to go to prom, objectives are to save money for the ticket, pick out an outfit, get the outfit. If you write an objective that will probably take too long to accomplish, more than a month or two, then it s probably not an objective but rather a goal.

## Step #2 – Making a list of actions, assignment, tasks.

- *Once you have goals and objectives, make a list of actions. Many people make what we call “To Do Lists”. This is a list of all the things we have to do in a day or perhaps a week. The list can also be used to see how far you are getting by checking things off as they are done, very much like a grocery list. This “To Do List” technique is also good because it makes you feel great when you scratch something off the lists as it gets finished.*
- *Assigning tasks, assignments, and dates for completion is important. In the goals chapter we talked about the importance of target dates so this should be just another reminder. One of the reasons people who have goals don’t ever reach them is because they often don’t take the time to write goals down, make a plan of action, and actually assign due dates for completing tasks.*

## Step #3 – Following Through

- *Following through is something that comes after you have begun taking actions towards completing your goals. Writing the goals, developing the action plan, and meeting with a potential helper are all fantastic steps, but will mean nothing if you are not on top of everything and following up. You are now like a manager, managing your life by looking at the goals, assigning tasks, and making sure they are completed on time. If one of your tasks or action steps turns out to be extremely difficult to complete, it is acceptable and recommended that you review and **revise** your plan as needed. This*

*may require some problem solving either by you or with the help of a potential helper.*

➤ **Time Management** requires that you make a schedule. We are all busy people and knowing how to use our time is an important skill. This will require that we sometimes make difficult decisions to do some work, study, apply for programs, read information, talk to someone, or perhaps practice a skill, instead of relaxing or hanging out. This is not to say that you can't ever have FUN!! But it can't always be FUN!! Giving yourself due-dates like you had to in school, will help you assess how much progress you are making. The due dates are not set in stone and can be changed if things come up or perhaps you set due dates without knowing how long exactly things were going to take to be completed. If this happens, it is recommended that you sit down with your plan and revise the due dates.

➤ Following up with others by making phone calls, making visits, or sending letters is a skill often used in business. It is recommended that you use it as well. If someone agreed to help you, but hasn't, it may be they forgot or are very busy. They may appreciate a friendly reminder or perhaps just a thank you and update on how things are going. Here are some sample situations and suggested dialogue.

❖ *Example A: You could call an instructor and say, Hi, I was so grateful that you agreed to meet with me to go over the class notes before the exam. Since it hasn't happened yet and the exam is coming up in a couple of weeks, I was wondering if we could set something up right now.*

- ❖ *Example B: Since my orientation meeting at your ORS office, I have not received that packet you said I would in the mail. I am wondering if it has been lost or if maybe I could just pick it up.*
- ❖ *Example C: You have been so helpful in getting me a tutor and it is really helping in class, I just wanted to say Thank you!*
- ❖ *Can you think of a sample situation where you could do some follow-up?*



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This list of suggestions is given to help you carry out your plan. In the following exercise, we ask you to take an activity that you are familiar with and write out a plan of action. This could be something you have done already, like setting up an outing with friends? Or it could be something related to school or work, like preparing for graduation. To help you out, there is an example of something common that we all do in Box 1.

## Now it's your turn

Goals

A Plan

Actions

Getting Help

Managing time

Following Through

Example: Making Thanksgiving Dinner

**Goal:** To have Thanksgiving dinner at your house for family and friends.

**Objective 1:** Developing a menu

**Actions:** get cooking magazines, look in the cooking section of the Tribune, figure out how much all the food will cost so a budget can be made, and figure out if there are certain foods some people won't eat.

**Objective 2:** Send out invitations

**Actions:** Get materials for the invitations (paper & decorations), get addresses or phone numbers of all family and friends, make a list of guests, and buy stamps and envelopes, mail invitations.

**Objective 3:** Decorate the House

**Actions:** Figure out what kinds of plates and utensils will be used, look for tablecloths, set up tables.

**Objective 4:** Cook the Meal

**Actions:** Go to the grocery store with list, purchase all food, defrost turkey, prepare the vegetables, make the side dishes, season and soak the turkey, bake the turkey.

Getting help – talk to those invited and assign a side dish or appetizer to everyone, make sure that you don't duplicate the assignment; ask someone to help with the setting up by coming early.

Follow-through – Call guests to make sure they are coming so you have enough food, chairs, plates, etc... Call the guests bringing food or completing a task, about 3 days before the date as a reminder. Say thanks for all the help.

Time Management – Make the invitations while you are watching TV; have some help making the phone calls to follow-up.



## Making your own

### **SAMPLE ACTION PLAN WHAT DO YOU NEED TO MAKE IT A REALITY?**

**Goals:**

**Objectives and Actions:**

**Getting Help:**

**Time Management:**

**Follow Through:**

## Chapter 7 Review

This chapter should have gotten you thinking about the importance of your role in the process of attaining your goal. It has some suggestions to help you take action and keep working at it over a period of time. These suggestions can be used over and over again with every new goal you may have. They are skills that you will be able to use in many life situations.

### REVIEW QUESTIONS

What are some tips that may be helpful in managing your time?

Describe some ways that you can follow-through or follow-up with agreed upon activities.

What is suggested if you do not complete actions by the due dates you set?

## **Chapter 8 – Education Options**

**Goal of the Chapter:** In this chapter you will learn about education options. This information here will help you make informed decisions about the options you choose for yourself.

### **New Words**

**Applications** – Usually refers to a form used to apply either for work or for continued educational opportunities.

**Ethics** – The code of behaviors that are accepted on the job or in a post-secondary education institution.

**Financial Aid** – support to complete education and/or training programs at a college or university; the application process for this is complicated but necessary to demonstrate the need.

**Institutions of Higher Education** – Community Colleges, Colleges, and Universities.

**Interviews** – A meeting that is called for by either an employer or potential school to meet the applicant face-to-face.

**Post-secondary** – After high school or secondary school

**Recommendations** – Statements of your ability and experience made by individuals who know you, like a teacher from high school or your supervisor at your first part-time job.

**Trade Schools** – Schools for individuals who are out of high school and would like to learn a specific trade (for example: carpentry, plumbing, nursing)

**choices – options – decisions**

The goal of this chapter is to teach you about the different options available in education. It is likely that some of the information in this chapter will be familiar to you, or you will have at least heard of some things. If this is the case, it will be more of a review. However, if things are new, expect to spend some time understanding the differences so that when it comes time for you to make certain decisions, you will be well informed.



### REFLECTIONS...



1. When you were younger and thought about what you wanted to do after high school, what came to mind? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do you think you had these thoughts and not others? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do you remember talking about what would happen after high school with anyone other than family or parents? Describe those conversations. \_\_\_\_\_

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4. Have you always had a specific career for yourself in mind? If yes, what is it and how did you pick it? If no, now what do you think you might want your career to be? \_\_\_\_\_

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These questions should have gotten you thinking about your future, what you always wanted to do and how you came to those ideas. While some people always know what they want to do and actually end up doing it, this is not very common. In fact the majority of young people aren't sure what they want to do after high school. If they end up in an **institution of higher education** they usually spend their first year trying to figure out what career to pursue. For many of us who have a definite goal of employment to become independent, it is best to figure out what we want to do as soon as possible, instead of spending years exploring the options. However, before you make any decisions, you need to be informed about what the options are and what the strengths of each option are.

# Lesson 1: Educational Options

When you ask most high school students if they want to go to college, many of them say yes without even knowing or understanding what college is and what it is all about. Colleges, four-year universities, and community colleges are similar but also very distinct. Training, vocational, and/or trade schools are another option that is at times not clearly understood.

## Colleges

- Can be either two year or four year
- Offer Associates Degrees and Bachelors Degrees
- You can take classes as a student at large
- Offer financial aid through federal government program or scholarships
- Usually need to take a standardized exam and score a certain way to be accepted
- Requires an **application**, an application fee, and **letters of recommendation**

## Community Colleges

- Two year only
- Offer Associates degrees and Certificate training options as well as continuing education courses
- Offer community needed courses (like GED preparation and literacy courses)
- You can take classes as a student at large
- Offer financial aid through federal government program or scholarships

- ORS will pay for the completion of short -term courses that lead to increased employability
- Open enrollment, meaning there is no exam score required to be accepted, however a placement test is given to determine advising
- Does not require letters of recommendation

#### 4-year Universities

- Offer bachelor degrees and post-graduate degrees
- Require an application, letters of recommendation, and the completion of standardized exams to be accepted
- If you take courses as a student at-large, you are required to choose a major area of study by a certain time so that you can transfer courses taken into a credit program
- Offer financial aid through federal government programs or scholarships
- Usually ORS does not cover 100% of the expenses incurred in this type of educational option, but may make partial payment.
- Completing training in a desired career is long-term and usually requires at least four years of full time attendance in a program

### Trade or Vocational Schools

- Do not usually require a standardized test score, but do require an assessment of skill level
- Having some prior experience in the area that the school will focus on is helpful (for example, a cooking school may be more likely to accept individuals that have been cooking for work than someone who has never worked in a restaurant/kitchen)
- Short term programs, usually not more than 18 months
- Financial aid is sometimes available but much more challenging to receive directly through a school or program
- ORS will pay for this type of educational program as long as the outcome is increased employability





## Lesson 2: Financial Aid & Funding

One of the most important things to think about when you are trying to decide what kind of education to pursue is cost. Most people have little money to continue their schooling after high school. However, this should not be an obstacle since there are a few options. The first is federal financial aid programs. These programs include merit



scholarships (ex: money you get for being good at something, academics, sports, or a talent), grants (ex: money you get for being from an ethnic minority group), and student loans. In order to get any of this money, or even find out if you can, you must complete a

FAFSA form (Federal Assistance Form), which is very complicated. On this form you include information about yourself and your family, how much money you make, and how much you need to live on. The information on this form is used to determine your financial aid award. The best deals are grants because they are easier to get than merit scholarships, and you don't have to pay them back. The most common awards are student loans that you are supposed to pay back when you are done with school. Completing the FAFSA form will be the first step in figuring out how much financial assistance you will need.

## Activity 2: FAFSA Website

Navigating the FAFSA website can be difficult. It is important to explore the FAFSA website to answer any unanswered questions before beginning your application. Fill out the application with a parent, mentor, or teacher. <http://www.fafsa.ed.gov/index.htm>

## Lesson 3: Scholarships

Scholarships come in many different shapes and forms. There are some important places to begin looking for scholarships. In general, most scholarships require you to do some extra work and apply. You may be expected to write a personal statement about yourself and explain why you want and need the scholarship. Further you may also be required to find people to write you recommendation letters. These are just a couple of the things that may be required of you, but let's slow down and talk about some great places to find scholarships.

- Your high school teachers are great resources to lead you to scholarships
- If your high school has a college counselor, they will have information about available scholarships and where to find them
- Website of the University you may be interested in attending
  - ❖ Often, these scholarships will be filled out and submitted after you have applied to the school
  - ❖ Check with the financial aid office
- A general search on a search engine such as google or yahoo can also be helpful
- The following link is to the U.S. Department of Labor which has a tool to find scholarships

<http://www.careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22>

- The following link takes you to each state's grant agency

[http://wdcrobcop1.ed.gov/Programs/EROD/org\\_list.cfm?category\\_cd=SGT](http://wdcrobcop1.ed.gov/Programs/EROD/org_list.cfm?category_cd=SGT)

## Activity 3: Scholarship Search

It is extremely important to avoid any scams when searching for scholarships. Let go to the Department of Labor's scholarship website and learn more about available scholarships. Try to find a few scholarships that you may qualify for.

<http://www.careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22>

## Lesson 4: Department of Rehabilitation Services

Vocational rehabilitation (VR) is a program that was developed under a law called the Rehabilitation Act. This law states that people should have the opportunity to find employment, and that they should receive the help they need in order to become employed. In the state of Illinois, vocational rehabilitation is available through the Department of Human Services, Division of Rehabilitation Services (DRS). While still in high school youth with disabilities are encouraged to apply for certification by DRS so that when they are adults they can receive services more easily. Unfortunately, not many staff work on this program. Therefore, most of the students in public schools know very little about VR, how to use it or how to apply for it. This is especially true for individuals with invisible disabilities like learning disabilities and other non-apparent disabilities. Because the DRS professionals can easily identify a young person with a visible disability, it is more likely they will receive services and support. For these reasons it is important to learn about VR and what it can offer.

The DRS offices are located throughout the city and suburbs. There are two ways to become involved with DRS and benefit from their services. The first way is to get certified in high school before graduation, and the second way is to apply as an adult upon graduation. They can offer funding for vocational training programs at community colleges, trade schools, and even universities. They can also offer financial support for accommodations, like interpreters or assistive technology. Finally, and what is sometimes considered their most important benefit, is the services they provide to help individuals find and obtain employment.

**OPTION #1:** When in high school, contact your counselor of special education or case manager to see who the STEP counselor is that is assigned to your school. There are only a few STEP counselors, meaning they are not in one high school all week, but instead are moving around a lot. Set up a meeting with this person so that you can ask questions about the process and how the services can benefit you. The STEP counselor will conduct an intake interview, complete paperwork, and obtain information from your legal guardian. If you meet the criteria, you will receive a DRS certification number. When you are getting ready to graduate, the STEP counselor uses that number to transfer your case to an adult VR counselor. This counselor will send you a letter after graduation with the number that was assigned to you, and it is up to you to contact VR directly. If they do not receive a response from you by the third letter that is sent out, then your case is closed. This means that it is critical for the student to know about the certification, their DRS number, and be on the lookout for the letter in the mail. If your case becomes closed, but you still want to apply for services, then you follow the steps for option #2 as an adult.

**OPTION #2:** As an adult, to find out what they have to offer, attend an orientation meeting and then meet face-to-face with a VR counselor. Every office has different orientation days that are open to the public every week. During the orientation you will learn about the services that DRS can provide and what you have to do to apply for certification. Young adults do not need to bring their legal guardian, but if they want to they are allowed to bring whomever they want to the meeting. During the one-on-one meeting with the VR counselor, you will have to provide information on your family

income, along with a copy of your social security card, and some type of proof that you have a disability, like a copy of your IEP. The reason that they ask for family income is that even though all people with disabilities are eligible to receive these services, they are not all entitled. The decisions are made based on need. Although this is a complicated process, it is an excellent resource that is available to all young people with disabilities and one that covers the costs of educational training that can lead to employment.



## Activity 4: Contacting DRS

There are multiple ways to contact DRS. The first is to have a referral from a transition counselor or teacher. The second is to self refer. This can be done on the phone or on the DRS website. Please go to <https://wr.dhs.illinois.gov/wrpublic/wr/setReferral.do> and fill out the referral (do NOT hit submit). Feel free to explore their website <http://www.dhs.state.il.us/page.aspx?>

## Chapter 9 – Employment Options 1

**Goal of the Chapter:** In this chapter you will learn about employment options. The information provided here will help you make informed decisions about the options you choose for yourself.

### **New Words**

**Benefits** – The perks of a job, in addition to salary and wages; usually refers to insurance, sick days, vacation days, retirement plans.

**Career** – When the work you do becomes a long-term employment.

**Resumes** – A written document that highlights your strengths, abilities, experience and education. It may also include a goal statement. This document is frequently asked for during employment searches.



**VIEW JOBS**

Employment, much like education, can be confusing. As young people, all we know is that we want to work and make some money. Part time jobs that you may have had in the past are not usually difficult to get, but they are also not the best jobs to work in all your life.

## REFLECTIONS...



What are some part-time jobs you may not want to do for the rest of your life?

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When might you want a part-time job over a full-time job? \_\_\_\_\_

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What would you like to do for more than a few months and even perhaps for a long time (several years)? \_\_\_\_\_

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# Lesson 1: Types of Employment

Employment experience comes in all types. They include: internships, apprenticeships, volunteer opportunities, temporary jobs, part-time temporary jobs, part-time permanent jobs, full time jobs, careers and professions.

Internships and apprenticeships are usually unpaid opportunities to learn skills, practice what has been learned, and to continue learning. These are good ways to get some work experience before you graduate and could be helpful when trying to look for a job.



The apprenticeship is a little different from the internship in that it usually takes a long time to complete. Volunteer opportunities are also unpaid, but they are different from the other two in that there isn't the requirement that you learn something new. It is more a good way to gain experience before going to look for a job. Often times a young person may not even think they are volunteering and then would not put that experience on their application or talk about it during an interview. Volunteering in a place of worship, around your neighborhood, in a hospital, or at school are excellent opportunities to get experience with different areas of work. Some of these are: getting along with others, understanding and taking responsibility of your actions and commitments, and skills related to the volunteer work (like watching kids, cleaning houses, answering the telephone and taking messages, giving advice to others younger).

Temporary work refers to the work that is usually available during busy times, for example, the holidays or summer for those that work outside. This type of work will end and it does not go on all year. For young adults or youth in high school, this could be summer employment, which is a good way to get experience. Temporary work can be either part time, less than 30 hours a week, or full-time, more than 30 hours a week. Part-time permanent jobs are those many young people get after school (ex: grocery stores, waitressing, bus boys, movie theatres, child care centers, etc...). Even if one is not going to work in a certain area, eventually part-time jobs are good ways to gain experience and meet potential employers for more long-term outcomes. In a part-time job the pay is usually by the hour and there are no **benefits**. Since there are no benefits, it is very important to understand the use of a schedule, how to ask for time off, and how to make sure that you are not fired because you didn't show up to work.

Full time employment usually means that you are working about 35-40 hours a week, and that you get benefits as well as getting paid. Benefits include: a certain number of vacation days a year, a certain number of sick days a year, holidays, health insurance, and sometimes retirement investment plans. Even though you may get vacation days, this does not mean that you can take vacation whenever you want. You still have to earn the vacation days and get approval from your supervisor to take those days. Sick days also need to get approved and sometimes you may be required to prove you were sick with a doctor's certificate. Some full time employment opportunities offer health and dental insurance for you and your dependents. In order to get health insurance, part of the costs are covered by your employer, and you pay a reduced rate that comes out of your paycheck every month. This benefit is an important one

because it covers part of the costs of seeing a doctor, getting medicine, being hospitalized or getting health and dental treatment. Most companies that have full time employees offer health insurance, but not all offer dental insurance.

Retirement investment is another benefit that may be available in a strong company and is offered to full time employees. Everyone who works and earns a



paycheck in the country contributes a certain amount to the social security program that provides monthly benefit to the retired. The idea is that by contributing now, when you are retired you will also receive a monthly benefit check. As you may know, the retirement benefits are not very much money and usually the amount is not enough to live on. For this reason, many

companies offer their own retirement plans. If this is a benefit of a company you work for, it will allow you to take part of your paycheck and invest it into a program. The idea is that through this investment every paycheck, when you are ready to retire you will have an account that will help you cover your living expenses. These programs are excellent but not offered by every company. When trying to decide where to work, if you have more than one option, it would be good to ask about whether they offer this type of benefit and find out as much as you can about it.

Another option in employment is owning your own business or being self-employed. This is a HUGE task. It may sound wonderful, NO BOSS, NO PUNCHING IN OR PUNCHING OUT, NO ONE TO TELL YOU WHAT TO DO, SETTING YOUR OWN HOURS. However, people do not realize how difficult this is to achieve and maintain and the amount of hard work that is involved. To start a business you need **capital**, which is money!! Most businesses will require money to buy equipment, market your company, get customers, and possibly even get a space for your office or work area. Capital is not easy to get but some options are small-business loans or others investors. To learn how to do this the right way, banks may offer some workshops for people interested in starting their own business. Marketing yourself, in other words making sure people know about you and the business that you are in is the next challenging step. It is one that requires training and money. Some options could be flyers, mailings, developing a website, making radio announcements, and having friends and neighbors spread the word, but here again you will require training and help! Setting your own hours for work is also a challenge. Because you have no set hours and no supervisor, you have to be very motivated and have a great deal of time to devote to your business. For example, if you are going to start your own computer repair business or open up a boutique, you will need to do all the work yourself. This could mean working 50, 60, or perhaps 70 hours a week, and you will not see any profit from your business right away. You also



don't have any benefits unless you pay for them yourself. Owning a business is for many a dream but only becomes a reality for a few. This doesn't mean that you can't do it, but it does mean that if you are seriously going to pursue it, you need to be ready for the challenge and have the support you need.



## Activity 1: What Jobs Interest Me?

Write down your employment interests in the box on the left. In the box on the right, write down jobs, volunteer experiences, internships, etc., that could help you fulfill your employment interests.

## Lesson 2: Finding a Job

“Getting a job, finding employment, becoming employed” all of these phrases mean the same thing. The first step is always the same, whether it be part-time, temporary, or full-time – **APPLY!**

To apply you must first find out where the jobs are, who is hiring, and what the options are. It used to be that one of the only places to look for jobs was through the want ads in the newspapers. Now that we have the Internet, often times people find employment opportunities through there. Newspapers, the Internet, and listening to advertisement are all good places to learn about work opportunities.

Some great online resources for job-hunting include:

- [Craigslist.org](http://Craigslist.org)
- [Indeed.com](http://Indeed.com)
- [Monster.com](http://Monster.com)
- [Careerbuilder.com](http://Careerbuilder.com)
- [Shiftgig.com](http://Shiftgig.com)



## Activity 2: Job Search

Reading a Want Ad. Look through the want ads and find three jobs that look interesting to you. Fill in the blanks below:

### Want Ad #1

Who is the contact person? \_\_\_\_\_

How do you apply? (in person, by calling, by sending a **resume**) \_\_\_\_\_

What are the requirements? (experience or training) \_\_\_\_\_

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What is the pay and benefits? \_\_\_\_\_

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Where is the job located? \_\_\_\_\_

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Do they offer training? \_\_\_\_\_

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**Want Ad #2**

Who is the contact person? \_\_\_\_\_

How do you apply? (in person, by calling, by sending a **resume**) \_\_\_\_\_

What are the requirements? (experience or training) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is the pay and benefits? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where is the job located? \_\_\_\_\_

\_\_\_\_\_

Do they offer training? \_\_\_\_\_

\_\_\_\_\_

**Want Ad #3**

Who is the contact person? \_\_\_\_\_

How do you apply? (in person, by calling, by sending a **resume**) \_\_\_\_\_

What are the requirements? (experience or training) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the pay and benefits? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where is the job located? \_\_\_\_\_

\_\_\_\_\_

Do they offer training? \_\_\_\_\_

\_\_\_\_\_

➤ Now, which of these three is the most attractive to you? Are you ready for this job now, or do you need training, experience? How can you get this training or experience? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 3: Getting a Job

The second step is applying. Most part time jobs require that you complete an application, participate in an interview, perhaps take a drug test, and demonstrate that you can do the job. Many full time jobs require that you do all of these and also participate in more than one interview. Before applying to any job you must be ready. How do you get ready? Prepare a resume, learn the skills you need to participate in an interview, practice those skills, get training or education that will help you do the job, learn how to get around by yourself, get the necessary identification you will need to cash your paychecks, and know about work ethics.

### ➤ **A Resume...**

This is a written document that highlights your education, experience, and strengths. It includes all of your personal information so that employers can contact you if you are interested. This document represents who you are to potential employers and is usually sent out with a cover letter. The cover letter is usually brief but should include a summary of the information in your resume and explain why you think you are qualified for the job.



## Activity 3: Resume Developing

We will now review two resumes and critique them. We will also work in groups to write a cover letter for each of these resumes.

## Lesson 4: Interviewing

### ➤ Interviewing Skills

All of the skills you learned in chapters #5 and #6 can be used in an interview. The difference between an interview and a possible meeting with helpers is that you are usually not going to be the one taking charge of the meeting. Most likely you will have



to wait until the interviewer asks you questions. The strength of knowing the skills you have learned already is being ready to answer instead of stumbling and not having an answer. This doesn't mean that you must have the right answer for everything, but it does mean that you should at least be prepared. In addition to the skills highlighted in those chapters,

these are some commonly asked questions in an interview:

*What are your strengths?*

*What could you improve about yourself?*

*When are you available to work?*

*What are your goals for the future?*

*Why do you think you are qualified for this job?*

*How would you handle a situation in which \_\_\_\_\_  
\_\_\_\_\_?*

Making a good impression is also very important in an interview. We recommend that to make good impressions, you **dress** appropriately for the interview and if you are getting an application in person. The potential employer will remember how you



presented yourself and this will help him/her make the final decision about hiring you.

Making **eye contact** and **shaking hands**, as well as sitting upright are all behaviors that you do with your body. This is called body language or communicating with your actions, and it all counts in the interview process.

### ➤ **Training & Education...**

Not all jobs will require extensive training and education. Part-time jobs that people get for extra cash and to get experience in the workplace, often times provide on-the-job training of their own. The downside of these jobs is that if you don't have much training or education of your own, it is difficult and sometimes impossible to advance or get promoted. This is where getting the education and training is important. By continuing to go to school after high school, you are learning skills that will make you more likely to obtain the type of employment you want.

### ➤ **Getting Around...**

While we all need the help and support of family and friends, getting around to school, work, and other places should not be left up to those individuals. Often times family and friends offer that type of support, but eventually everyone must learn how to get around on their own. This way they will not have to depend on another person to get to school or work. There are many ways to learn how to get around. The most difficult step is accepting that you may have to take public transportation, and that you will have to learn how to do it by yourself.

### ➤ **Proper identification ...**

In order to get a job anywhere you will need to show some form of identification, either a driver's license or state identification card. This will be used in the hiring

process to complete tax forms, like the I-9. This type of paperwork will also be needed if you are going to try to cash your paycheck. Most importantly you will need to know your social security number and you might even be asked to bring a copy of actual card. Again, this is needed to verify your identification and make sure that the tax-related paperwork is done correctly. Sometimes you may have taken some action steps to get these documents before you actually start the application process.

*Insert handout on getting a state ID and replacement copy of social security card*



## Activity 4: Practice Interview

Let's look at some videos of people interviewing. We are going to rate how they did in the body language area and also answering the questions. The rule is to always state something positive and then we will discuss what could have been improved.

Now, let's practice a few interview questions with partners. Ask your partner one or two questions from the list below, then trade places. Remember, answer with positivity and confidence!

***What are your strengths?***

***What could you improve about yourself?***

***When are you available to work?***

***What are your goals for the future?***

***Why do you think you are qualified for this job?***

## Lesson 5: Work Ethic

Whether you are working, going to school, or both, there are difficult choices to make every day. As a young person, it is easy to think of this time as not very important without understanding that now is the time to make a future for yourself. For this reason, often times, young people do not make the best choices about their actions. This may result in negative consequences. A young person who is going to school may feel that it is too difficult, and instead of asking for help and not quitting, they may decide that they don't need to continue. They may think that they can depend on their family forever. Clearly this is not the right choice to make since most young adults would like to either be on their own or contribute to their household for a better future. A young adult working very hard, 40 to 50 hours a week in a job that doesn't pay much may start becoming discouraged. This may be understandable, but instead of talking to their supervisor, expressing their concerns, or getting advice from someone around them, they may start demonstrating bad work **ethic** (behaviors). Negative work ethic may mean that you don't show up for work, come in late without any excuse or phone call, or get into arguments with co-workers often. All of these actions can result in you having a negative recommendation from your supervisor or possibly even getting fired.

Can you think of some examples of negative work or student **ethics**?



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## Activity 5: Appropriate Vs. Inappropriate

We are going to review some scenarios in which a young person will be faced with a difficult situation. We will work in groups to find the different options the person may decide to follow and the consequences of each.

## Chapter 10 – Employment Options 2

**Goal of the Chapter:** In this chapter you will continue to learn about employment options. The information provided here will help you make informed decisions about the options you choose for yourself.

### New Words

**Job application** – A detailed form you will complete with personal, educational, and work information.

**Job card** – A tool to help you recall pertinent information for a job interview.

**Questionnaire** – A test-like document that new employees may have to take before being hired. Questions are related to work ethics and decision making topics.

**References** – People who know about your skills and strengths as well as education and work experience. These may be teachers or past employers.



## Lesson 1: Job Interview Steps

While many of the skills you read about already are applicable to job interviewing situations, there are some specific skills to learn and practice before looking for a job.

As mentioned in [chapter 9](#), searching for a job can be a long and challenging process. Making sure you cover all the necessary areas of making phone calls, completing job applications, obtaining letters of reference, completing a resume, and interviewing will make it a less challenging process. Keeping a journal of your contacts will help you stay organized in your search. The journal will serve as a written record of the contacts you have made. If a journal does not seem like something that would be useful to you, keeping business cards is another option. If you see an advertisement, meet someone, hear about a job or get a referral, ask for a business card or make a note of it in your journal. The business card will give you all the contact information you need without having to look it up. Getting more than one card from each person is also helpful. Carry one with you and keep one in a safe place, that way it will be more difficult for you to lose them. By keeping the business cards with you, you can use them for easy reference when making contacts with possible employers.

Carrying a "Job Card" is another useful tool. Once this card is completed it contains all the relevant information you will need to complete a job application and answer questions at an interview. Although you will have your card with you at all times, you should try to memorize the information in it so that you don't have to refer to it during an actual interview.

# Activity 1: Creating a Job Card

**Exercise:** *Cut Out and Complete Job Card*

## Personal Information

Name: \_\_\_\_\_ email: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_

SS#: \_\_\_\_\_

## Educational History

High School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

Counselor \_\_\_\_\_

Attended from \_\_\_\_\_ to \_\_\_\_\_

Grade School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

Attended from \_\_\_\_\_ to \_\_\_\_\_

## Employment History

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

Position held: \_\_\_\_\_

Contact/Supervisor: \_\_\_\_\_

Employed from \_\_\_\_\_ to \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_



Telephone # \_\_\_\_\_

Position held: \_\_\_\_\_

Contact/Supervisor \_\_\_\_\_

Employed from \_\_\_\_\_ to \_\_\_\_\_

Hobbies and Special Interest

\_\_\_\_\_  
\_\_\_\_\_

Special Skills (i.e. typing, second language)

\_\_\_\_\_

**References (3)**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone # \_\_\_\_\_

## Lesson 2: Selling Yourself

In chapter 9, you completed an activity to help you learn how to read want ads.

Another source for finding jobs is attending job fairs, visiting local businesses, or going on the Internet. Following up on tips from friends and relatives about who is hiring can also work. Once you have the information you need, you will have to take the initial step of presenting yourself. On this visit your goal will be to introduce yourself, obtain an application, and set up an interview. The following is a list of suggested steps for a situation like this one. If you look at the steps carefully you will see that some are the same as those in earlier chapters that we suggest for asking for help or support from others.

### **Suggested Steps for an Initial Visit that may take place before an interview:**

1. Greet and introduce yourself **(a must)**
2. State the purpose of your visit **(a must)**
  - "I would like to apply for the job of..."
  - "I would like to find out more about the job for..."
3. Ask for a job application; ask if you may take it home or are you required to complete it there. (By taking it home you can make sure that you have all the time you need to make sure it is done correctly and don't miss any important information)
4. If the job does not require a job application form, as what is the first step in applying.
5. Ask about the interview process **(optional)**
  - "When will you be interviewing?"
  - "How long will the interview process take?"
  - "Can I bring someone to the interview with me?"
6. Show your appreciation **(a must)**

Once you are called for an interview you need to prepare some more. You should practice some skills that will apply specifically to this situation. They are outlined below. In addition to that, you should prepare questions you would like to ask by writing them down, practice talking about yourself and your strengths, put together copies of your letters of reference (if you have them), and prepare a resume if applicable. Once you have done all these you should practice acting out the following skills either with a friend, family member, mentor, and/or teacher.

**Suggested Steps for Job Interview Situation:**

**Secretary and/or Clerk**

1. Greet and introduce yourself
2. State the purpose of your visit
3. Give the time of your appointment and who it is with

**Interviewer**

4. Greet and introduce yourself
5. State pleasure in meeting
6. Be ready to talk about your strengths and also areas of need
7. Talk about your previous experience and training or education you have received

## Questions

8. Try to answer all questions the best way you can

- Don't answer questions in a rush, take your time and think about the answer. If you need more time to answer a question, say so.

9. If there is a chance for you to ask questions, here are some ideas

Ask about their training program for new employees

Ask about evaluations, who conducts them, and how often

Ask how evaluations will affect you

Ask about opportunities for growth within the company

Ask about salary, schedules, and benefits

Ask about taking further tests (i.e. urine tests) and medical exams

Ask about on-the-job support (some examples of "on-the-job supports" may include specialized training on tasks, visual representations for task completion reminders, support available from co-workers, special equipment such as computer equipment or software)

- Ask about completing questionnaires or taking skills tests

## In Conclusion

10. Find out what the next step is

11. Find out when they will be making decisions about hiring

12. Show your appreciation

13. Make a final closing

Sending a follow-up letter after an interview or making a phone call to state your appreciation for the interview will show the potential employer that you are seriously interested in the job. If you decide to send a letter it should be brief and focus on showing appreciation and pointing out the highlights of the interview. If you don't have the resources to send a letter, a phone call is an appropriate alternative. Another instance when a phone call is appropriate is to find out about the status of your application. A good waiting time is about two weeks, unless the potential employer stated that it would take longer than that. If you haven't heard about the job in that amount of time, take the initiative and call them. This way you can stop waiting for the phone to ring and move on to another prospect if you need to. This call will also serve as a reminder to them that you are still interested.

Following the initial interview, you may have to have a second interview with other personnel from the company. At times there may actually be two people interviewing you at once. This may make you nervous, but if you apply all the suggested skills to each interview situation, it will help you present yourself as prepared and confident. Remember, just as in the mentoring situations discussed in the previous chapters, you are trying to make a good impression.



## Activity 2: Role Play Situations

It's **PRACTICE** time again. Use your own examples and also do these three situations in order.

### Situation # 1

You read about a Job Fair taking place at the local community college. You are interested in the sales position of a telemarketing company. Your goal is to fill out an application, obtain information and set up an interview. You approach a representative at a Job Fair, what would you say?

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### Situation # 2

You have an appointment with the representative of the telemarketing company you applied at. This is your first interview. Act out the interview. Make sure you mention that you have completed a training program in communication at the City Colleges of Chicago.

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### Situation # 3

You have been called back for a second interview with a telemarketing company. This time you are interviewing with the inside sales manager who would be your supervisor. Act out this situation.

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**True or False** -- These are some review questions to see what you have learned.

We will read through all of them together and you decided whether they are true or false. We will then discuss them as a group.

\_\_\_\_\_ The skills for interviewing are exactly the same as the ones for talking with a potential mentor.

\_\_\_\_\_ You should write down the questions you want to ask before the interview.

\_\_\_\_\_ You should try to memorize the information on your Job Card before going to an interview.

\_\_\_\_\_ Do not bring letters of reference to an interview.

\_\_\_\_\_ You will need to present a resume for every job situation.

\_\_\_\_\_ If you haven't heard from a potential employer one week after your interview, you should forget about the job and go on to something else.

\_\_\_\_\_ Sending a follow-up letter show the potential employer that you are seriously interested in the job.

\_\_\_\_\_ Making a good impression is not important at an interview.

\_\_\_\_\_ There are six suggested steps for the initial visit to a potential employer.

\_\_\_\_\_ Going to a job fair is an ideal way to find out about new employment opportunities.

**If you were an employer what are three questions you would ask an applicant?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What are three good questions to ask at an interview?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_




## Lesson 3: Potential Benefits

Now that you have learned about how to access resources, apply for programs, get help, and a job, you should try not to forget these skills. In addition to using your interviewing skills, you also need to use your skills to continue making progress.

Unfortunately, some young people think that once they are employed, everything is just wonderful, and they no longer need to worry about anything. This feeling many times gets them in trouble, and they end up losing their jobs. Your goal should be to prevent this from happening to you.

You must remember that even though you have a job, there are still goals you are working on to improve your entire life. For example, if you do well in a part-time job, you may become employed full-time. If you are already full-time, you may have the chance to get a promotion or a raise. If you complete a certificate training program successfully, you could pursue a more advanced degree later on. If you are a quality employee you may be able to use your experience from your first job to get a similar job at another company. There are always plenty of chances to get better at what you do and use it to make a better future for you. Get the picture?

*Now here are the hard facts about employment, benefits, and your responsibilities.*

As you know there are a number of employment situations - part-time, full-time, and temporary, etc... People who are full time employees of a company have more benefits. Can you think of some of the benefits you might get if you are a full-time employee of a company? (Hint: They were presented in [chapter 9](#)). 

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**For review:** The benefits include health insurance for the employee and sometimes for members of their families, getting a certain number of paid sick days, and having a certain number of paid vacation days after being employed for a year. Now, just because full-time employees have these benefits does not mean that they can just miss work whenever they want. If they use up their sick days, then they don't get paid for any other days of work missed because of being sick. If they want vacation days, they have to ask for them a long time in advance, and it has to be approved by the supervisor.

Part-time employees usually do not have any benefits. People who work part-time work less than 40 hours a week and schedules might change each week. If they need a day off because of being sick or having an appointment, they do not get paid for it. In these situations part-time employees have to ask for these days off in advance before schedules are made. Can you think of some common places where there are many part-time employees?

### **Examples of Part-Time Employment Situations**

### **Examples of Full-Time Employment Situations**

Although there are many young part-time employees in the work force, older people also hold these kinds of jobs. These types of jobs are very good for people who are going to school, have a second job, or other responsibilities at home. Part-time employees are just as important as full-time employees and should have the same sense of responsibility if they want to keep their jobs. At times companies may start people off on a part-time basis and then later on give them the opportunity to become full-time employees if they prove themselves.

## Activity 3: Benefits that I Need

List all of the benefits you need to receive from an employer.

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## Lesson 4: Salary and Hourly Wages

Another difference between jobs has to do with how people are paid, either hourly or on salary. On an hourly basis you will be paid a certain amount of money for the hours you work each week. This is true for either part-time or full-time employees. Getting paid on an hourly basis can be very positive. If people want to make more money, they can ask to work over-time or holidays. If people work on holidays, like the 4th of July, they may get paid what companies call time-and-half or double time. What does this mean? This means you will get more than your hourly wage.



**For example** if you make \$8.00 an hour on a normal day, on the holiday you may get that plus half of that for each hour you work. That means you would get \$12.00 an hour for the hours you worked on that holiday. How did I get this number? Well, half of \$8.00 is \$4.00, so I added that to \$8.00 and got \$12.00. If you get double time then you just multiply your hourly wage by two. In this example then you would get \$16.00 an hour, which is pretty good. Remember, hourly wages can be either for full-time or part-time employees, depending on the company.

**Let's practice....** (Hint: you can use a calculator)

Figure out how much you would make an hour for time-and-a-half if your hourly wage is \$6.00 an hour. How much will you make for 8 hours of work?

Sample:                      what=X, is = equal, of = multiplication

**Step 1** – Figure out what is half of the hourly wage

$$X = .5 * 6.00$$

$$X = 3.00$$

**Step 2** – Add the answer above to the hourly wage

$$3.00 + 6.00 = 9.00$$

**Step 3** – multiply the answer to step 2 times the hours of work

$$9.00 * 8 \text{ hours} = 72.00$$

So on time-and-a-half, you would get \$72.00 for working an 8-hour day, instead of the regular \$48.00.

The other option for getting paid is being on **salary**. This is only for full-time employees. What this means is that you make a certain amount of money for the year for at least 40 hours a week of work, or in some jobs it may be 37.5 hours a week. It may happen that on salary you may end up working more hours a week than 40, but because you do not get paid by the hour, you don't get extra money. People who are on salary are usually employed by big business companies, institutions like schools, universities, hospitals, or are professionals like lawyers, doctors, teachers, psychologists, social workers, business managers, company owners, bankers, secretaries, nurses, therapists, or professors. So what is the benefit of this if you have to work more hours at time, you may be asking yourself? Well, employees on salary usually receive the extra benefits that were mentioned above. Many people who are on hourly wages are individuals who work in factories, warehouses, small stores, large department stores, grocery stores, and other similar places. These are just some examples. Each company or organization may do things the way they want for the different types of jobs they have. However, they must be consistent and fair.

In the future, which would you like to have, part-time or full-time employment, get paid by the hour or be on a yearly salary?

You may be saying to yourself, "I already knew all this stuff," and you may be right. This is our way of reminding you about how the world of work runs. If you know the ropes, then you are less likely to make silly mistakes that will cost you your job, which you have worked so hard to get.

## Activity 4: Calculating Paychecks

- 1. Figure out how much you would make in a week if your hourly wage is \$6.50 an hour and you work a 30 hour week.**
- 2. Figure out how much you would make an hour for time-and-half if your hourly wage is \$5.50 an hour. How much will you make in 7 hours?**
- 3. Now figure out how much you would make in a week for 25 hours of work for the problem above.**
- 4. Figure out how much you would make in a week if your hourly wage is \$10.00 an hour and you work 20 hours, plus 4 hours of overtime at time-and-half.**



## Lesson 5: Job Retention and School Completion

### Factors that Affect Job Retention and School Completion



There are many reasons why people lose jobs or end up dropping out of a training program. Can you think of some?

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If you had a hard time thinking of some, here are some common things that have an effect on how well people keep their jobs.

1. **Transportation** is a very important factor. Telling your boss that you missed work because your ride didn't make it is not appropriate. Not being in class for the same reason is also not appropriate. It is not your boss' responsibility or your ride's responsibility to get you to work. It is yours. In school it is different because the only consequence of not making it to class may be your grade. Can you think of some things you can do to make sure that your ride is responsible and doesn't "forget" to pick you up?

What are some other ways of getting to work if you do not have your own car that are better than having to depend on someone else to give you a ride all the time?

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Which of these do you think are the best options for you, and why?

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2. Your **lifestyle** is an important factor that may affect your job. For example, if you live at home with your parents, siblings, or other family members, and you share rooms as well as responsibility for care taking, it may be difficult for you to get ready for work or get up in morning. If you were in this situation, what could you do about it?

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Another aspect of your lifestyle might be partying too much, hanging out late, drinking, watching TV, or using drugs. How can this hurt you? Who are some other people besides family members that could hurt your chances of keeping a job? How can these people have a negative effect on your job performance?

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How can you handle these situations?

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3. **Fears** can also have an effect on your job performance. Often people on jobs may be scared of asking questions, learning new things, or talking to their supervisor. Asking questions in class may even help others who do not know how to ask questions, or are not comfortable doing it. What do you think will happen if you ask a question?

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Asking questions shows the supervisor or instructor that you are interested in doing a good job and that you are willing to learn.

**Fears** may also cause people to shy away from trying new things at a job. For example, someone may be offered a job in a different department but because they are insecure of themselves and are scared of looking stupid by asking questions, they will not take the opportunity. What are some things you could do if you were in this situation?

Of course it is definitely O.K. to have some fears. Actually, if people didn't have any fears about their future and how well they were doing it, it may result in less self motivation. The important thing to remember is that we should not let our fears control us. You need to use the resources you have learned and the mentors you have met to help you resolve your fears, ask questions appropriately, and learn new skills when the time comes.

We have talked about three majors things that might have an effect on a person's job or completion of a training program. Can you think of any other things that might interfere with someone staying employed and moving ahead?

Now we are going to read some short stories that can be found in Appendix A at the back of this book. What would you do in these situations? We will discuss these situations and some possible solutions to the problems.

## Exercise:

*True or False -- These are some review questions to see what you have learned. We will read through all of them together and you decide whether they are true or false. We will then discuss them as a group.*

### True & False

- \_\_\_\_\_ "My ride was late." is a good excuse to give your boss when you are late.
- \_\_\_\_\_ Sometimes fears can have an effect on how well we do a job.
- \_\_\_\_\_ It is better to ask questions than to pretend you know it all.
- \_\_\_\_\_ A part-time employee works more than 40 hours a week.
- \_\_\_\_\_ One of the benefits of full-time employment is having vacation days whenever you want them.
- \_\_\_\_\_ Part-time employees can make more money if they work on national holidays, like the 4th of July.
- \_\_\_\_\_ People who are on salary get paid for extra hours they work.
- \_\_\_\_\_ A part-time employee does not get paid for days of work missed because of \ being sick.
- \_\_\_\_\_ Once you have job, you can feel comfortable and not have to worry about anything else.
- \_\_\_\_\_ The lifestyle you lead may have a negative effect on your job.



### **Figure out these calculations...**

An hourly wage of \$4.50 an hour, for a total of 9 hours of work.

Time and half for an hourly wage of \$5.00 an hour, for a total of 7 hours of work.

### Answer Key

#### True & False

False "My ride was late." is a good excuse to give your boss when you are late.

True Sometimes fears can have an effect on how well we do a job.

True It is better to ask questions than to pretend you know it all.

False A part-time employee works more than 40 hours a week.

False One of the benefits of full-time employment is having vacation days whenever you want them.

True Part-time employees can make more money if they work on national holidays like the 4th of July.

False People who are on salary get paid for extra hours they work.

True A part-time employee does not get paid for days of work missed because of being sick.

False Once you have job, you can feel comfortable and not have to worry about anything else.

True The lifestyle you lead may have a negative effect on your job.

Figure out these calculations...

An hourly wage of \$4.50 an hour, for a total of 9 hours of work.

$$\begin{array}{r} \$4.50 \\ \times \quad 9 \\ \hline \$40.50 \end{array}$$

Time and half for an hourly wage of \$5.00 an hour, for a total of 7 hours of work.

$$\begin{array}{r} \$5.00 \quad \$7.50 \\ +2.50 \quad \times \quad 7 \\ \hline \$7.50 \quad \$52.50 \end{array}$$

An hourly wage of \$6.50 an hour, for a total of 20 hours of work a week for two weeks.

$$\begin{array}{r} 20+20=40 \quad \$6.50 \\ \times \quad 40 \\ \hline \$260.00 \end{array}$$

## Activity 5: Identifying Obstacles and Next Steps

Now that you have completed this part of the training sessions, you should be well on your way to working on your goals. If you haven't already done so, you will start interviewing for jobs, making phone calls to get information you need, and going to appointments. Of course, it is O.K. to still feel nervous about all these things, but remember that you know what you're doing. You have worked hard, learned some things, reviewed some things you already knew, and practiced a lot. Now you need to use all the information in this manual to continue working towards your goals. You are not alone in this process. The mentors you have met in this program will continue to be there to provide support. However, it will be **YOUR** responsibility to pick up the phone and call to ask for this support. You are ultimately in charge of your destiny. This means that there will also be times when the staff of the program may call with ideas, suggestions, or opportunities. You will have to make your own decisions based on the goals you have set for yourself and your present situation.

REMEMBER, come back to this book, to these mentors, and to these skills as many times as you need until you feel satisfied with the goals you have set for yourself. You have the power to make a difference in your life!!!

**List your obstacles and next steps to achieve your goals.**

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# **Handout**

## *Interactive Situations -- Problem Solving*

### **Situation #1**

Everything is finally turning out great for you. You have been working at Marshall Fields in the candy department for about two months. Your supervisor is very impressed with your work. They have decided to offer you a full-time position. This would mean more money and benefits like health insurance. You are feeling a little insecure about your ability to work full-time because of your responsibilities at home. You turn down the offer and your supervisor is obviously disappointed and confused. What could you do differently? Let's problem solve...

### **Situation #2**

You have been working at Jewel as a service clerk for about a month. You are working part-time, but the money is very useful. You have made new friends and you get along pretty well with your supervisors. You are kind of tired one day so you decide to take a break. It isn't really your break time yet, but you figure, "what the heck, it's not that busy, nobody is going to mind." You grab a pop and go sit in the back room. While you're in there one of your co-workers walks in and asks you why you're on break when he was just told to go on break. You tell him what you had decided to do. He looks at you kind of funny, but doesn't say anything. You guys start "shooting the breeze," when the manager on duty for the night walks into the break room and finds the two of you

there. He asks you what you're doing there. When you tell him he calls you into his office and reprimands you. What would you do differently? Let's problem solve...

### **Situation #3**

You have been working all summer long!!!! This is the first morning you have had to yourself. You have to work at 5:00 P.M. so you make plans to go to the beach with some friends around noon. Before you know it, it is 4:30 and you are still at the beach. You will never make it to work on time and you are having such a good time that you decided just to blow it off. Besides, you're just one of many cashiers. Your not being there isn't going to be any big deal. What would you do? Let's problem solve...

### **Situation #4**

You were on your way to work at Navy Pier when you ran into some of your old buddies. These aren't the guys you hang out with anymore but they're still your friends. They stop you to talk for a while, and since you don't really want any trouble you decide to spend a few minutes. When you try to be on your way they ask you to join them for a ride in their new car. You don't really know what to do, but for some reason you decide to go for the ride. By the time you get back, you are already about an hour and a half late for work and you haven't called in. You aren't sure of what to do, if you should call, just go to work, or blow it off completely. After thinking about it for a while, you decide just to hurry up and go to work. When you finally get to work, you are two hours late. Your boss isn't around so you just get to work right away but the guy you were replacing is extremely upset. You try to explain, but he insists that you should have been there or at least called. What would you do? Let's problem solve...



### **Situation #5**

You have been out of school for over a year. You want to get your Associates Degree but everything you have heard about the application process makes you feel like you will never be able to be accepted. You keep trying to get into the admissions office but something always gets in the way of you registering. Either you miss the date, you don't have a ride, you get sick or something. You start feeling like maybe you will never get your Associates Degree. What would you do? Let's problem solve...

### **Situation #6**

Getting back into high school has been difficult. You would like to get your high school diploma but, because of your past gang involvement and being expelled from school, you are not allowed back into the school. You decide to try another high school but you can't really find anyone in the school you know to help. You decide to just go take the GED test instead, even though what you really want is your diploma. What would you do? Let's problem solve...

### **Situation #7**

You have been working at UPS for a few weeks. When you first started you were a little nervous, but you have worked hard to learn and are doing very well. You have formed some new friendships with the people you work with. There is one guy in particular who was really helpful at first, showing the ropes and introducing you to people. Lately he has been acting kind of strange and saying things that make you feel bad like, "You still have a lot to learn," or "Getting a promotion is impossible, no matter how hard you work because you're a drop out." You can't really figure out why he is saying these things since your supervisor has been impressed with your work and dedication. Your feelings toward this co-worker are starting to make you feel bad about going to work. What would you do? Let's problem solve...

### **Situation #8**

You have been to many job interviews but getting a job has not happened for you. By nature you are quiet and reserved. You like to keep to yourself. You have been learning how to improve your social skills and make better impressions at interviews. You try to do your best, but something isn't right. You even have people who coach you before you go into an interview and give you some good ideas about what to say and how to answer questions. When you go into the interview, however, your answers are short, and dull. You don't really look or sound excited about a job, even though you are inside. You are starting to think you will never find even a part-time job. What would you do? Let's problem solve...

### **Situation #9**

Although you have interviewed for a few jobs, you have not been able to pass the drug test and so you have not been hired. You don't really do a lot of drugs like you used to, but every once in a while you hang out with some friends who do. You have heard that the smoke from marijuana stays in your blood for a very long time, over a month, but you really didn't believe it. You don't really know what to do because you are always around people who might smoke pot. Maybe you will just have to wait until you find a company that doesn't do drug testing. Besides, you don't think smoking pot is really that bad. What would you do? Let's problem solve...

### **Situation #10**

You have just found out about opportunities for city jobs. You have to go downtown to the Daley Center to pick up the paperwork. This is a great opportunity because you don't have to do an interview. All you have to do is complete the paperwork and you will be placed in a job that matches your skills. Of course they aren't the best jobs but the pay is good and it would be a good place to start to get some work experience. Since you are not 18, you need to bring either your mother or father with you. Both of them work a lot of hours and they keep saying they're going to take you but every time you're going to go, something happens. The jobs are going fast so you don't have much time. What would you do? Let's problem solve...

## TRAINING MANUAL REVIEW

As a review we are going to go over the main points of this training manual. You are not expected to remember every single thing, but rather to recall the important messages and know where to find them. If there is one thing that you should know well, it is the skills that are involved in asking for help from others or requesting services and supports. The job interviewing skills are also essential. You will spend some time practicing and improving those skills so that you can demonstrate your abilities in both of these areas.

### **REMEMBER**

YOU are in charge of your future. This means you need to have clear goals, objectives, and action plans. You also need to know yourself pretty well, what you are good at and what you need help with. By knowing these things it will be easier to talk about yourself in meetings and interviews.

### **REMEMBER**

Asking for help or applying for services is not always easy. You need to be persistent and willing to take a risk. If you don't get what you want, don't leave without trying to get a suggestion, a less demanding request, or a referral. Ask for help or services by demonstrating your ability to make a request effectively.

**REMEMBER**

Going to an interview for work or school can be intimidating. Being prepared by practicing what you are going to say or ask is important. Role-playing the situation out is a good idea. How you dress, and how you act will also make an impression.

**REMEMBER**

When deciding what kind of education to pursue, you should understand what all the options involve. Knowing about your rights and the resources in the community will help you to make easier decisions. Don't go with what you think is the cool thing, or the right thing, go with what is best for you, your strengths and your needs.

**REMEMBER**

Living on your own requires much work and responsibility on your part. Making sure that you take it slow as you move towards more independence is the key. If living on your own is not for you, you can be independent or show that you are an adult in other ways: by getting training, becoming employed, contributing to your family, or getting involved in other activities. You are successful even if you live at home! It may be that your family members need you more than you need them, and it takes a mature young person to realize that.

**What would you say was the most valuable thing you learned from the activities in this training manual?**

**What would be the least valuable?**

**Is there anything you would teach differently?**

**Is there anything you disagree with?**

**Exercise: *Cut out Steps***

GREETING	INTRODUCTION	PURPOSE
GOALS	SITUATION	OBJECTIVES
INFORMAL CONVERSATION	SOURCE	CHALLENGES
STRENGTHS/ TALENTS	THINGS ALREADY DONE	MAKE THE REQUEST
BENEFITS OF HELP	ACTION PLANNING	CHECK THE PLAN
ASK FOR A REFERRAL	LESS DEMANDING REQUEST	HANDLING REJECTIONS
GET PERMISSION TO USE NAME	FINAL CLOSING	SUMMARIZE AGREEMENTS
SHOW APPRECIATION	ACTION PLANNING FOR A LESS DEMANDING REQUEST	ACTION PLANNING FOR AN IDEA OR SUGGESTION