

Essential

LIVING SKILLS

JOB-READY SKILLS



K-STATE
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Acknowledgments

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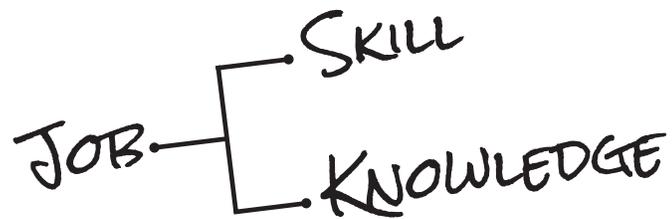
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Section 1

JOB INTEREST AND SKILLS



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GOALS

Principle: Goals help give direction to life.

Skill: Setting smaller goals will help you achieve your larger goals.

PRESENTATION GUIDE

DISCUSSION

I am glad you are here today. I am excited about all the things we will learn together in the Essential Job-Ready Skills class. I am sure you have many things you can share with the class. We will help teach each other. The major topics we will cover in this class series will be:

1. Job interests and skills.
2. Finding a job.
3. Keeping a job.
4. Problem-solving at work.

ACTIVITY 1-0: GET ACQUAINTED ACTIVITY

Find a partner, preferably someone that you don't know. Introduce yourself to that person (even if you know them). Tell them your name and where you live. Share several items, such as: my favorite food, my favorite color, one of my part-time jobs, one of my favorite persons, things I like to do. Then, stop in 5 minutes and switch roles. Let the other person tell you some personal information. You may wish to jot down a few notes about the other person so you can remember the person better. Take turns introducing each other to the entire group.

I hope you will feel free to discuss things in our class, but you will not be forced to talk or be singled out. I like to have class discussions because I want to get your input. Your input is valuable to me and to our class. Now, let's begin by talking about jobs.

What job(s) do you want to have during your working life? Most people change jobs three to five times during their life. Do you want to be doing the same thing 1 year from now, or 5 to 10 years from now? Goals help you chart a direction for your life. Your goals may change during your lifetime. Life experiences, your age, and your stage in the life cycle will influence your

Comments/Notes

- Go over main topics or objectives.
- Go over the classroom rules you determine necessary. Participants may have others to add. Some leaders have the class members set the rules. Decide what is best for your situation.
- Talk about restroom location, water fountain, scheduled breaks, etc.
- Try to provide at least water, iced tea, and coffee. It will help to have refreshments at the halfway mark of the class. Food is often an icebreaker and may help participants stay focused on tasks for a longer period of time. Taking a short break will help energize participants so they will be more apt to learn.

Introductions are important, so allow plenty of time for this activity. This will help set the mood for the entire class and several sessions. You should participate and introduce yourself with several of the points mentioned in Activity 1-0. If you have an odd number of people in class, be a partner to one person for the get-acquainted activity.

goals. It will be easier to set goals if you have a clear idea of your interests and skills.

Individuals will each have their own goals. The goals I have will probably be different from the goals you have. Your goals will probably be different than your friend's goals. Part of what makes us unique and special is that we are all a little different from each other. We have our own set of goals just as we have our own interests, skills, and personality! Your goals are personal and something you need to decide for yourself. Others can encourage you to set goals or to achieve your goals, but no one should tell you what goals to have. Setting goals can be hard work because you have to think ahead of this moment, especially if they are long-term goals.

Our goals are not set in concrete. We can change our goals to be flexible for what works best for us.

Why do we have goals?

The following lists are only examples to help you think about your goals. Each person will have individual goals.

What are some of the goals you have for today? What are some things you must get done today? What are some things you want to get done today?

What are some of the short-term goals you want to accomplish in the next couple of months?

What are some of the long-term goals you want to accomplish in the next year or two?

Comments/Notes

Show Visual: 1-1

Purpose of Goals

Show Visual: 1-2

Examples of Goals You May Have

Show Visual: 1-3

Examples of Goals You May Have (short-term)

Show Visual: 1-4

Examples of Goals You May Have (long-term)

Activity 1-1: Setting Goals

Give participants at least 20 minutes to complete Activity 1-1. They may need help to think about some of their goals. Ask questions such as:

What have you always wanted to do? Is there something about your life you want to change or do differently? What are some things you like to do?

If possible, have helpers or personal coaches assist individuals on a one-to-one basis or allow participants to work in pairs. When you can tell that every person has at least one or two goals written down under each section, invite participants to share some of their goals with the class. Let someone in the group answer the question. Try not to answer the question yourself.

Comments/Notes

Remember to wait silently for several minutes. Smile and look around the group.

Eventually someone will speak up. Encourage them to participate, but give them the chance to pass if they prefer not to share personal information. Hopefully, as the class progresses, they will trust you and the others more and be willing to open up to the group. Encourage participants to respond by using their answers in summarizing some of the major points about goal-setting.

PURPOSE OF GOALS

- Provide purpose and direction to life.
- Guide decision making.
- Help set priorities. (*things that are the most important*)
- Increase chances of meeting basic personal needs. (*food, clothing, housing, personal relationships, etc.*)
- Help to achieve success.

EXAMPLES OF GOALS (IMMEDIATE GOALS)

Goals for Today

- Decide what jobs interest me.
- Keep my job, even if I do not like it
(until I find another job).
- Pay next month's rent.
- Pay off last month's phone bill.
- Have enough money left for car gas.
- Cut out coupons for groceries.
- Do the laundry.
- Get health care for my child.
- Keep an appointment.

EXAMPLES OF GOALS (SHORT-TERM GOALS)

In Several Months From Now

- Have a job (*at least part-time*).
- Get better tires for my car.
- Make a payment on my car tires.
- Have my car in good running condition.
- Decide if I need more training or education.
- Get more training or education.
- Make payments on all my bills.
- Have a certain amount of money saved (*for emergencies*).
- Go to the doctor or clinic for a physical exam.
- Go to the dentist.

EXAMPLES OF GOALS (LONG-TERM GOALS)

Several Years From Now

- Have a full-time job I like.
- Have a newer car.
- Have health insurance.
- Have the dentist bill and credit card bills paid.
- Have a certain amount of money saved.
- Get more education.
- Buy a new appliance.
- Have my own place.

ACTIVITY 1-1: SETTING GOALS

What job(s) do I want to have during my working life?

What do I want to be doing in one year from now or in 5 to 10 years? Do I want to have the same job?

What other goals do I have besides my job goals?

What might be a good goal to have for myself?

LIFE EXPERIENCES

Principle: Life experiences will affect goals.

Skill: Identifying your life experiences will help you understand yourself.

PRESENTATION GUIDE

DISCUSSION

Your life experiences are things that happen to you, your close family members, and friends. Individuals have their own set of life experiences. Life experiences will affect your goals. Life experiences make a difference in how we think about things.

An Example of Life Experiences:

Jane graduated from high school and moved to a different town. Jane had several friends, although she was always quite shy. She likes her first full-time job, but she wants to get further training so she can move up the ladder. She would like to become an office manager. In high school she had some trouble doing her homework and so has not gone back to school yet. She knows from her mother's experiences that continuing with school is not an easy task. It takes energy, money, and commitment. Jane's father has recently been diagnosed with cancer. He is currently undergoing treatment. She wants to visit her parents quite often — almost every weekend. She wants to help with her father's care. Her money is stretched to the limit, especially now that she has to spend so much on the extra travel expenses. She is getting serious with a man she has been dating for a year and is looking forward to her future.

What are some of Jane's life experiences?

The leader or a volunteer can read the following example of life experiences.

Jane's life experiences:

- Young adult
- Living on own
- Working at a job
- Single/dating
- Part-time caregiver

Activity 1-2: Life Experiences

This activity will help participants understand what factors constitute life experiences. It will help them understand more about their own life situations.

ACTIVITY 1-2: LIFE EXPERIENCES

What are some of my life experiences, or some of the things that have happened to me in my life?

How have my life experiences affected my goals?

LIFE CYCLE

Principle: Your age and stage in the life cycle will affect your goals.

Skill: Identifying your stage in the life cycle will help you set goals.

PRESENTATION GUIDE

DISCUSSION

There is no one “right” way to live your life. You do not have to do the same things as others. You are a unique person.

However, there are several factors that determine your stage in the life cycle.

Your age will somewhat determine your stage in the life cycle. You may be young, middle-aged, or an older person. You may be a parent or you may not have children. Your children may live at home or may live with someone else. Your children may be grown. You may be single or choose to have a partner. You may be young with many working years ahead of you or you may be close to retirement. Your age and stage in the life cycle will affect your goals.

Activity 1-3: My Stage in the Life Cycle

The purpose of this activity is to help participants identify their stage in the life cycle.

ACTIVITY 1-3: MY STAGE IN THE LIFE CYCLE

Where am I in the life cycle or what stage am I in? How do I describe my own life?

(Circle those that apply to you)

Child/Teen

Young adult

Middle-aged adult

Adult over age 60

Living with parent(s)

Living on my own

Living with other(s)

In School

Not employed

Working at home

Working at a job

Single

Married/Have a partner

Have children at home

Have children, but not at home

Caregiver for other person

Other _____

(My own situation)

WHY DO I NEED A JOB?

Principle: There are many reasons for having a job, but most people work to provide for their daily needs.

Skill: Identifying the reasons I need a job will encourage me to get or keep a job.

PRESENTATION GUIDE

DISCUSSION

Most people feel they have to work. What are your reasons for working or wanting a job? Think for a minute about the reasons you work. The following activity will help you understand your own situation better. It will help you focus on the reasons you want to work and may help you set some goals.

Can you think of other reasons why people work?

Comments/Notes

Activity 1-4: Why Do People Work?

- What does having a job mean to me?
- What does having a job mean to my family?

ACTIVITY 1-4: WHY DO PEOPLE WORK?

What does having a job mean to me?

What does having a job mean to my family?

(Check those that apply to you)

- I want to be independent.
- I need money to have: a place to live, food, clothing, basic daily needs met, transportation, and/or to pay the bills.
- I need money to help care for my family.
- I want benefits such as health insurance, life insurance, etc.
- I want to buy extra things that are not necessities.
- I like working at my job.
- My job makes me feel good about myself.
- My job makes me feel needed.
- I like to learn new skills.
- I like to meet new people.
- I like to work with people.
- Work is an opportunity to have others appreciate me.
- Work gives me an opportunity to use skills I don't use at home (or not as often).
- Working with others gives me a positive attitude.
- I am more productive when I work with others.
- Our society expects me to work.
- I like giving to others.
- I feel that working is more interesting than not working.
- Having work to do makes me feel important.
- I like having a reason to get out of bed.
- Having a job helps me take care of myself.

CAN YOU THINK OF ANY OTHER REASONS THAT PEOPLE WORK?

DIFFERENCE IN JOBS

Principle: There are differences between jobs.

Skill: Recognizing some of the major differences between jobs will help participants know some of the things to consider when deciding what jobs interest them.

PRESENTATION GUIDE

DISCUSSION

There are some differences between jobs. Some of the differences may include:

- Differences in the work done (types of work)
- Skill level needed for job
- Pay
- Benefits
- Hours/shifts
- Place of job
- Job costs (uniforms, tools, distance to job, transportation, work hours, etc.)
- People you work with (co-workers)
- People you work for (employers)

What are some other differences between jobs?

Think about the job you have or want to have. How is it similar to other jobs? How is it different from other jobs? Have you thought about the type of work performed, the skill level needed to do the job, the pay and the work hours? What other things could you think about or ask about?

Some people say there is a difference between a job and a career. A job may lead to a career. A career is usually long-term with future plans to improve and advance yourself. A career is often a job you have chosen especially for yourself. Usually you need to be trained or go to school to learn special skills. It is work that you commit to long-term, with plans and goals. Having a career

If time permits, encourage discussion between participants on various jobs they have held. Encourage them to discuss the differences in jobs.

often means giving up some things in order to get started or get the training you need. For example, a person may need to go to school for several years or may need to borrow money to start a business. A person may need to work long hours for quite a few years to get started with a career.

What are some things that may influence your job or career choice?

- The pay or wages
- My personality
- My values
- My interests
- My skills
- My goal-setting ability
- My decision-making skills
- My motivation level
- Location of the job
- My family's needs
- The benefits

What other things might influence your job choice?

When people are in desperate need for money for basic survival, they may take just about any job that comes along. When this happens to people, they often do not like their job. There may be certain conditions about the job they do not like. It may be a low-paying job; it may be a temporary job; they may be doing things they do not like to do. Maybe the job does not challenge them. However, with a little planning they can help control what type of job they get. You can help control what type of job you get.

Just because people take jobs that are available does not necessarily mean they will **not** like the jobs. However, in most cases, jobs are more rewarding if they have been chosen by the individuals. Remember, though, there are many cases when people need to take an available job because they simply need the wages. This is an opportunity to praise participants for their involvement in a job-ready skills class. Attending classes such as this will enable them to have more choices and make decisions best for themselves.

JOB INTERESTS

Principle: In order to like a job, it helps to be interested in the job.

Skill: Knowing what your interests are will help you know what type of job to get.

PRESENTATION GUIDE

DISCUSSION

Deciding what interests and skills you have is one of the first things to consider before looking for a job. Your interests are things that you like to do. Your interests may be your hobbies or the things you want to do when you have free time.

Your interests may also be the things you enjoy doing at work or that get your attention. Your interests help describe your personality and who you are.

Some examples of interests might be:

- Being outdoors
- Going on trips
- Spending time with friends
- Working on the computer
- Cooking
- Swimming

What are your interests?

What are the things you like to do?

Comments/Notes

Activity 1-5: What Do I Like to Do?

Activity 1-6: A Checklist of Interests

If there are time limitations, you may choose between Activity 1-5 and Activity 1-6 because they address the same principle and skill. However, it is helpful to allow each person time to think of five of their own interests (Activity 1-5) without giving them a list first (Activity 1-6). Some people may have no problem thinking of five things they like to do. Others may have some difficulty with this activity. Be available to answer questions and encourage participants to think of their own interests.

Ask them questions such as: what do you like to do, how do you spend your free time, where do you like to go, who do you like to be with, etc.

This may be an appropriate time to share a few personal things about yourself. For instance, you can say, "I like to meet new people," "I like to work in the yard," or "I like to try new recipes."

ACTIVITY 1-5: WHAT DO I LIKE TO DO?

What are my interests? What are my hobbies?

Five things that interest me are:

1.

2.

3.

4.

5.

ACTIVITY 1-6: A CHECKLIST OF INTERESTS

- I like to be around other people most of the time.
- I like to work with other people:
 - elderly
 - adults
 - teens
 - children
 - infants
- I like to be by myself most of the time.
- I like to work by myself.
- I like to talk or visit with other people.
- I would rather listen to others than talk.
- I like to work with my hands.
- I like to be creative.
- I like to be indoors.
- I like to be outdoors.
- I like physical labor.
- I like to read.
- I like to work on the computer.
- I like to work on machinery.
- I like to work on technical equipment.
- I like to work with animals.
- I am interested in art/design.
- I am interested in music.
- I am interested in photography/etc.
- I like to be self-employed.
- I like having someone help me.
- I like having someone tell me what to do.
- I like to talk on the telephone.
- I like having a regular paycheck.
- I like working part-time.

Other interests I have:

HOW DO I VIEW MYSELF?

Principle: Your view of yourself (perception) will influence everything you do, including your job.

Skill: It is essential to adjust your views (perception) to look for more positive traits.

PRESENTATION GUIDE

DISCUSSION

Our view of ourselves (perception) is what we believe to be true about ourselves or about an experience. It is how we see life and the key to everything we do. It is important to think positively about ourselves, because perceptions influence everything we do, including our job. Some examples of a positive view or perception:

- I am capable.
- I am lovable.
- I can do a good job.
- I am important to my family.
- I am a good friend.
- I can do something for my community.
- I am needed by others.
- I can influence what happens to me.
- I am honest.

This activity can be fun even if you are not an artist. Draw a stick person and make it resemble some of your features. Then draw something that tells about who you are. For example, if you are friendly, draw a smile. If you like to be around other people, draw some other people. If you like to work in the garden, draw a flower or some plants.

Activity 1-7: How Do I View Myself?

Go ahead and do this activity yourself before class. Assure participants they need not be an artist to complete and enjoy this activity. It will help them get a better sense of who they are, as well as encourage them to think of positive traits.

You may need to encourage participants who cannot think of how to describe themselves or who may have low self-esteem.

Encourage participants to talk about their pictures and to share a little more information about themselves.

ACTIVITY 1-7: HOW DO I VIEW MYSELF?

Draw a picture of yourself or write some words to describe yourself.

- How do I view or see myself?
- Am I a capable person who can get a lot done?
- Am I a flexible person who is able to make some changes?
- Am I a friendly person who likes to be with other people?
- Am I a quiet person who likes to work alone?

There are **no** wrong answers to this activity. Just remember to think of the positive qualities you have and build on those positive qualities. Think of at least two positive qualities that you have.

MY JOB SKILLS

Principle: Each individual has certain skills that may be used on the job.

Skill: Identifying your own skills is an important step in looking into skills needed for jobs that interest you.

PRESENTATION GUIDE

DISCUSSION

Your skills are those tasks or activities that you can do and do well. You may use your skills at home or at work. We often have skills in the things that interest us. For example, you may like to cook and try new recipes (an interest). You may also be a good cook (a skill). Sometimes we like to use certain skills at certain times, but not all the time. For example, you may like to cook at home (an interest) but you may not want to have a job in a kitchen or restaurant. However, being able to cook is still one of your skills.

Skills may be tasks or activities that come fairly easy to you, without much thought or trouble. Sometimes you may do things but have not realized they are skills. Other skills may require much training and practice. Everyone has some skills.

Some of your skills will be similar to other people's skills. Some of your skills may be unique to you. You may have a special skill or talent. You may want to sharpen skills or develop new skills.

Some examples of skills might be: having patience, being able to change a tire, keeping accurate records, growing plants, cooking, cleaning house, painting the house, organizing cupboards, and driving safely.

What are your skills? What are the things that you can do and do well?

Activity 1-8: My Skills

ACTIVITY 1-8: MY SKILLS

ANSWER THE FOLLOWING QUESTIONS
PLACE A CHECK MARK IN ONE BOX.

| CAN I ... | YES | MOST OF THE TIME | SOMETIMES | NO |
|-------------------------|-----|------------------|-----------|----|
| Change a tire? | | | | |
| Sew? | | | | |
| Grow plants? | | | | |
| Care for children? | | | | |
| Cook? | | | | |
| Clean house? | | | | |
| Get along with people? | | | | |
| Paint indoors/outdoors? | | | | |
| Be patient? | | | | |
| Organize things? | | | | |
| Teach? | | | | |
| Follow instructions? | | | | |
| Read a road map? | | | | |
| Do simple math? | | | | |
| Do home repairs? | | | | |
| Manage my money? | | | | |
| Repair a car? | | | | |

WHAT OTHER THINGS CAN I DO? (PLEASE LIST THEM.)

Now ask yourself: What skills do I like to use?

If you like to do something put two stars beside that activity. For example:

**I can care for children. (Caring for children is a skill I have and also like to do.)

**I can fix things around the house. (Fixing things is a skill I have and also like to do.)

SKILLS EMPLOYERS VALUE

Principle: Employers value certain skills in their employees.

Skill: Being aware of the skills employers want in employees will help you get and keep a job.

PRESENTATION GUIDE

DISCUSSION

Employers look for certain skills when hiring someone for a job. These are often called “marketable skills.”

Employers want their employees to:

- Learn new things.
- Communicate with others.
- Be flexible.
- Use common sense/reasoning skills.
- Use problem-solving skills.
- Use personal management skills.
 - I can manage my time (work and personal life).
 - I am organized (plan a little ahead).
 - I take care of myself (sleep, groom, and eat well).
 - I control my emotions (communicate, solve problems).
- Work in groups with others.
- Read.
- Write.
- Do simple math.
- Speak clearly.

How do your skills compare with the skills employers look for in workers?

Activity 1-9: Job Skills

Optional Activity:

If participants know what job they are interested in getting or looking into, have them list the job skills they think they will need for that job. Maybe you can get a description of several jobs and have participants help you decide what various skills may be needed for those particular jobs. Look in the newspaper under “help wanted” for job openings or announcements.

ACTIVITY 1-9: JOB SKILLS

HOW DO YOU RATE YOURSELF ON THE SKILLS EMPLOYERS LOOK FOR?

PLACE A CHECK MARK IN ONE BOX.

| | YES | MOST OF THE TIME | SOMETIMES | NO |
|---|-----|------------------|-----------|----|
| I learn new things. | | | | |
| I communicate with others. | | | | |
| I am flexible. | | | | |
| I have common sense. | | | | |
| I solve problems. | | | | |
| I have management skills. | | | | |
| I manage my time. (work and personal life) | | | | |
| I am organized. (plan a little ahead) | | | | |
| I take care of myself. (sleep, groom, eat well, etc.) | | | | |
| I control my emotions. (communicate, solve problems, etc.) | | | | |
| I am able to work with others. | | | | |
| I can read. | | | | |
| I can write. | | | | |
| I can do simple math. | | | | |
| I speak clearly. | | | | |
| I am honest. | | | | |
| IS THERE A SKILL YOU WOULD LIKE TO IMPROVE? | | | | |

REASONING SKILLS

Principle: Reasoning is a skill necessary for most jobs.

Skill: Assessing your reasoning skill development is an important step in determining whether more training is necessary.

PRESENTATION GUIDE

DISCUSSION

Most employers require at least some skills in reasoning, math and language. Reasoning skills include having common sense, thinking, and problem-solving. Math skills include adding, subtracting, using money, and reading charts. Language skills include reading, writing, and speaking.

How do you rate your skills? What are your strongest skills? What skills do you want to sharpen? Place a check mark by the skills you already have.

How well can you do the following list of tasks? It may be that you can do some of the tasks all of the time and others some of the time. Maybe you cannot do a certain task. In order to get the job you want, do some improvements need to be made with your reasoning skills? Remember that not everyone needs to be alike. One person will be better at one thing than another person. We all have our own special skills and talents.

What are your special skills and talents? What improvements do you want to make?

Activity 1-10: Reasoning Skills

This activity is at a slightly higher learning level. You will probably want to omit this activity if you have participants who have difficulty reading or following instructions. The suggested way to complete this activity is to do it orally. The leader will read the statements and have participants place a check mark beside the tasks they can accomplish. Another way to complete this activity is to have participants work in pairs.

It is important that you continually work to build self-esteem in participants. They will probably find out they have certain skills but do not have other skills. You do NOT want participants to feel incapable or incompetent. Build them up; help them focus on their skills; ask them what skills they want to improve or sharpen. This can be a beneficial learning opportunity for them. Be there to encourage them. Your attitude is critical in helping them feel capable and to encourage them to learn new things.

This activity will help participants identify if they need or want to work on improving reasoning skills. It is only for self-assessment purposes.

ACTIVITY 1-10: REASONING SKILLS

Adapted from Pathfinder: Exploring Career and Educational Paths by Norene Lindsay

HOW DO YOU RATE YOUR REASONING ABILITIES?
PLACE A CHECK MARK IN ONE BOX.

| DO I... | YES | MOST OF THE TIME | SOMETIMES | NO |
|---------|---|------------------|-----------|----|
| LEVEL 1 | Have common sense to understand and carry out one or two simple instructions? | | | |
| | Deal with problems using common sense? | | | |
| LEVEL 2 | Use common sense to understand and carry out instructions — both written and spoken? | | | |
| | Choose solutions to problems based on rules? | | | |
| LEVEL 3 | Use common sense to understand and carry out instructions, written, spoken, and in diagrams? | | | |
| | Solve problems by trying solutions that have worked before? | | | |
| LEVEL 4 | Use logical thinking to solve practical and concrete problems? | | | |
| | Understand instructions that are written, spoken, in diagrams, or in schedules? | | | |
| LEVEL 5 | Define problems, collect information and draw conclusions about all kinds of difficult intellectual and practical problems? | | | |
| | Use symbols (musical notes, formulas, graphs, etc.) and scientific theories to solve difficult problems? | | | |
| LEVEL 6 | Apply logical and scientific thinking to a wide range of intellectual and practical problems? | | | |
| | Use symbols and scientific theories to solve difficult problems? | | | |
| | Understand difficult concepts? | | | |

MATH SKILLS

Principle: Math comprehension is a skill necessary for many jobs.

Skill: Assessing your math development is an important step in determining whether you need further training.

PRESENTATION GUIDE

DISCUSSION

How well can you do the following list of tasks? It may be that you can do some of the tasks all of the time and others just some of the time. Maybe you cannot do a certain task. To get the job you want, do you need to improve your math skills? Remember, not everyone needs to be alike. One person will be better at one thing than another person. We all have our own special skills and talents.

What are your special skills and talents? What improvements do you want to make in your math skills?

Activity 1-11: Math Skills

This activity will help participants identify if they need or want to work on improving math skills. It is only for self-assessment purposes.

You will probably want to omit this activity if participants have difficulty reading or following instructions.

ACTIVITY 1-11: MATH SKILLS

Adapted from Pathfinder: Exploring Career and Educational Paths by Norene Lindsay

HOW DO YOU RATE YOUR MATH SKILLS?
PLACE A CHECK MARK IN ONE BOX

| DO I... | YES | MOST OF THE TIME | SOMETIMES | NO |
|---|-----|------------------|-----------|----|
| LEVEL 1 Add and subtract two digit numbers and perform simple multiplication and division? Add and subtract with coins and make change? Use measuring units such as cups, pints, quarts; inches, feet, yards; ounces and pounds? (or metric system?) | | | | |
| | | | | |
| | | | | |
| LEVEL 2 Add, subtract, multiply and divide? Use fractions or read bar graphs? Use math to work with pennies, nickels, dimes, quarters and dollar bills? Use a cash register, calculator, or computerized equipment? | | | | |
| | | | | |
| | | | | |
| LEVEL 3 Use business math, simple algebra, or simple geometry? | | | | |
| LEVEL 4 Use algebra, geometry, or vocational math? Use financial programs on the computer? | | | | |
| | | | | |
| LEVEL 5 Use linear algebra, calculus, or statistics? | | | | |
| LEVEL 6 Use advanced calculus, modern algebra or statistics? | | | | |

LANGUAGE SKILLS

Principle: Writing, reading, and speaking are language skills necessary for many jobs.

Skill: Assessing your language skills is an important step in deciding whether you need more training.

PRESENTATION GUIDE

DISCUSSION

Check the appropriate developmental level that you think describes you best.

In order to get the job you want, do some improvements need to be made in your language skills?

Activity 1-12: Language Skills

This activity will help participants identify if they need or want to work on improving language skills. It is only for self-assessment purposes.

You will probably want to omit this activity if participants have difficulty reading or following instructions.

ACTIVITY 1-12: LANGUAGE SKILLS

Adapted from Pathfinder: Exploring Career and Educational Paths by Norene Lindsay

HOW DO YOU RATE YOUR LANGUAGE SKILLS?
PLACE A CHECK MARK IN ONE BOX.

| DO I... | YES | MOST OF THE TIME | SOMETIMES | NO |
|---|-----|------------------|-----------|----|
| LEVEL 1 Read simple instructions, print simple sentences, and speak using normal word order? | | | | |
| LEVEL 2 Read adventure stories or comic books? Use the dictionary to look up words and read instructions to put together simple things? Write sentences with correct grammar and punctuation and speak clearly? | | | | |
| LEVEL 3 Turn on the computer to use simple games, computer programs, send email, and access the Internet? Read books, magazines, newspapers, instructions, and rules? Use the computer to create written reports and send files? Write reports and essays using proper grammar and spelling? Speak comfortably in front of an audience using correct English? | | | | |
| LEVEL 4 AND 5 Read books, poems, newspapers, magazines, manuals, dictionaries, and encyclopedias? Search for information on Internet websites and use for reports or research? Speak in discussions, dramas, or debates? Express my opinions on a variety of subjects? | | | | |
| LEVEL 6 Read written materials like literature, technical and scientific magazines, articles, and legal documents? Write complicated works like novels, plays, articles, manuals, speeches, or songs? Speak clearly, effectively and persuasively? Express my ideas clearly in discussion? | | | | |

DO I NEED MORE TRAINING?

Principle: Certain skills and training are needed for each job.

Skill: Finding out what skills are needed for the job you want will help you decide whether you need more training.

PRESENTATION GUIDE

DISCUSSION

You may have an interest in something that you do not have the skills to perform well. If this interest is something you would like to develop into a skill for a future job, ask yourself what it will take to become skilled in this area.

- Can I be trained on the job?
- Do I need job training?
- Do I need to take a class or several classes?
- Do I need to go to a technical school?
- Do I need to read some books on this topic?
- Do I need to talk with someone who can answer my questions about the training needed for this job?
- Do I need to do more searching for information about this job?

Let's break up into pairs. We will practice asking each other the interview questions in Activity 1-13. In this homework assignment you are to ask someone questions about their job. One of you should ask questions 1 through 8 and then we will switch in 10 minutes and the other person can ask questions 9 through 15. You can pretend to answer the questions if you want to. Maybe you can even think about a job you have had and give some real life examples.

(You may choose to refer back to Activity 1-1: Setting Goals — where participants thought of jobs they might want during their working life.)

Activity 1-13: Job Training

It will be ideal if participants talk to two or three people about their jobs and the training they need. This will give participants a wider range of knowledge on the training required for various jobs. It is especially important that participants interview individuals who have jobs similar to the ones they are interested in. However, participants may have difficulties following through on this activity for a variety of reasons.

There are several options for this assignment:

1. Have participants interview at least one worker about the person's job. The individual can be a friend, neighbor or someone who has a job similar to the job the participant is interested in.

2. Have participants work in pairs to do the interviews. Encourage them to do at least two interviews together. Have participants decide who they will ask to interview and when it works best to meet with them while in class. It may be possible that a class helper

Comments/Notes

(or the leader) can help set up an appointment. Tell participants they will have to work with the person's schedule and may need to meet with the person over a coffee break, lunch, or after work hours.

3. Have a panel of five or six workers and/or managers talk briefly about their job responsibilities and the training required. This could be organized as a career day where participants visit with the individuals during and after class.

4. Have participants work with a personal coach who goes with the participant to complete the interviews. The personal coach may encourage the participant to make an appointment for the interview and assist when necessary. However, as much as possible, the personal coach should allow the participant to make the contacts, do the work involved for the appointment and ask the questions in the interviews.

Encourage participants to watch for information regarding the job that interests them. This may be a good opportunity for you to use the Internet or library to access more information, particularly for each participant. Help them do the search. In addition to the interviews, encourage them to do some homework on the job they are interested in getting.

Give participants 10 minutes to ask their partner questions 1 through 8 and then have the pair switch roles. The other person will ask questions 9 through 15. This in-class activity is to help participants become familiar with the questions and to feel more comfortable asking questions to complete the interviews.

ACTIVITY 1-13: JOB TRAINING

Ask two people to talk to you about their jobs. Include someone who has experience in a job similar to the one you are considering. Think of at least 10 questions to ask that person. Some of the questions you may want to ask:

1. What type of training did you need for this job?
2. How long did it take you to complete the training?
3. Do you enjoy your work? Why or why not?
4. What are the things you like most about your job?
5. What are the things that you dislike about your job?
6. What is the most difficult part of your job?
7. What are the starting wages for this job?
8. What is the possibility for promotion or a raise?
9. Do you need continuing education or training? How much and how often?
10. How do you spend most of your time on the job?
11. What tasks do you do on the job?
12. What types of decisions do you make?
13. Who supervises your work (and how often)?
14. If given the chance, what would you change about your job?
15. How does your job “fit in” or work with family/personal time?

Can you think of other questions you would like to ask?

MY DREAM JOB

Principle: It is important to set goals and assess interests and skills before deciding what job you want.

Skill: Deciding what job to get requires self-assessment and some thought about job interests.

PRESENTATION GUIDE

DISCUSSION

Do you like the job you currently have (or had most recently)? What are some things you like about your current job? What are some things you dislike about your job?

What would be the job of your dreams? Think for one moment. At this point, don't set up any barriers for yourself. For example, don't say, "I can't afford to do this," "I don't have the education needed," or "I don't have the time."

What is it you would like to do during your working life? Combine the list of your interests and your skills to create your dream job. What would you do each day? Who would you work with? Who would you work for? What would you get paid? What would be your benefits? What are the hours you would work? What training do you need for the job?

Comments/Notes

Encourage participants to dream about the job they would like to have. At the same time, try to keep this activity focused on work and work production. For example, try not to encourage answers like "winning the lottery" or "marrying someone wealthy."

Activity 1-14: Creating My Dream Job!

This activity will help participants dream about what job they would like to have. It will help them think about possibilities for their future.

ACTIVITY 1-14: CREATING MY DREAM JOB!

Tell a story by answering several questions or draw a picture to show what your “dream job” is like. Be creative and try not to limit your imagination.

1. What is my dream job like?
2. What skills are required for my dream job?
3. What are my responsibilities?
4. What is the pay?
5. What are the benefits?
6. What training is necessary for my dream job?
7. Who are the people I work with?
8. Who are the people I work for?
9. How would I dress?
10. Other things about my dream job ...

MY JOB PLAN

Principle: It is important to recognize your reality (your life as it is today) in order to keep focused on your goals.

Skill: Recognizing your own reality will help you set goals and make plans for your future.

PRESENTATION GUIDE

DISCUSSION

Recognizing your reality (your life as it is today) keeps you focused on your goals. It is the practical side of life. It helps you accept your responsibilities and develop long-term goals. However, reality can be changed or molded. You can be creative with goals and future plans. You may work to change your reality if you want change. Even if you are content with your reality, you may continue to learn and grow. Whatever your reality is, it is essential that you respect yourself and others for differences and similarities. This is a lifelong learning process.

It is fun to dream about a dream job! However, very few people can actually create their dream job! Hopefully you will have a job that you like and that provides for your basic needs. The job you get may not be exactly like your dream job, but it may be OK!

There are some things you can do to help get a job more similar to your dream job. You will learn more about job responsibilities and being a competent worker in the next sections of Essential Living Skills: Job-Ready Skills. Give yourself a pat on the back! You are well on your way to realizing your dreams and goals.

Comments/Notes

Activity 1-15: My Job Plan

Even though participants may want more time to decide what jobs they are interested in, or want to visit with some other people before deciding what jobs to look into, encourage them to think of one or two jobs for Activity 1-15. It is important that participants recognize they can make some choices before they begin a job search. They are in control of deciding what type of work to look into and what types of jobs they will apply for.

This activity is not meant to be discouraging to participants after creating their dream job in Activity 1-14. However, they also need to recognize that some additional training, job skills, or work experience may be needed. Help them take a realistic perspective and yet encourage them to be creative with their planning!

Comments/Notes

Activity 1-16: A Reality Check

Have participants review with you what you have covered in class. Also encourage them to brainstorm with you on other things that may help put their “dream job” into reality. Write their answers on poster board or a chalkboard. Encourage each person to contribute to the list.

ACTIVITY 1-15: MY JOB PLAN

Now take your “dream job” and fit it into reality. What will it take for you to get this job?

Some questions to ask myself:

1. Do I need more training?
2. Do I need more education?
3. Do I need to move?
4. Do I need more work experience?
5. Do I need to start at a lower level and work my way up?
6. Do I need to improve my work habits? (See Section 3)
7. Do I need to spend more time looking into job options?
8. Other questions I may have.....

After answering these questions, make your job plan or outline of what you want to do. Your job plan is NOT set in concrete and can be changed at any time. Having a job plan will help you get started on finding a job you like.

My job plan:

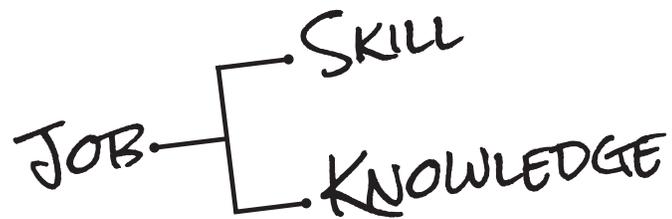
ACTIVITY 1-16: A REALITY CHECK

Let's review what you have learned in this first section of *Essential Living Skills: Job-Ready Skills*. What are some things you can do to help get closer to your "dream job"?

1. Set goals.
2. Know what my interests are.
3. Identify my skills.
4. Figure out what job(s) I may be interested in.
5. Talk to people who hold jobs similar to one(s) I am interested in.
6. Ask questions.
7. Find out what skills are required for the job(s) I am interested in.
8. Decide what skills I want to improve.
9. Other things I learned in class or that may help me achieve my goals ...

Section 2

FINDING A JOB



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OVERVIEW

PURPOSE OF THE LESSON:

Learning the process of finding a job is an important step in becoming self-sufficient. Even though each situation will be somewhat different, there are some basic tips for individuals to consider.

LESSONS IN SECTION 2:

- Preparing a Resume
 - Filling Out a Job Application
 - Writing a Letter of Application
 - Going to an Interview
 - How to Look for a Job
-

OBJECTIVES:

By the end of this lesson, participants will be able to:

- Look for job openings in a variety of places.
- Write a resume or fill out an information sheet.
- Fill out an application.
- Prepare for a job interview.

Comments/Notes

MATERIALS NEEDED:

- Name tags or desk signs
- Poster board
- Magic markers
- Folders
- Newspapers from local area
- Red pens
- Paper
- Pencils
- Computer (Access to computers during the Essential Living Skills: Job-Ready Skills classes would be helpful to participants, although not essential. Encourage participants to use computers in the public library, some local extension offices, and other public places.)

PREPARING A RESUMÉ

Principle: A resume will help you organize personal information.

Skill: Writing a resume will provide you with a helpful tool that will assist you in finding a job.

PRESENTATION GUIDE

DISCUSSION

A resume is a sheet of paper that gives potential employers important information about yourself. Who is a “potential employer”? A potential employer is the person you would work for if you got the job.

A resume may be thought of as a personal information sheet. Your personal work history, education, and anything else you want future employers to know about yourself should be included in your resume. Even if you do not need a resume for a particular job, your resume can be helpful to you when applying for jobs. Writing a resume will help you think through the facts you often need to fill out an application form. Having a resume also helps when applying for jobs by mail. After a few brief remarks in a letter, you may refer to the enclosed resume.

The primary reason for the resume is to get an interview for the job position. The information in your resume may also help you answer interview questions. Presenting a resume will show a potential employer that you are serious about wanting the job.

Personal Information: May include things such as name, address, and telephone number. You should leave your social security number off your resume, but you must have a social security number to be employed. You will need to give your social security number or show your card to your employer once you get hired. You may also wish to include other personal information, but it is always your decision as to what information to provide. Use your best judgment and **do not** provide more information than necessary.

Education: This section may include schools attended, dates attended, details of coursework or classes you have taken and graduation dates. You may also wish to include grades and transcripts. List your most recent schooling first.

If you have not completed high school — You may consider finishing your schooling to get an equivalent of a high school diploma (GED: General Equivalent Diploma). Call a local high

Show Visual 2-1: A Resume Often Includes . . .

Activity 2-1: My Resume

— or —

Activity 2-2: My Information Sheet

Allow plenty of time to complete this activity.

Participants may need to bring information from home.

school counselor, principal or a junior college and they can refer you to someone who can help you. If you have not finished high school, it will probably be hard to find a job that will provide you with enough money for basic living needs.

Note: Once you have collected the necessary information for your resume, keep a copy for future use.

Work Experience: List your most recent work experiences first. You may have a lot of work experience to include here or you may not have much. Take a moment to think about all the work you have done in the past. Include all your work experiences that may help you get the job. Do not forget to mention temporary work, part-time work, summer employment, volunteer jobs such as camp counselor, helping with your neighbor's yard work, or painting the house. Some hobbies can be listed — especially if they apply to the job you are wanting (for example, carpentry, clothing construction, etc.). These jobs are all important when you are trying to tell a potential employer that you are capable, dependable, and willing to work.

Some people choose to list their most recent work experiences first that fit the job they want. Then they include other jobs that may help them get the job. You may need to be selective — especially if you have held many different jobs.

Activities: List the activities you think will help you get the job. Include major activities you have been involved in and honors you may have received. Emphasize a variety of involvement. It is best to keep the information as recent as possible and not go back further than high school activities. However, an exception to this would be something that you feel is important to tell potential employers. An example of information to be included in your resume from your childhood or early teens:

- Volunteer work with mentally disabled during junior high school
- Member of 4-H club for five years

Ideas of Activities:

- Youth groups, such as 4-H or Girl and Boy Scouts
- Hobbies
- Church and community activities
- Volunteer work
- Organizations/school activities
- Offices held
- Sports involvement
- Special projects
- Committee work
- Honors or special awards received

(See appendix for listing of GED centers in Kansas.)

Skills: This area is similar to your activities and work experience. However, you can be more specific about your skills in this section. For example, it may be that you have a skill working with people or being organized. You need to tell a potential employer about your skills, which may help you get a job. Basic computer skills may be helpful for many jobs.

References: Your references will tell potential employers more about your work skills and personality. You may choose to include references on your resume or you may state that references will be available on request. The choice is yours, but it may save you time and energy if you include them on your resume. If you choose not to include references on your resume, it will be helpful to keep your references with their names, addresses, and telephone numbers on an information sheet.

Try to avoid using a relative or close friend as a reference. An exception might be if a close relative was a past employer. Never give a person's name without talking to the person first. You must ask them if they are willing to be a reference for you. Ideas for references include teachers, past employers, clergy, extension agents, and other community leaders.

Tell your references if you change your address or your name. Be sure to get permission first from the people you want to use as references.

Potential employers may call your references or may send them a form to fill out and send back. They may ask you to send a form or may ask you to contact references for a letter. Try to be flexible in following the instructions of the potential employer. It is important to follow their procedures (the way they do things).

If you have had some personal problems in the past:

Every person makes mistakes. If you have had some problems in the past, you cannot lie about them. Be honest when asked questions. However, you do not need to tell potential employers or your references everything that has happened to you, nor do you need to expand upon the truth when unnecessary.

Do not expect the people you ask as references to be dishonest or lie. This is where your past can catch up with you. If you have had trouble holding a job, if you have had problems dealing with certain aspects of the job (for instance dealing with conflict on the job), or if you have had any trouble with the law, this can be a concern for your references. Your past record may affect your future.

Even though you cannot erase your past history, you can avoid any future problems that tarnish (hurt) your record. Do your best to avoid problems with your supervisor, the law, or anyone else in authority. Ask your references if they can give you a positive recommendation, and remind them of the skills and qualities you have. Sometimes it is helpful to give your references your resume

Activity 2-3: My References

This activity may be started in class, but must be completed as homework. Participants may need assistance from their personal coach.

and a list of your skills. The list may include details of when you worked for them or when they taught you a class.

Making Your Resume Look Good (formatting)

You have many choices with how you format your resume to look attractive. You may center your name and address at the top of the page, make the font larger or in bold. You may also put your name with other personal information at the top. Use margins to keep your resume neat. No matter what occupation you are interested in, your resume must look neat and business-like.

- Use at least 1-inch margins.
- Space between sections.
- Do not crowd words.
- Keep your resume as simple as possible.

It is helpful to have several people look at your resume to get their opinions. Do you have a former teacher or boss who would look at your resume and give you some advice? Getting other people's opinions about your work is often worth the extra time it takes.

Comments/Notes

Show Visual 2-2: Resume Suggestions

After time has been spent working on resumes, you may wish to have a "show and tell" period where class members can see each other's ideas.

A RESUMÉ OFTEN INCLUDES

- Personal Information
- Education
- Work Experience
- Activities
- Skills
- References

ACTIVITY 2-1: MY RESUMÉ

Fill out the following information for your resume.

Name:

Address:

Telephone:

Education:

Work Experience:

Activities:

Skills:

References (optional):

Name:

Title:

Address:

Telephone:

1.

2.

3.

ACTIVITY 2-2: MY INFORMATION SHEET

You may feel that you do not need a resume in order to get a job. However, it will be helpful to have some important information written on a piece of paper. An information sheet will help you remember some important details. Can you think of any other information that you may want to include on the information sheet?

Name:

Address:

Telephone (cellphone):

Social Security Number (use only if required for an application):

Education:

Work Experience:

Activities:

Skills:

References (optional):

Name:

Title:

Address:

Telephone:

1.

2.

3.

ACTIVITY 2-3: MY REFERENCES

1. Think of three people who would give you a good reference. Think of specific qualities they know about you and could tell a potential employer. It is even better to have three references who know different things about you. For example, your pastor knows you are organized because you have helped organize a church project every year. A former teacher knows you are dependable because you helped in the classroom and were a responsible student. The owner of a local store knows you are reliable and friendly to customers because you worked part-time at the store for several years.
2. Talk with the people you want to use as references. Ask them if they will be a reference. Mention why you think they would be a good reference. Let them know about the job you are applying for so they will have time to think about how your abilities would be helpful in that job. This will help them do a better job of recommending you. Ask them if they will give you a good recommendation.
3. Get your references' names, titles, addresses, and phone numbers and put them on your resume or information sheet.

RESUMÉ SUGGESTIONS

1. Be concise. Use only one or two pages.
2. Make your resume easy to read and easy to follow.
3. Sentences are usually incomplete, but words are not shortened.
4. Use a computer and type neatly, without errors.
5. Take your resume with you when applying for a job and going to an interview.

HANDOUT: THE RESUMÉ

THE RESUME

A resume is a one- or two-page summary of your skills, work experience, and education. It tells a potential employer about you and why you are a good person for the job.

PLANNING YOUR RESUME

There are different formats to use when writing a resume. You may emphasize your skills, work experience, or education. Choose the format that will make you look the best for the position you want.

Plan to spend some time writing your resume. Make it look good. Spell words correctly. Keep your information updated. Type neatly, using a computer. (Many public libraries, schools, and extension offices have computers you may be able to use. Let them know you need help to write your resume.) Do not crowd words together. Your resume must be neat and well organized to help you compete for the job you want.

RESUME CONTENT

Resumes should reflect your skills and how they relate to the job you want. You may need to rewrite your resume for different types of jobs.

Many things you already do can be included on your resume. Whatever you have done in the past has helped you build skills. Include work such as part-time jobs and volunteer activities. You may also include unpaid work. You may list things you usually do at home, such as household management, cooking, child care, repair work, and yard care.

Use the job ad or description to find what skills the employer is seeking. Then, tie your work experience to the skills needed for the job. Remember to include the basic skills you have that employers look for in their workers.

SKILLS EMPLOYERS LOOK FOR IN EMPLOYEES

- Learning new things
- Communicating with others
- Being flexible
- Using common sense
- Using problem-solving skills
- Working with others

- Reading
- Writing
- Doing simple math
- Speaking clearly
- Personal management skills
 - Managing time effectively
 - Having good personal hygiene or grooming

A RESUME OFTEN INCLUDES

1. Personal information
2. Education
3. Work experience
4. Activities
5. Skills
6. References

PERSONAL INFORMATION

Your name, address, telephone number, and email address are typically included. Some people choose to include other personal information such as birth date and marital status. It is your decision as to what information to include on your resume.

Education: List your most recent schooling first. Include any post high school training (adult classes, vocational training, college), high school, and any other training you have received.

Note: Once you have collected the necessary information for your resume, keep a copy for future use.

Work Experience: You have several options. You may choose to list your most recent work experiences first and then go back in order. You may also choose to list first the most recent work experiences that fit the job you want. Then, include other jobs that may help you get the position.

You may choose to include the dates of previous work experience in your resume if it shows your ability to keep a job. However, if you have had many jobs and/or only keep them for a short time, you may want to include only the year of the job or omit dates completely. Have the dates listed on your information sheet. You will be asked about dates of employment on application forms.

Activities: List the activities you are involved in or have done in the past. Have you belonged to any organizations or groups? Have you served on any committees? Include any honors or special awards you may have received.

Include volunteer activities. This information will tell the potential employer more about you.

Ideas of Activities:

- Youth groups, such as 4-H or Girl and Boy Scouts
- Hobbies
- Church activities
- Community activities
- Volunteer activities
- Organizations/school
- Offices held
- Sports involvement
- Special projects
- Committee work
- Any honors or special awards received

Skills: This area is similar to your activities and work experience. However, you can be more specific about your skills in this section. For example, it may be that you have a skill working with people or a skill being organized. Basic computer skills may be helpful for many jobs. You need to tell a potential employer about your skills that may help you get a job.

References: Include the names, titles, addresses and telephone numbers of at least three people who can give you a good reference. Ask them in advance if you can use them as a reference. Tell them about the job you are applying for so they will be prepared if someone calls them. It is best not to use close friends or family members for references. Use people who know your work habits and your abilities such as teachers, past employers, clergy, extension agents, or other people well respected in the community.

A current trend is to omit references on resumes and state that references will be available on request. Part of the reason for not including references may be to save space if you intend to have a one-page resume. Another reason for not including references is that you will have more control over which people to list as references for a specific job. It may be that certain people know about certain skills you possess. Use your best judgment. It is your choice whether to include references on your resume, but it may save you time and energy if you include references. If you choose not to include references on your resume, make sure you have the references with addresses and telephone numbers on an information sheet. Having this information handy will be helpful to you when you are asked to provide references for a potential employer to contact.

MAKING YOUR RESUMÉ LOOK GOOD (FORMATTING)

You have many formatting choices to make your resume look attractive: center your name and address at the top of the page or make the font larger or in bold. You may also put your name with other personal information. Use margins to keep your resume neat. No matter what occupation you are interested in, your resume must look neat and businesslike.

- Use at least 1-inch margins.
- Space between sections.
- Do not crowd words.
- Keep your resume as simple as possible.

It is helpful to have several people look at your resume to get their opinions. Do you have a former teacher or boss who would look at your resume and give you some advice? Getting other people's opinions about your work is often worth the extra time it takes.

LETTER OF APPLICATION

When you send a resume by mail, you should write a letter of application. It is sometimes called a cover letter. This letter will tell the potential employer why you are interested in the job and why you are the best person for them to hire. Use this letter to tell the employer that you are interested in an interview. You may ask the business to contact you. You may also tell them you will call within one week to find out about the job.

For more information, please contact your local K-State Research and Extension office:

For other information on Extension Family and Consumer Sciences programs visit www.ksre.ksu.edu

Resource Information:

K-State Research and Extension Publication, "Job Search Education: The Resume," 1989

SAMPLE RESUMÉS

Michelle Green

431 Mining Street, Nice Town, Kansas 66006 · (555) 555-555 · michellegreen@email.com

» Education

Impressive University, Nice Town, KS
BA Awesome Studies, 2015
GPA: 3.95

» Work Experience

Childcare Provider, Littletown, KS
Blocks Childcare, Infants Room, 2012-Present

- Responsible for the care of infants

Cook, Littletown, KS
Smiley Chef, 2010-2012

- Prepared meals for restaurant patrons
- Maintained cleanliness of prep stations

» Skills

Computer experience: Skilled at using MS Word, Internet and email
Yard work
Enjoy working with people
Food preparation
Animal care

» Activities

All Faiths voting member
Volunteer housekeeper for elderly person
Future Business persons of America member (FBA)

» Honors

4-year FBA Volunteer Server

» References

Mr. Joesph Smith
Owner, Smiley Chef, Littletown, KS
(555) 555-5555

Mrs. Jane Down
Activities Coordinator, Blocks Childcare, Littletown, KS
(555) 555-5555

Mr. John Smith
Future Business persons of America - Littletown, KS
(555) 555-5555

SAMPLE RESUMÉ

JASON ROBERT SMASHWITZ

JRSmash@Email.com
1111 2nd Avenue New York NY 10059
(c) 212.555.45X6

-
- Education:** University of California, Janson School of Business
Bachelor of Business Administration, May 2006
Major: Finance
Honors: Jay F. Wilde Scholarship, San Franco Award, Dean's List
- Experience:**
- April 2011 - Present** The Real Estate Advisors Company New York, NY
Administrative Assistant
- Involved in various marketing, sales, and administrative activities essential to the successful operation of a luxury condominium conversion project
 - Create multiple excel spreadsheets that have been implemented throughout the company and support sales agents on a daily basis
 - Assist in showing model units and unfinished condominium layouts to prospective purchasers
 - Responsible for building grid updates, availability updates, summary accuracy, marketing materials and daily sales reports
- Oct. 2010-March 2011** The Country Club of South Hampton South Hampton, NY
Assistant Manager
- Assisted in organizing monthly golf tournaments consisting of over two hundred club members and overseeing their completion
 - Coordinated and operated demonstration events with the biggest companies in the golfing industry
- May-Aug. 2009 & 2010** Financial Management & Co., Inc. Wayne, NJ
Sales Assistant
- Attended and assisted in presentations given to prospective clientele discussing various financial products offered by Financial Management & Co.
 - Researched companies on Bloomberg computers and created a database displaying multiple financial statistics on Microsoft Excel
 - Gained knowledge of important sales and networking skills by observing the day-to-day operations of Financial Management's Financial Advisors
- May-September 2008** Southwood Consultants San Francisco, CA
Project Designer & Editor
- Designed and coordinated presentations with a group of colleagues
 - Project Editor requiring advanced computer skills in Microsoft Excel, PowerPoint, and Word
 - Presented multimedia programs for well-known company clients

Additional Skills: New York Real Estate Sales Associate License
Florida Real Estate Sales Associate License
Advanced knowledge of derivatives as an instrument for risk management

Computer Skills: Extensive experience in building Microsoft Excel Financial Spreadsheets
Skilled in designing PowerPoint presentations
Proficient in Microsoft Word, Access, and Bloomberg HTML

References Available Upon Request

FILLING OUT A JOB APPLICATION

Principle: A job application form is required for most jobs.

Skill: Filling out a neat and accurate job application is a necessary step in getting a job.

PRESENTATION GUIDE

DISCUSSION

Most work places will ask you to fill out an application form.

Be prepared to fill out the application form at the place of business. Sometimes you may be allowed to take the form home to complete.

1. Read and follow directions carefully.
2. Have your Social Security number handy.
3. If possible, make a copy of the application form and use a pencil to fill out a rough draft.
4. Use pen on the final application form to apply for a job.
5. Be neat and make sure your writing can be read easily.
6. Know dates such as employment, graduation, etc. The information on your updated resume will help you fill out the application. Take a copy of your resume with you when applying for a job.
7. Give your complete address.
8. Answer questions honestly.
9. Do not leave blanks. If something does not apply to you, put “NA” for not applicable or put a dash in the space (—).
10. Part-time jobs, summer work, volunteer work or unpaid work, and some hobbies can be listed under work experiences.
11. Write your signature (not printed).
12. Have a good idea of current wages for the job you are applying for.

In addition to filling out an application form, applicants may be asked to fill out Form 8850 Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits (see appendix).
www.irs.gov/pub/irs-pdf/f8850.pdf

- If asked about what wages you expect, you have several options in replying:
 - If you know what wages you want and have a good idea of the current wages for similar jobs, you may say:
"I would like \$—— per hour." (or state a salary)
 - If you are unsure of the current wages, or you want to leave your options open, you may say:
*"I would like the going rate."
"I think wages are negotiable."*
13. Have the names, job titles, addresses and phone numbers of three people for references. These people should know you and your work skills and be someone who would give you a good reference. You need to ask them to be a reference for you before you put their name on the application form.
14. Be truthful and positive. Emphasize your strengths and play down your weaknesses.
15. Most applications will ask you if you have been convicted of a felony. Answer the question honestly. Some applications ask if you have ever been arrested. Answer the question honestly. Employers who work with children are required to do a FBI check on potential employees. This involves the health department, Kansas Department for Children and Families, and the police. Even if you have not been convicted, remember that a police record is public knowledge and potential employers have access to your files. Also, in small communities, knowledge of your arrest and trouble with the law (which is usually printed in local newspapers), may affect your chances of employment because people know you. Some employers will give people a second chance and are willing to hire persons who have been in trouble with the law. However, many employers avoid hiring anyone who has been in trouble with the law, at least recently. Most employers want their workers to be law-abiding citizens.
16. If you have difficulty reading and writing, you may ask if you can take the application home. You may also take someone with you to help you fill out the application form. If you take someone with you, it is more noticeable that you have some trouble reading and writing. However, for some jobs reading and writing may not be a critical skill. It may also be difficult for you to return the application form at a later time. Sometimes it is easier to fill out the application right away. You may not be given a choice where to fill out the application. Some businesses require that you fill the form out in their office.

17. Read the application form carefully. Usually at the back of the form, and in very small print, there will be a disclaimer clause and permission statement. This gives the potential employer the right to contact your previous employers, references, and anyone else that can tell about your work history and information. You also agree that you have provided truthful information. You will be asked to sign your application form.

18. Screening tests:

Many places of business will give you a test before you get to the interview stage. This is part of the screening process. The potential employer may want to know more about your skills. The test may take you an hour to fill out. Do not hurry. Do the best you can to answer all the questions. Take plenty of time to read the directions and the test questions.

There are several types of tests that you may be asked to complete. Some businesses will give you more than one test.

Aptitude test (general knowledge)

- Personality test
- Mathematical test (basic addition, subtraction, division)
- Computer skills
- True/false tests about ethics (proper things to do)
- Situations (how would you handle a certain situation?)
- Drug screenings or tests

Drug screenings or tests:

Some places of business will do random testing for drugs when you apply for a job. They may select you for a drug test or they may select another person applying for a job. Some places may require mandatory drug screening. This means you may have no choice if you want the job.

Immunizations:

In some occupations, such as health or food service, you may be required to have certain immunizations to protect you and others from disease. Be aware that you may need to get updated on some of your shots. There are also some newer immunizations available such as Hepatitis B. The potential employer will tell you if you need to have immunizations for the job.

Activity 2-4: A Job Application Form

This is an assignment the personal coach can assist with. The participants may need help filling out the application form. Encourage them to utilize their resume. It may also be necessary for participants to make a file that contains additional information that was not included in their resume. For instance, they may need more detailed information with addresses, dates, etc., about previous employment.

ACTIVITY 2-4: A JOB APPLICATION FORM

Fill out an application form as if you are applying for the job you want to get. Remember to make a copy of the form. Fill the rough draft out in pencil. Check for spelling errors. Be complete with information asked for on the form. Use your resume to help you with this process.

Employment History

Provide the following information of your past and current employers, assignments or volunteer activities, starting with the most recent (use additional sheets if necessary). Explain any gaps in employment in comments section below.

| | | | | |
|---|-------------------|---------------------------|-----|---|
| EMPLOYER | TELEPHONE# () | DATES EMPLOYED | | SUMMARIZE THE TYPE OF WORK PERFORMED & JOB RESPONSIBILITIES |
| ADDRESS | | FROM | TO | |
| STARTING JOB TITLE / FINAL JOB TITLE | | HOURLY RATE/SALARY | | |
| IMMEDIATE SUPERVISOR AND TITLE | | STARTING | | |
| REASON FOR LEAVING | | \$ | PER | |
| MAY WE CONTACT FOR REFERENCE? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> LATER | | HOURLY RATE/SALARY | | |
| | | FINAL | | |
| | | \$ | PER | |

| | | | | |
|---|-------------------|---------------------------|-----|---|
| EMPLOYER | TELEPHONE# () | DATES EMPLOYED | | SUMMARIZE THE TYPE OF WORK PERFORMED & JOB RESPONSIBILITIES |
| ADDRESS | | FROM | TO | |
| STARTING JOB TITLE / FINAL JOB TITLE | | HOURLY RATE/SALARY | | |
| IMMEDIATE SUPERVISOR AND TITLE | | STARTING | | |
| REASON FOR LEAVING | | \$ | PER | |
| MAY WE CONTACT FOR REFERENCE? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> LATER | | HOURLY RATE/SALARY | | |
| | | FINAL | | |
| | | \$ | PER | |

| | | | | |
|---|-------------------|---------------------------|-----|---|
| EMPLOYER | TELEPHONE# () | DATES EMPLOYED | | SUMMARIZE THE TYPE OF WORK PERFORMED & JOB RESPONSIBILITIES |
| ADDRESS | | FROM | TO | |
| STARTING JOB TITLE / FINAL JOB TITLE | | HOURLY RATE/SALARY | | |
| IMMEDIATE SUPERVISOR AND TITLE | | STARTING | | |
| REASON FOR LEAVING | | \$ | PER | |
| MAY WE CONTACT FOR REFERENCE? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> LATER | | HOURLY RATE/SALARY | | |
| | | FINAL | | |
| | | \$ | PER | |

Comments

Skills and Qualifications

Summarize any special training, skills, licenses and/or certificates that may qualify you as being able to perform job-related functions in the position for which you are applying.

Educational Background (if job related)

A. List last three (3) schools attended, starting with most recent. **B.** List number of years completed. **C.** Indicate degree or diploma earned, if any. **D.** Grade Point Average or Class Rank **E.** Major field of study. **F.** Minor field of study (if applicable).

| A. SCHOOL | B. NUMBER OF YEARS COMPLETED | C. DEGREE / DIPLOMA | D. GPA / CLASS RANK | E. MAJOR | F. MINOR |
|-----------|------------------------------|---------------------|---------------------|----------|----------|
| | | | | | |
| | | | | | |
| | | | | | |

References

List name and telephone number of business/work references who are not related to you and are not previous supervisors. If not applicable, list school or personal references who are not related to you.

| NAME | TELEPHONE | NUMBER OF YEARS KNOWN |
|------|-----------|-----------------------|
| | () | |
| | () | |
| | () | |
| | () | |
| | () | |

Additional Information

List professional, trade, business or civic associations and any offices held.
EXCLUDE MEMBERSHIPS THAT WOULD REVEAL RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, CITIZENSHIP, AGE, MENTAL OR PHYSICAL DISABILITIES, VETERAN/RESERVE NATIONAL GUARD OR ANY OTHER SIMILARLY PROTECTED STATUS.

| ORGANIZATION | OFFICES HELD |
|--------------|--------------|
| | |
| | |
| | |
| | |
| | |

Additional Information

List special accomplishments, publications, awards, etc.

EXCLUDE MEMBERSHIPS THAT WOULD REVEAL RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, CITIZENSHIP, AGE, MENTAL OR PHYSICAL DISABILITIES, VETERAN/RESERVE NATIONAL GUARD OR ANY OTHER SIMILARLY PROTECTED STATUS.

List any additional information you would like us to consider.

Applicant Statement

I certify that all information I have provided in order to apply for and secure work with the employer is true, complete and correct.

I understand that any information provided by me that is found to be false, incomplete or misrepresented in any respect, will be sufficient cause to (i) cancel further consideration of this application, or (ii) immediately discharge me from the employer's service, whenever it is discovered.

I expressly authorize, without reservation, the employer, its representatives, employees or agents to contact and obtain information from all references (personal and professional), employers, public agencies, licensing authorities and educational institutions and to otherwise verify the accuracy of all information provided by me in this application, resume or job interview. I hereby waive any and all rights and claims I may have regarding the employer, its agents, employees or representatives, for seeking, gathering and using such information in the employment process and all other persons, corporations or organizations for furnishing such information about me.

I understand that the employer does not unlawfully discriminate in employment and no question on this application is used for the purpose of limiting or excusing any applicant from consideration for employment on a basis prohibited by applicable local, state or federal law.

I understand that this application remains current for only 30 days. At the conclusion of that time, if I have not heard from the employer and still wish to be considered for employment, it will be necessary to reapply and fill out a new application.

If I am hired, I understand that I am free to resign at any time, with or without cause and without prior notice, and the employer reserves the same right to terminate my employment at any time, with or without cause and without prior notice, except as may be required by law. This application does not constitute an agreement or contract for employment for any specified period or definite duration. I understand that no supervisor or representative of the employer is authorized to make any assurances to the contrary and that no implied oral or written agreements contrary to the foregoing express language are valid unless they are in writing and signed by the employer's president.

I also understand that if I am hired, I will be required to provide proof of identity and legal authority to work in the United States and that federal immigration laws require me to complete an I-9 Form in this regard.

DO NOT SIGN UNTIL YOU HAVE READ THE ABOVE APPLICANT STATEMENT.

I certify that I have read, fully understand and accept all terms of the foregoing Applicant Statement.

Signature of Applicant _____ Date ____ / ____ / ____

HANDOUT: THE APPLICATION

Businesses use application forms to screen people seeking jobs. This form is provided by the employer and asks questions about your past experiences. The application provides a summary of your work history and skills. Employers often receive many applications. They select people to interview based on the application forms.

To make sure you look your best on the application, follow these steps:

- Be prepared. This is where you can use your resume to help you fill out an application form. If you do not have a resume, have an information sheet of dates, names, addresses of previous employers, schools attended, references, and so on.
- Read and follow directions carefully.
- Have your Social Security card or number handy.
- If possible, make a copy of the application form and use pencil to fill out a rough draft.
- Use a black or blue ink pen. Bring your own pen.
- Print all information neatly. Make sure it is easy to read.
- Only your signature should be written.
- Give your complete address.
- Answer questions honestly.
- Spell words correctly on the application. This is where a resume or an information sheet will help you.
- Fill in all blanks. If a question does not apply to you, write “NA” (not applicable) in the blank or put a dash (—).
- Give yourself credit for all jobs you have had, including part-time jobs. Include jobs for wages as well as unpaid or volunteer work. Examples of unpaid work include yard work, household management, child care, home repairs, and cooking. Use words and terms to help show you are qualified for the job.
- You may have talents or skills that you have not used in a job. Give yourself credit for all the skills you have and then sell your skills on the application.
- You may be asked questions about how much you were paid for your previous job or about your present wages. You will probably be asked what hourly wage or salary you desire. You should have an idea of what the current wages are for similar jobs. You should write “negotiable” or “willing to discuss” when asked about wages. Be careful not to limit yourself with an answer that is too high or too low. Too often workers do not ask for enough wages and need to be more assertive. You must also be willing to start with lower wages until you have had a lot of experience or training for a job.

- You should be able to answer the question of why you left your previous job (or plan to leave). If you are self-employed or left a business because of personal reasons, you need to be as positive as possible, yet still tell the truth.
- Negative things about your life should not show up on your application. Potential employers avoid hiring people in crisis. Remember to tell the truth when asked. However, do not provide any more information about your personal life or past work problems than necessary. You can be honest yet discreet (careful).
- Your appearance is important when applying for a job and turning in an application form. Show your interest in the position by presenting yourself as neatly and as well groomed as possible.

SCREENING TESTS

Many places of business will give you a test before you get to the interview stage. This is part of the screening process. The potential employer wants to know more about your skills. The test may take you an hour to fill out. Do not hurry. Do the best you can to answer all the questions. Take plenty of time to read directions and test questions.

There are several types of tests you may be asked to complete at the time you turn in an application form. Some businesses may give you more than one test. Some tests are given at random to applicants. You may not be asked to take a test, but you should be prepared.

- Aptitude test (general knowledge)
- Personality test
- Mathematical test (basic addition, subtraction, division)
- Computer Skills
- True/false tests about ethics (proper things to do)
- Situations (how would you handle a certain situation?)
- Drug screenings or tests

For more information, please contact your local extension office:

For other information on Extension Family and Consumer Sciences programs visit www.ksre.ksu.edu
Resource Information: K-State Research and Extension Publication, "Job Search Education: The Resume," 1989

TIPS ON WRITING LETTERS

1. Your letter should be typed on the computer.
2. Use white paper. Do not use colored paper or letterhead stationery. Use a business size envelope and fold your letter correctly.
3. Be neat and accurate. Check for misspelled words and use proper grammar.
4. Keep a copy for yourself.
(Save a digital copy, if possible, for ease of revision.)
5. Write to a specific person if possible.

6. Use personal pronouns such as “I,” “me,” and “my” as little as possible.
7. Keep statements positive, yet not boastful. Be modest, yet self-confident. Include things that will encourage the employer to hire you.
8. Seek advice from others. Ask a teacher, counselor, other worker, or friend to read the letter and give you advice on how it may be improved.
9. Use wording similar to the position description.

SAMPLE LETTER OF APPLICATION

(Date)

Jane Smith
Western Management Resources
813 Wall Street
Manhattan, KS 66502-0000

Dear Ms. Smith,

I read about the job opening for a shift manager in the Manhattan Times and I am interested in the position.

My skills include working with people and with equipment used for manufacturing auto parts. I have had experience working in a factory similar to yours as a line worker. During the past four years I have been required to pass standard quality control checks and have often assisted with the evaluation of five other workers.

Please refer to the enclosed resume for more details about my skills and work experiences. Three references are also included in the resume. This position interests me and I feel that I have the necessary qualifications. I am a capable and responsible employee and would like to work for Western Management Resources as a shift manager. I am interested in an interview and look forward to hearing from you next week.

Sincerely,

Joshua Worker

ACTIVITY 2-5: WRITING A LETTER OF APPLICATION

Write a letter of application for a job position that interests you. Mail the letter of application with your resume.

You may write the letter of application for a specific job opening. You may also write a letter to inquire about a job you would like to have.

The application process may require sending the resume and letter of application (cover letter) as attachments to an email. If this is the case, consider sending these documents as PDF files to prevent the documents' format from changing.

Remember to keep the letter simple and to the point. Let the potential employer know why you are sending your resume.

You may need to write a draft letter several times to correct for errors. Plan on spending some time to make your letter presentable.

GOING TO AN INTERVIEW

Principle: The interview gives the potential employer a chance to know you better — and vice versa. You will also have the chance to find out things about your potential employer and job.

Skill: Be prepared for a job interview by knowing as much as possible about the prospective job and having your resume handy.

PRESENTATION GUIDE

DISCUSSION

Most job interviews are helpful learning experiences. Most people get nervous throughout this process. This is very normal. Try to establish good communication with the interviewer. Your ability, personality, actions and answers to questions will determine whether you get the job. Try not to feel bad if you do not get the first job for which you interviewed. Keep up your courage and motivation. With practice, you will become more confident. Remember that getting the right job for you takes a lot of effort.

1. Plan the interview. Decide which answers you will give if certain questions are asked. Try not to memorize answers — you might forget the answers under stress.
2. Watch the timing of interviews. Avoid late afternoon interviews, lunch time, or weekend interviews unless your potential employer has offered those as possible times. During the week, chances are more favorable for longer discussion times. Of course, if you are asked to be there at a certain time, then go.
3. Learn something about the business or job. Ask others or read about the job. There may be a time during the interview that you may find this knowledge helpful. This shows the potential employer that you are interested in the job. Be sincere.
4. Carry your resume with you. Some of the information from your resume may be helpful.
5. Go by yourself. Employers want your services and want to know how you react, not your friends or relatives.
6. Be neat. Use common sense and use good grooming habits when going to an interview. Show the potential employer that you care about how you look by the way you present

In addition to filling out an application form, applicants may be asked to fill out Form 8850 Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits (see appendix).
www.irs.gov/pub/irs-pdf/f8850.pdf

yourself. This includes clothes, shoes, hair, jewelry, and other accessories. Avoid being excessive with any of these. Remember you are looking for a job. You also must be yourself and be comfortable.

7. Arrive several minutes early. Give yourself plenty of time to get to the interview in case something happens to change your plans. Tell the receptionist who you are and why you are there. Be friendly. Catch your breath and mentally go over a few things you want to say in your interview. If an emergency comes up and you cannot keep the appointment, be sure to notify your potential employer.
8. When you arrive for the interview, state your name and why you are there. The receptionist will usually introduce you to the interviewer. Sometimes you will go in by yourself. Shake hands firmly with the interviewer. Try to be yourself and smile, even if you are nervous.
9. Show respect. You may be talking to your future boss. Remember that the person is not your friend or buddy, rather a businessperson. Let the interviewer take the lead, asking questions first.
10. Sit straight with your feet on the floor. Keep calm, look alert and act responsibly. Maintain some eye contact, but avoid staring.
11. Think before answering each question.
12. Give brief answers in a businesslike manner. Avoid any mention of personal problems. Stick to subjects that relate to the job. Avoid lengthy answers.
13. Concentrate on your job skills and your interest in the job. Be prepared to show how your experiences match those of the job you seek. Ask for a specific job, rather than “anything.” The employer is purchasing your services and abilities, not trying to “fit you in.”
14. Be confident and enthusiastic.
15. Be realistic when wages are discussed. You should know your needs before the interview. Also, you should know the going wages for this type of job.
16. You may ask questions. Be prepared to ask questions. You may have questions about work hours, work responsibilities, promotions and benefits of the job.
17. Check to see where you would be responsible for working if you get the job. Often jobs are located out of town.
18. Be sure to inquire when you will be notified about the job decision. If the employer does not make a decision immediately (and most do not) ask when you may expect to hear about the job.

19. Close the interview in a business-like manner saying that you appreciated the opportunity for an interview and that you may be contacted for further questions or information. Smile and shake hands.

Did you think the activity was easy?

Which questions were difficult?

Is it easier being the boss or the person being interviewed?

Can you think of other reasons why people do not get a job?

Comments/Notes

Activity 2-6: Interview Questions

Have participants pair up to do Activity 2-6. One person can be the boss, the other can be the person looking for work. Conduct a mock (pretend) interview. If time permits, have participants switch positions.

When finished with the activity, you may want to initiate class discussion.

Visual 2-5: Common Reasons Why People Do Not Get a Job

Review Visual 2-5 and ask participants to think of other reasons why people do not get jobs.

Activity 2-7: The Job I Want

You may have participants refer back to Activities 1-1: Setting Goals, 1-13: Job Training and 1-14: Create Your Dream Job! Before doing this activity. However, participants may have found more information, changed their ideas or narrowed their job options. It is important that they followed through with this activity in Section 1 or complete it now in Section 2, Activity 2:7 before they go further with Essential Living Skills: Job-Ready Skills.

Activity 2-8: Learning More About Jobs

Activity 2-9: Shadowing on the Job

In order for participants to accomplish this activity, it will help if you let the Chamber of Commerce, Economic Development Council, and others in the community know you are offering this training. Tell them adult students may be contacting businesses and asking to shadow workers for an hour or a part of a day. The reality is that some employers will be willing to work with you; others will not. Hopefully, you have a community that works well together. However, many employers do **not** understand persons with special needs or who may have difficulties reading, learning, etc. The more work that can be done in the community to publicize your training and the work being done to help people improve their basic job-ready skills will help bring attention and support to your program (and for this assignment).

You may want to draft a letter that can be sent to employers in the community, or to specific employers that class participants have identified.

The personal coach can assist the participant in completing this activity. Encourage participants to meet with their personal coaches. Does the participant know a worker who could be “shadowed”?

Comments/Notes

It may help to know a person willing to be “shadowed.” At the same time, it may be a hindrance. Use your best judgment. The personal coach can help the participant set up an appointment with a manager or supervisor to ask about “shadowing” a worker on the job for an hour or so. Ask the manager what time frame would be best. It may be that the personal coach must stay with the participant during the “shadowing” time.

ACTIVITY 2-6: INTERVIEW QUESTIONS

How would you answer these interview questions?

1. Tell me about your work skills.
2. Tell me about your work experiences.
3. Do you really have experience doing all those things?
4. Have you had a paying job?
5. What level are you in school? Are you a good student?
6. How can I be sure you can handle the responsibilities of the job?
7. I get a lot of applicants. Why should I hire you?
8. This job doesn't pay much and the hours are crazy. Why do you want to work here?
9. Tell me why you change jobs so often.
10. Why are you interested in this job?
11. What skills do you have to help you handle the job responsibilities?
12. Are you able to travel for the job?
13. Do you have a reliable vehicle (to use on the job)?
14. Please tell me about your last job.

COMMON REASONS WHY PEOPLE DO NOT GET A JOB

- Have a poor general appearance.
- Have a negative personal attitude.
- Do not have enough training or background.
- Argue or disagree about job requirements.
- Seek unrealistic wages.
- Have poor school attendance.
- Have poor work attendance.
- Show a lack of motivation.

ACTIVITY 2-7: THE JOB I WANT

What is the job you would like to have? What skills do you think you would need for this particular job?

The job(s) I want:

The skills I need for the job(s):

- 1.
- 2.
- 3.
- 4.
- 5.

The training I may need for the job(s):

ACTIVITY 2-8: LEARNING MORE ABOUT JOBS

Talk to someone who is working at a job similar to the one you would like to have. Ask the person these questions:

1. What are some of the main skills you need for this job?
2. What are two things about the job that you like?
3. What are two things about the job that can be difficult or that you do not like

ACTIVITY 2-9: SHADOWING ON THE JOB

Get permission from a potential employer (boss) to “shadow” an employee for several hours who has a job similar to the one you would like to have. Pick a time that is not quite so busy or stressful for the work site. Spending time with someone who is doing a similar job to the one you are interested in may help you make some decisions about what you want to do.

Employers are often favorable about youth shadowing workers, but may not be as favorable about adults doing this unless you are taking a class or are in school. Tell them you are taking this Essential Living Skills: Job-Ready Skills training. Talk to the supervisor and let them know why you want to do this. Always have permission from the supervisor. It can be amazing what you can learn from shadowing someone for several hours on the job!

1. What job do I want to “shadow”?
2. Do I know a person with that job?
3. Do I know a place of business that offers the type of job I want?

HANDOUT: THE INTERVIEW

THE INTERVIEW

Job interviews can be helpful learning experiences. However, most people get nervous throughout this process. This is very normal. Try to establish good communication with the interviewer. Your personality, abilities, actions and answers to questions will determine whether you are accepted or rejected for the job. Try not to get discouraged if you do not get the first job for which you interviewed. Keep up your courage and motivation. With practice, you will become more confident. Remember that getting the right job for you takes a lot of effort.

PLAN IN ADVANCE FOR YOUR INTERVIEW

- **Plan the interview.** Know the answers that you will give if certain questions are asked. Try not to memorize answers — you might forget the answers under stress. Sometimes reviewing your information sheet or resume may be helpful.
- **Watch the timing of interviews.** Avoid late afternoon interviews, lunch time, or weekend interviews unless the potential employer has offered those as possible times. During the week, chances are more favorable for longer discussion times. Of course, be willing to go whenever it is most convenient for the potential employer. Remember, you want to get a job and must be flexible.
- **Learn something about the business or job.** Ask others or read about the job. There may be a time during the interview that you may find this certain knowledge helpful. This shows the potential employer that you are interested in the job. Be sincere.

GOING TO THE INTERVIEW

- **Carry your resume with you.** Some of the information from your resume may be helpful.
- **Go by yourself.** Employers want your services and want to know how you react, not your friends or relatives.
- **Be neat.** Use common sense and use good grooming habits when going to an interview. Show the potential employer that you care about how you look by the way you present yourself. This includes clothes, shoes, hair, jewelry, and other accessories. Avoid being excessive with any of these. Remember that you are looking for a job, but you also must be yourself and must be comfortable.
- **Arrive several minutes early.** Give yourself plenty of time to get to the interview in case something happens that changes your plans. Tell the receptionist who you are and why you are there. Be friendly. Catch your breath and mentally go over a few things you want to say in your interview.

- **Notify your potential employer** if an emergency comes up and you cannot keep the appointment. It is always best to call and let people know if you cannot make an appointment. If you change your mind and do not want to go to the interview, call and tell them you will not be coming. It is polite and courteous to let people know your plans.

AT THE INTERVIEW

- **When you arrive for the interview, state your name and why you are there.** A receptionist will usually introduce you to the interviewer. Sometimes you will go in by yourself. Shake hands firmly with the interviewer. Try to be yourself and smile, even if you are nervous.
- **Show respect.** You may be talking to your future boss. Remember that the person is not your friend or buddy, rather a businessperson. Let the interviewer take the initiative, asking questions first.
- **Sit straight with your feet on the floor.** Keep calm. Look alert and avoid fidgeting. Maintain eye contact without staring.
- **Think** before answering each question.
- **Give the information in a business-like manner.** Avoid mentioning any personal problems. Stick to subjects that relate to the job.
- **Concentrate on your job skills and your interest in the job.** Be prepared to show how your experiences match those of the job you seek. Ask for a specific job, rather than “anything.” The employer is purchasing your services and abilities, not trying to “fit you in.”
- **Be confident** and enthusiastic.
- **You may be asked questions** that you think you have already answered on the application form or in your resume. Answer the questions anyway. The potential employer wants to hear your answer and wants to learn more about you. Think carefully before you talk.
- **Be realistic, but assertive, when wages are discussed.** Know your needs before the interview. Also, know the current wages for this type of job. Many jobs have a set pay scale; sometimes wages can be negotiated.
- **Usually you will be given time to ask questions.** Be prepared to ask questions. Give some thought to the questions you may want to ask. You may have questions about work hours, work responsibilities, promotions, benefits of the job and other things.
- **Check your attitude before going to an interview.** You do not have to change who you are to please a potential employer, but you do need to give a good impression if you want to be hired for the job. If you have negative feelings about working for a certain business or at a certain job — consider those feelings before going to an interview.
- **Check to see where you would be responsible for working if you are hired.** Some jobs are located out of town. Some jobs require travel. Some jobs may have several locations.
- **Ask when you will be notified** about the job decision.

- **Close the interview in a businesslike manner.** Say that you appreciated the opportunity for an interview and that you may be contacted for further information. Smile and shake hands.

It often takes a lot of time to find a job. It takes a lot of patience and energy to go through the process of finding a job. Try not to get discouraged. The rewards of your hard work will pay off when you find a job. Hopefully, the job you get will provide for your needs, as well as be a job you enjoy.

For more information, please contact your local extension office:

Resource Information:

Kansas Legal Services

<http://www.kansaslegalservices.org>

1-800-723-6953

HOW TO LOOK FOR A JOB

Principle: There are several ways to look for a job.

Skill: Determine a plan of how to look for a job that is best for you.

PRESENTATION GUIDE

DISCUSSION

There are several ways you can find a job. The easiest way to get a job is if someone offers you a job. But that will not happen very often! Even if you are offered a job, it may not be the job you really want. Usually, you will have to work hard in order to get a job.

- Know what type of job you want.
- Read newspaper job ads from the area where you want to work.
- Put an ad in the newspaper.
- Read bulletin boards.
- Submit an application with your resume or write a letter of application to the places you would like to be employed. Ask them to keep you informed of any job openings.
- Register with the Job Service Center in your area.
- Tell people you are looking for work.
- Read the telephone directory yellow pages.
- Use Internet/computer services.
- Post work wanted signs at places of business or on bulletin boards.

How to Let Others Know You Are Looking for a Job

- Have your resume ready to distribute. You may need to change your resume a little if you are applying for different types of jobs.
- Tell people you are looking for a job.
- Ask people if they know of any openings.
- Put ads in the paper to tell others you are looking for work.
- Use the Internet. It is accessible from many locations, including public libraries and Job Service Centers.

Activity 2-10: Finding a Job

Following Through With Your Plan (to Find a Job)

Following through with your plan is probably the most important thing you have to do in order to find a job. You must know what you have to get done and then do it! Many people find it helpful to make a “to-do” list.

Looking for Jobs in Newspapers

Always keep paper and pencil handy. It may help to use a red pen so that you can easily mark the job ads that interest you. Go through the ads again and write down anything that looks interesting to you or that you see as a possibility.

Get the major newspapers for the area in which you want to work. Also, local town newspapers may also be helpful. Local jobs are often listed in local papers but not in larger newspapers. Newspapers can be found in local libraries and are often available for purchase at local gas stations and grocery stores.

Look in the job ad section of a newspaper. Jobs are listed under “Classified Advertising” or “Help Wanted.” Under these sections, jobs are specified more clearly with the job name or title. Within each section, jobs are often listed alphabetically from A to Z.

You will need to spend some time reading the ads. Do not forget to use a colored marker or red pen to mark jobs that sound interesting to you. This will help you save time. Go through column by column, because some jobs are listed under different sections.

An example of job sections:

- Accounting
- Advertising
- Clerical
- Medical

An example of job names:

- Bookkeeper
- Electronics
- Line worker
- Machinist
- Nurse aide
- Teacher

Be open-minded when searching for a job. The job you really want may not be available in the location you want or with your current level of training. Maybe you will end up liking a job that is a little different from what you had originally planned. Be flexible with your plan. Could this job help you attain a better one at some other time? Would this job help you gain some of the skills you need to get the job you really want?

Comments/Notes

Activity 2-11: My “To Do” List for Finding a Job

Assist participants in writing their “to do” lists by encouraging them to discuss in class the things they want to accomplish today.

The job advertisements will probably ask you to do one of the following:

- Call for an appointment. Some businesses have a toll free number to use.
- Apply in person.
- Send a resume to the business. The business will include their address or a P.O. Box.

Follow the directions as given in the ad. You may be asked to write to a P.O. Box address. Write a letter of interest before the deadline. You may choose to send your resume with the letter of interest. You may be asked to call on the telephone to indicate your interest in the job.

Typically, the place of business will send you an application form, rather than schedule an appointment to see you. Be prepared, however, to go to the place of business. If they are in the process of hiring and need someone quickly, you may be hired and working within several days. Normally, the process of applying for a job and hearing back about the job takes several weeks. It is courteous for businesses to notify all applicants about the job position even if they have not been offered the job. Some businesses will NOT notify you if you have NOT been offered the job. It is a good idea to contact the business within one week to find out about the position. If you do not get the job, ask if they will keep your application on file for a certain amount of time. You may need to fill out a new application after several months.

Looking for Jobs at the Job Service Center

1. The Job Service Center has listings of jobs open. Look under the categories of jobs that interest you.
2. Each type of job will have a job code. Write down the job codes that interest you.
3. A staff person in the Job Service Center will assist you on the computer. They will help you look for jobs that interest you.
4. The Job Service Center staff will give you a computer printout for the job openings that interest you.

Take Time to Think Before Accepting a Job

When you are unemployed and looking for work, it is a temptation to “grab” any job that comes along. Before you accept a job, you need to check on several things.

Make sure you get the answers to your questions before accepting a job.

- What will my wages be?
- What are my responsibilities?
- What are the hours I will work? Will they change each week?
- How many hours will I work each week?

See Appendix for list of Kansas Job Service Centers.

- Will I be responsible for using my vehicle at work?
- Will I get reimbursed for my expenses on the job?
- What is the location of this job?

“Job Surfing” on the Internet

The computer is an important tool in the work place. Having some computer skills can help you get and keep a job. You can also use the computer to learn about some jobs by searching the Internet. Some of the information may or may not be helpful to you. Use your best judgment on how much time to spend searching the Internet.

The jobs you find on the Internet may not be local jobs. A wide variety of jobs can be found on the Internet ranging from computer jobs, government jobs, medical jobs, food service or other skilled occupations. Ask for help from someone who is familiar with the computer. You may also get help from the Job Service Center who is familiar about accessing job openings and applications through the Internet. Type in the key words you are interested in searching. For example: If you are interested in office management you would want to type, “office management,” “office professional,” “receptionist/secretary,” or something similar. Keep trying. You can often localize your job search by state.

Under any search engine, type in:

“job openings”

“job search”

Comments/Notes

Encourage participants to think of other questions they want to have answered before accepting a job. If time permits, this would be a good discussion topic.

Activity 2-12: Looking for Jobs in the Newspaper

For this activity, you will want to have newspapers available for class. Several ideas:

1. Bring newspapers to class.
2. Visit a local library to read newspapers.
3. Ask participants to bring a newspaper, especially if they already subscribe to a paper or usually get one for job seeking.

Activity 2-13: “Surfing” for Jobs on the Web

Have the class work in pairs and search several Web sites. They may not have much experience with the computer. Have them look up several Web site addresses. Have them do a search on the Web using different subject headings related to a job search.

Participants can literally spend hours on the computer doing searches, so this activity needs a time limit or to be given as homework. Make sure participants have access to a computer. Searches on the computer can be confusing, and it is easy to get sidetracked when working on a search. It may be helpful and more practical to give participants several addresses to look up or give them several words to use in a search.

Activity 2-14: Looking for Job Openings

Ask participants to bring any job announcements or ads they see in the next few weeks to class. The job ads can be from newspapers, the Internet, bulletin boards, radio announcements or any other sources. Talk about what they bring. Discuss the type of job, the description, details about applying for the job, and any other information given. An alternate activity is for you to bring current newspapers to class. The newspapers should be from local communities in addition to one or two major newspapers. Sometimes local jobs are not listed in major newspapers. There are many Internet sites that can be accessed for more

information on job skills and job opportunities. You will want to start your own file of addresses that may be helpful to participants or for your own reference. Some addresses may be helpful to participants and others may not be helpful. Search on the Internet to avoid getting into addresses that do not provide reliable information. Avoid information overload for participants.

Activity 2-15: Making a Job Search Notebook

Your agency or group may have already provided participants with notebooks at the start of class. If not, this is an important time to provide participants with a notebook.

It may be a pocket folder or notebook. This activity will help participants be more organized. Some of them may have limited record-keeping skills or experience. Encourage them to keep accurate and updated records. Personal coaches may assist them with the organization of their notebook.

When Looking for a Job . . . Keep a Log or Diary

Keep any job search information in a notebook. You may choose to use the computer to store your information. If you use a computer, save the computer information on a disc for backup. You may also wish to print a copy of the information.

1. Where you applied for a job, name of business.
2. The contact person's name, address, telephone number.
3. Date you submitted application.
4. Date you heard back from potential employer.
5. Date you contacted them for information about the position.
6. How long they will keep your application on file.
7. Any information you know about the job such as job title, description of job, wages and hours.
8. Keep a copy of the application and your letter of application.

ACTIVITY 2-10: FINDING A JOB

Ask several people how they found out about their jobs.

1. Did they see their job advertised in the newspaper or on a bulletin board?
2. Were they told about the job from a friend or did they hear an ad on the radio?
3. Did they send a resume or letter?
4. Did they fill out an application form at the place of business or take it home?
5. Were they interviewed for the job?
6. Do any of these people have a job similar to the job you would like to get?

ACTIVITY 2-11: MY "TO-DO" LIST FOR FINDING A JOB

The three most important things I must do today. (Urgent or important things)

| PERSONAL | JOB RELATED |
|----------|-------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

If you write down the list of things that you need to get done, you will tend to get the items accomplished. Most of us will forget to do some of the things we think about doing. Have you ever forgotten to do something that was important? Maybe you forgot about doing the task. Maybe you put things off until the last minute. Writing things down on paper helps you decide what things must get done — or the things that are most important to you.

ACTIVITY 2-12: LOOKING FOR JOBS IN THE NEWSPAPER

Look in newspaper ads for jobs. Bring sections of some Sunday papers from larger newspapers for job ads.

1. What can you tell about the job from the job ad? Sometimes you get a lot of information. Other times you do not find out much about the job.
2. Are you supposed to call for an application form?
3. Are you supposed to stop by for an application form?
4. Can you tell anything about what type of work you would do?
5. What about necessary training?
6. What about work hours and wages?

Try to find at least one job that you can check into. Call the business or employer and ask what the procedure is to apply for a job or write them if they give an address to contact.

ACTIVITY 2-13: "SURFING" FOR JOBS ON THE WEB

Complete a search on a basic search engine using words such as:

- Job skills
- Job openings
- Job search
- Employment
- Jobs wanted
- Job ads
- Resume
- Job applications
- Career options

Often there are more specific areas to search under each address such as restaurant jobs, custodial worker, office professional (secretary), engineering, and health care jobs. This can be tailored to your individual interests. You can spend hours on the computer doing searches, so you may need to limit the time you spend on this activity.

ACTIVITY 2-14: LOOKING FOR JOB OPENINGS

Bring job announcements or ads to class during the next few weeks. The job ads can be from newspapers, the Internet, bulletin boards, radio announcements, or any other sources.

1. What is the type of job listed?
2. What would you do on the job?
3. Does the ad tell you anything about when you would work or what you would be paid?
4. How do you contact the potential employer?

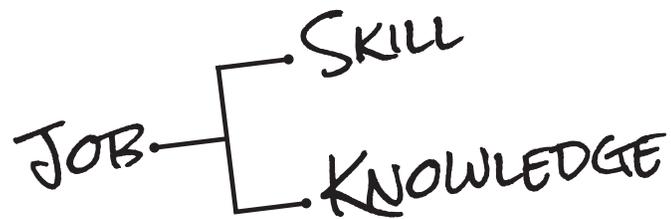
ACTIVITY 2-15: MAKING A JOB SEARCH NOTEBOOK

Make a notebook or computer file with all the job listings that interest you. Keep a record of the date you checked into a job and any other details you may have about the job. Include any other helpful information relating to job seeking. For instance, you may want to keep a list of the newspapers you usually check.

This notebook or file will help you get organized and stay organized. You will have one place for all your important papers that relate to finding a job. This will help you save time. It will help you get more done and will help you have less stress. Keeping a record of your job search efforts will help you see your accomplishments.

Section 3

KEEPING A JOB



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OVERVIEW

PURPOSE OF THE LESSON:

There are many skills involved in keeping a job. Workers must learn to care for themselves and dependent family members while meeting job expectations. Balancing work and personal life requires prioritizing the most important things.

LESSONS IN SECTION 2:

- Keeping a Job
 - Work Habits
 - Transportation
 - Appropriate Dress and Grooming
 - Taking Care of Yourself
 - Being at Work Each Day
 - If I or a Family Member Gets Sick
 - Balancing Work and Personal Life
 - Child Care Issues
 - Time Management: Self-Management
 - Other Considerations When Keeping a Job
-

OBJECTIVES:

By the end of this lesson, participants will be able to:

- Identify favorable work habits.
- Determine work habits they need/want to improve.
- Plan ways to balance personal responsibilities with work.
- Improve personal well-being by monitoring diet, exercise and sleep.

Comments/Notes

MATERIALS NEEDED:

- Name tags or desk signs
- Poster board
- Magic markers
- Folders
- Newspapers from local area
- Red pens
- Paper
- Pencils
- Computer (Access to computers during the Essential Living Skills: Job-Ready Skills classes would be helpful to participants, although not essential. Encourage participants to use computers in the public library, some local extension offices, and other public places.)

ACTIVITY 3-1: SELF CHECK: KEEPING A JOB

| NO | MAYBE | YES | IS THIS A PROBLEM FOR ME? |
|----|-------|-----|---|
| | | | Transportation |
| | | | Work habits |
| | | | Having a positive attitude |
| | | | Being at work every day that I am scheduled |
| | | | Getting to work on time |
| | | | Getting my job done |
| | | | Producing quality work |
| | | | Producing quantity work |
| | | | Managing breaks |
| | | | Relationships |
| | | | Working with others |
| | | | Being a good listener |
| | | | Caring for others |
| | | | Working with my boss |
| | | | Appropriate dress/grooming |
| | | | Safety |
| | | | Good grooming |
| | | | Clothing |
| | | | Taking care of myself |
| | | | Getting enough sleep |
| | | | Eating healthy |
| | | | Taking time to exercise |
| | | | Preventative health care (caring for my body) |
| | | | Balancing work and personal life |
| | | | Strengthening relationships |
| | | | Family |
| | | | Friends |
| | | | Co-workers |
| | | | Childcare arrangements |
| | | | Meal-planning |
| | | | General home management |
| | | | When a family member or I get sick |

WORK HABITS

Principle: Competent workers will have work habits that strengthen work performance and meet job expectations.

Skill: Identifying personal work habits to strengthen, improve or change, will help you be a more capable worker and help keep your job.

PRESENTATION GUIDE

DISCUSSION

What are your work habits? Work habits are the qualities you have that help you do a good job. Certain work habits could actually hurt (or hinder) your work performance. Work habits may reflect in part on your personality. For instance, you may be a person who smiles and laughs often. This will most likely reflect on your job in a positive way. However, if you are too social on the job and spend too much time talking, this will hurt your job performance.

Having a Positive Attitude

Having a positive attitude does not mean always smiling or always being happy. However, it does mean looking at the bright side of things whenever possible. Instead of thinking about all the things that are going wrong — think about all the things that are going right. A common example of positive thinking is the illustration of a glass of water. When a glass of water is sitting on the counter, do you see the glass of water half full or half empty? A negative thinker would tend to see the glass as half empty. You can retrain yourself to think in a more positive manner. In other words, if you would have normally said the glass is half empty, you can retrain yourself to see it half full.

Try to look for the good things that happen to you in life. Try to see the good things in yourself and in other people. Positive thinking will help you feel better about your job. It may even help you get more work done.

Positive self-talk is something that can help each of us. Self-talk is what we are thinking without always saying it out loud. When you catch yourself being hard on yourself, calling yourself names, calling yourself stupid, being mad at yourself — **stop** — and say you will not allow such talk. Figure out what you can do differently, or do better, but do not put yourself down. Too many other people tend to want to put you down.

Activity 3-2: Work Habits to Keep

Activity 3-3: Work Habits to Change

Activity 3-4: Work Habits to Achieve

You must treat yourself with dignity and respect. You deserve to be treated with dignity and respect by others, also.

Getting to Work on Time

Are you getting to work on time? Being late to work is not a good work habit. You may be losing work time and not getting paid for it. But even if you do not have to punch a time clock or record your work hours, you are losing work time and not doing what is expected of you. If your job is flexible, you may be able to set your own hours or do some of your work at home. However, most people do not have these options.

Set your alarm clock so you wake up with plenty of time to get ready for work. If you are having trouble getting to work on time, maybe you can wake up 30 minutes earlier to get necessary things done. Maybe you can get clothes ready, lunches packed, and other necessary things done the day or night before you work. Using a “to do” list might save you some time. Write down the things that must get done before you leave for work. Other things can wait if they are not very important. A capable worker will go to work and manage to get there on time.

Getting the Task or Job Done

Are you accomplishing what you are expected to do on your job? Are you getting your work done? If not, you need to assess the problem.

Doing the Job Well

Getting the job done is one thing, but have you done the job well? This is an important question to ask yourself. Most workers want to get their work done and do it well. Self-esteem, a sense of accomplishment, job security, and chances for promotion are several reasons for doing a good job. Can you think of other reasons to do your job well?

Being Self-Motivated

This work habit is a little different than getting your work done. This is seeing the work that needs to be done without always being told. Can you see work to be done? Being self-motivated also means keeping busy at work. Do you keep busy while at work? If not, do you talk to your boss about needing more work or giving you more complicated tasks? Being self-motivated also means going the extra step if you see something that needs to be done, or that would help your job or the business. Do you ever

Comments/Notes

Activity 3-5: Positive Self-Talk

You may wish to give some examples of positive things you tell yourself.

Activity 3-6: Getting the Task/Job Done

Participants may pair up and ask each other these questions. When they answer questions, they may need to refer to a previous job. Remind participants to respect each other's responses. Remind them that what is shared in this classroom stays in this classroom. Remind them that we will not gossip about each other, but help each other learn and improve work habits.

Activity 3-7: Am I Self-Motivated?

take an extra step at work? Self-motivation is a work habit that employers look for in their workers.

Being self-motivated does not mean doing another person's job. However, it does mean you could help someone else out — especially if you have finished your own work. You must use your good judgment.

Managing Breaks

Are you taking the allotted break times for lunch and coffee breaks? You need to make sure you allow yourself time for breaks. Taking breaks can help you be a more efficient worker. Breaks will help you get more work done while you are on the job. You may feel less frustration and stress if you take breaks. Taking a break will also help you stay safer on the job. However, you must not take advantage of break time. You must not take too many breaks or take longer breaks than allowed.

Remember to be courteous and polite on break time, as you are representing your employer.

Working With Others

It is important to work well with others in order to do the best job possible. It takes skills and patience to work with other people. It can be fun working with people, but each person has a unique personality and different skills and interests. Because human interactions are complex, most people will experience some conflict or some problems with others. You may have conflict with co-workers or with your supervisor. Workers can sharpen their personal skills to manage conflict more effectively.

Listening to the other person is an important skill. You do not always have to agree with another person just because you are willing to listen to them. However, you will understand them better if you listen to what they say. It is not always easy being a good listener. It takes patience and time. Having eye contact and friendly facial expressions will show that you care about listening to others.

Sharing your feelings is also an important part of working with others. When you are on the job you must use common sense as to what is OK to share and what is not appropriate. There may be times you will want to share personal information, but usually you will want to discuss your feelings when it has to do with your job. Discuss the problem with your co-worker or supervisor in a respectful manner. Be honest and tell the truth. When you are respectful you will avoid putting other people down or talking about them behind their backs. You will also try not to lose your

temper, use bad words, or a negative tone of voice. You can be honest with your feelings in a friendly manner.

Talking to your supervisor may be necessary if you cannot solve a problem by yourself. A problem that affects job performance or safety needs immediate attention. Do not be afraid to ask for help. Being able to ask for help when it is needed is a skill that can help you be a capable worker.

Comments/Notes

(For more information on working with others and conflict management, please refer to **Essential Living Skills: Job-Ready Skills; Section 4: Problem-Solving at Work**)

ACTIVITY 3-2: WORK HABITS TO KEEP

What are your work habits that you would consider good?

List five of your good work habits:

- 1.
- 2.
- 3.
- 4.
- 5.

ACTIVITY 3-3: WORK HABITS TO CHANGE

Do you have some poor work habits that you think would not be considered good — for instance something that should be changed? These may be habits that hurt your work quality or performance. Some examples of poor work habits may include: being late to work, taking long breaks, not getting your work done on time, not asking for help when needed, being too dependent on others to get your work done, and so on.

List three work habits you would like to change or improve:

- 1.
- 2.
- 3.

ACTIVITY 3-4: WORK HABITS TO ACHIEVE

Take the three work habits that you would like to change or improve and write down what you would like to achieve.

For example, if you said in Activity 3-3 that “being late” is a habit you would like to change, then “being on time” is the behavior you probably want to achieve in Activity 3-4.

Think of specific actions you might take to change or improve these habits.

When do you want to take action?

| HABIT TO CHANGE/IMPROVE THE CHANGES | ACTION TO TAKE | WHEN WILL I MAKE THE ..? |
|-------------------------------------|----------------|--------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

ACTIVITY 3-5: POSITIVE SELF TALK

Tell yourself three positive things about yourself, your day or what you have accomplished today.

An Example:

Say to yourself: “You did such a good job getting the kids off to school in a happy mood. You took a walk this morning before work, which is so good for your health. You are getting lots done at work today. You will deserve a rest tonight and can plan to call your sister to visit.”

Remember to be positive and even compliment yourself. You may laugh and think this is a silly activity — but that is OK — do it anyway. It is important that we learn to encourage and talk positively to ourselves. We can learn to help ourselves.

ACTIVITY 3-6: GETTING THE TASK/JOB DONE

Ask yourself some questions such as:

- Why am I not getting the work done?
- How am I wasting time at work?
- What can I do differently in order to get my work done?
- Do I understand what I need to be doing?
- Is there someone who can help me manage more effectively (help me manage tasks more efficiently)?
- Is there a task (or several tasks) that I spend too much time on?
- Is there a task that can be eliminated or reduced?
- Do I need some help with my job?
- What can I change about my work habits to help me get the job done?
- Do I need to talk with my boss about changing my job responsibilities?
- Can I do the job? If not, why not?

ACTIVITY 3-7: AM I SELF-MOTIVATED?

Ask yourself some questions such as:

- Do I see work that needs to be done?
- Do I keep busy while at work?
- Do I take an “extra step” with a certain task if I see that it is needed?

TRANSPORTATION

Principle: Reliable transportation is a necessity for most workers.

Skill: Planning how you will get to work is an important factor in keeping a job.

PRESENTATION GUIDE

DISCUSSION

How important will it be for you to have reliable transportation? Transportation is a major cost and can be a major stress to many people. Most people do not live close enough to their work to ride a bicycle or walk to work. Many of us simply could not get to work without a vehicle or without getting a ride from someone. Transportation will be an important issue for you to figure out. It will be a priority in getting a job and in keeping a job. You must talk about transportation with persons in your household and plan for transportation to work.

1. If you choose to drive a car: You may need to get a loan for a car. How much can you pay each month toward a car payment?
 - Maybe you need to do some car repairs or set aside some money each month just for car repairs.
 - You will need money each month for car insurance, gas, and the basic upkeep of a car.
 - Do you know a mechanic personally? If you do, this person may be able to save you money in car repairs. It is important that your mechanic knows how to do the repairs properly so your car is safe to drive.
2. You may need to check into joining a car pool. Many people save money each month by carpooling. A carpool usually means that you have a vehicle and will drive part of the time. This may work for you. Do you have a friend or neighbor who works close to your new job?
3. You may choose to pay for the service of a carpool. If you do not have a vehicle, maybe you can trade work skills for a ride. Maybe you can mow your neighbor's yard or provide childcare on Saturday. Maybe you can pay a few dollars each week for gas expenses.
4. You may need to consider moving closer to your job. Maybe transportation is costing too much. Would it be better to move closer?

Activity 3-8: What Are My Options for Getting to Work?

5. Is there a public transportation system? This is usually a service only available in larger cities. If you have access to this service, it may be a good idea to use it. You will have to plan ahead. You will usually need to do some walking to get to a bus stop or train station. Some communities (even rural areas) have a van service or bus service that runs from the senior center or another major location in a town. These services often go downtown, to doctor offices, etc. If you need a ride to work, you may wish to check into this type of service. Ask about the bus route, bus schedule, and the cost of the ride.

Other things to consider:

- Is there someone you can ask to take you to work if your car breaks down? Do you have an alternate plan in case of car trouble? It can create a stressful situation very quickly when you cannot depend on your car working.
- In bad weather, allow extra time to get to work safely — no matter what your mode of transportation.
- Allow extra time to get to work each day — you do not know what the weather will be like, if there will be road construction, an accident, or something else to delay you.
- It will save you time the next day if you have your car ready the day or night before work. Gas up, check the fluids in your car, check the tires, clean your windshield, clean out the trash from your car, and so on. Can you think of other things you should do to keep your car in good running order?

Let's figure the basic costs to keep a car on the road:

- Driver's license
- Purchase price of a car or a car payment with interest
- Taxes
- Car tags
- Insurance: liability and collision
- Car upkeep
- Gas

Can you think of other costs to keep a car on the road?

In-class Activity: Costs of Owning a Car

ACTIVITY 3-8: WHAT ARE MY OPTIONS FOR GETTING TO WORK?

What are your options for getting to work?

- Walk
- Public transportation
- Ride a bike
- Drive a car/motorcycle
- Carpool

Can you think of any other ways to get to work?

APPROPRIATE DRESS AND GROOMING

Principle: Workers should dress and groom in order to be safe, clean, and look presentable to meet the workplace standards.

Skill: Taking time to groom and dress appropriately for the workplace is essential to building self-esteem and being a safe and capable worker.

PRESENTATION GUIDE

DISCUSSION

Your job performance should not be evaluated on what you wear. However, unfortunately, sometimes it is. There are some general tips you should know when entering the work force. You can then make decisions that are best for you and your situation.

Safety

Always think of safety first when dressing for a job. What type of job do you have? What are some of the hazards of the job?

For example, a cook in a restaurant will not want loose clothing that hangs over the range when cooking. A person working in a restaurant will want to prevent fire hazards.

Good Grooming

No matter what your job is — you will want to look and smell clean. It does not cost a lot to take a daily bath or shower; to have clean, neat hair; and to have clean clothes. You do not need to look like a fashion model, but you should look clean and neat. Take good care of your nails, skin, hair, and your body. Budget money for toiletry items such as soap, shampoo, hair rinse, toothpaste, shavers, deodorant, and feminine supplies such as tampons and sanitary napkins. You will want to decide which items are necessary for your personal cleanliness. These toiletry items can be purchased in generic brands, store brands, or with a coupon to save money.

You will need to allow time each day to get ready for work. You do not need to spend hours getting ready, but you do need to allow time so you can bathe and take care of yourself. For more information on grooming, please see the section in *Essential Living Skills: Health and Wellness* (K-State Research and Extension publication S134D).

Clothing for Your Particular Job

Some jobs may require a certain type of uniform, shirt or a jacket. Certain clothing is usually required in food service jobs or when working in a doctor's office or clinic. A uniform or outfit may also be required for truckers or sales clerks. Sometimes it helps to know what you have to wear to work. Having uniforms is often for safety reasons, but also may help people identify you and your employer. Keep your uniforms clean and neat. Launder them often. Some businesses or companies will launder your uniform for you. If you are responsible for cleaning your uniform, it is usually best to launder it after each wearing. If your uniform is a jacket or coat, you may be able to wear it several times before laundering. Before you wear your uniform, check for stains and lint. For more specific instructions on clothing care, please see the section in *Essential Living Skills: Apparel Management* curriculum.

Some jobs are extremely hard on clothing, and clothes may get stained or torn. Try to keep your clothes repaired as best as possible. When clothing cannot be repaired, try to get it replaced. Always consider safety issues with your clothing. Will your clothing prevent an accident from occurring? Will your clothing protect you from any danger or hazards with your job?

Usually, how you dress will depend on your job. Your employer may tell you how to dress. Some places have a dress code. Even if you wear a uniform, it is important that your clothes fit you properly and appropriately.

Basic Tips to Follow

- Follow the dress code for your job.
- Wear a uniform if it is required.
- Use common sense.
- Always consider clothing safety.
- Keep your clothing clean.
- Keep your clothing repaired.
- Choose clothing that makes you feel good about yourself.
- Select comfortable clothing.
- Select clothing that fits properly.

You do **not** need to spend a lot of money on clothes to look and feel good. You may choose to buy new clothes on sale, go to secondhand shops, garage sales, share with friends and family, or construct your own. Whatever you decide to do, you can look and feel good in your clothes. The care of your clothes is often more important than how much money you spend on them. Make sure you hang up your clothes, launder them when necessary, press if needed, air out or brush when necessary, store clean clothes when not in use, and so on. If you take good

care of your clothes, they will last longer and you will appear well-groomed.

Depending on your job and who you are, you may want to style your hair, shave, or wear some makeup.

The most important things to remember about dressing and grooming:

1. You are clean and smell clean.
2. Your clothes are clean and smell clean.

Comments/Notes

Activity 3-9: Appropriate Dress and Grooming

ACTIVITY 3-9: APPROPRIATE DRESS AND GROOMING

How do you rate yourself on appropriate dress and grooming at work?

1= NEVER

2= SOMETIMES

3= ABOUT HALF OF THE TIME

4= OFTEN

5= ALWAYS

Circle one response

Safety

1 2 3 4 5 • Do I wear clothes that fit well?

1 2 3 4 5 • Do I wear clothes that promote safety?

Good Grooming

1 2 3 4 5 • Do I keep my body clean by bathing daily and other times as needed?

1 2 3 4 5 • Do I keep my hair clean and neat?

Clothing for My Job

1 2 3 4 5 • Do I wear appropriate clothes for my job?

1 2 3 4 5 • Do I keep these clothes clean and repaired?

TAKING CARE OF MYSELF

Principle: Responsible workers will recognize that personal health is a valuable asset to be preserved.

Skill: Learning how to stay healthy is important to avoid illness and to be a responsible worker.

PRESENTATION GUIDE

DISCUSSION

There is only one of you. If something goes wrong — and you do not feel good — you cannot get a replacement body. Yes, there are medications, procedures, surgeries, and treatments that can help, but the best way to have good health is to take care of yourself and preserve your good health. Prevention is the key to good health.

Good Health Care Is Essential

The best way to avoid getting sick is to take good care of yourself. You have probably heard of preventative health care. This means that you do what you can to stay healthy. You make an effort to eat well, sleep, exercise, have regular doctor checkups, go to the dentist, wear your seat belt, do not drink and drive, do not abuse medications, and the list goes on. You do whatever you can to stay as healthy as possible.

Getting Enough Sleep

Are you getting enough sleep? It has been reported that the average American could benefit from getting about two more hours of sleep each night. This would help Americans be more safe, as well as be more productive on the job. Too many accidents happen because people are tired. Too much work is not done well or not done at all because people are tired.

You can probably tell if your body is getting enough sleep. Do you have energy to last you throughout the day? Do you feel good in the morning when you get out of bed? Do you sleep well at night? You may need to make some adjustments if you are not getting enough sleep.

Activity 3-10: Work at Staying Healthy

Some people, especially those suffering with depression, may want to sleep all the time. If participants complain of sleep problems, refer them to a medical doctor or counselor.

Activity 3-11: Managing My Sleep

Eating Healthy Meals and Snacks

Are you eating healthy meals and snacks? Do you basically have a healthy diet? It is important to allow time for eating and not skip meals. You need food for energy. Give yourself permission to eat. However, the foods you choose should generally be healthy foods, including a variety of foods from the USDA MyPlate food guidelines (choosemyplate.gov). You should be eating lots of whole grains and cereals (crackers, breads, bagels, cereals), as well as fruits and vegetables. You also need to eat some meat and milk products. Of course, once in a while, you can have some candy, pop, chips, or dessert. Have some healthy snacks handy at work such as crackers and fruit that are easy to grab. Eating smaller meals or eating several snacks will give you the energy you need to get through your work day. Do not deprive yourself of energy. We know that children learn better if they have had breakfast before they go to school. Adults who eat breakfast before they go to work also perform better. Plus, you will not have to waste work time thinking about being hungry or thinking about food!

For more detailed information on eating healthy meals and snacks, please see *Essential Living Skills: Essential Food, Nutrition, and Physical Activity Skills* (K-State Research and Extension publication (S134B).

If You Do Not Have Enough Food to Eat

Contact the local food bank for immediate assistance if you do not have food to eat. Contact the local Department for Children and Families office to apply for food stamps. If you have children under the age of 5 or if you are pregnant, contact the WIC program (Women, Infants and Children) at the county health department. The local K-State Research and Extension agent can also help you manage your food budget to stretch it further or refer you to someone who can help you. Many Kansas counties have the Family Nutrition Program, which will teach you about nutrition and how to prepare low-cost foods and meals for you and your family. Some counties have access to Heartland Share or other food programs that may help you save money. Ask the extension agent or the county health nurse. They can refer you to someone who has more information and who can help you get enrolled. Be assertive and keep asking for help. If one person cannot help, someone else will be able to help you.

Comments/Notes

For more information, please see Essential Living Skills: Foods and Nutrition

Activity 3-12: Am I Eating Healthy?

Activity 3-13: My Daily Exercise Routine

Taking Time To Exercise

Taking care of your body is one of the best things that you can do in order to keep your job. If you miss a lot of work because you are not feeling well, you put your job in jeopardy. If you take care of yourself you will be a healthier worker. It takes some time to take care of yourself. Probably the best thing you can do is exercise. Do not put this off. You need some exercise every day or every other day. A good time manager will make time for exercising! This is one of the most important things you can do for yourself. We can make healthier choices every day. For example, a 10-minute walk is better than not going for a walk. Taking a flight of stairs is better than taking the elevator. Going to the park takes more energy than watching a movie.

ACTIVITY 3-10: WORK AT STAYING HEALTHY

What are some things I can do to be healthy (or improve my health)?

1.

2.

3.

Some ideas may be to cut down on eating snacks and candy. Another idea is to quit smoking. Maybe you do not exercise much and a goal may be to start walking for 10 minutes each day. Maybe you have not seen a doctor in a long time and can make an appointment for a “wellness” checkup.

ACTIVITY 3-11: MANAGING MY SLEEP

If you are not getting enough sleep, how can you manage your time to get a little more sleep? Talk with the person next to you about two things you could do to get more sleep. If you are getting enough sleep, share several of your ideas with the person next to you.

1.

2.

If you are depressed or ill, you may be sleeping too much. You may not be getting necessary work done. What can you do to improve your situation?

ACTIVITY 3-12: AM I EATING HEALTHY?

Keep track of the food you eat for three days. Then, compare it to the recommendations at choosemyplate.gov. How do you compare in amounts and variety? Are you getting the recommended amounts of each food group? Discuss it in class. How can you improve your diet? Should you be eating more fruits and vegetables and less snack foods? Maybe you need more milk products or breads and cereals in your diet? The USDA recommended servings for most adults are:

- Fruits: 2 to 4 servings
- Vegetables: 3 to 5 servings
- Milk: 2 to 3 servings
- Meat: 2 to 3 servings
- Grains/cereals: 6 to 11 servings

If you need additional assistance with analyzing your diet, contact the local county extension office and/or family and consumer sciences extension agent. You may also want to refer to the *Essential Living Skills: Essential Food, Nutrition, and Physical Activity Skills* curriculum.

ACTIVITY 3-13: MY DAILY EXERCISE ROUTINE

What are you doing in your daily routine for exercise? Do you need to improve your exercise habits? What additional activities or exercise could you include in your day? When will you start these activities?

NOTE: Remember that if you have not been exercising, it is best to get a recommendation or physical from your doctor first. You also need to start slowly with exercising — do not overdo your activity at first. Go slowly and work up to the desired amount of time and exercise level.

BEING AT WORK EACH DAY

Principle: Responsible workers will do their best to get to work each day they are scheduled. They value their jobs, know they are important members in the workplace, and want to be dependable.

Skill: Understanding the importance of their job, as well as valuing their job, will encourage workers to go to work each day.

PRESENTATION GUIDE

DISCUSSION

Employers want their workers to be dependable and to show up for work each day they are scheduled. This means you should plan to get to work no matter what your obstacles (problems) might be. You need to think through all the potential problems before they might happen. How will you handle them? What will you do about the problem so you can go to work?

What Are Some Good Reasons to Miss Work Occasionally?

The reality of life is that there will be a few times that you have to miss work. But, this needs to be done with great caution and concern. Do not plan to miss work very often. If you miss a lot (one day almost every week or every other week), you will probably lose your job.

Good Reasons to Miss Work

- You have a contagious/infectious illness or something that others can catch.
- You are sick and work around food.
- You are so sick that you cannot work or do your job.
- You are hospitalized or need surgery.
- A family member is very ill and you need to be with them.

Many jobs do not have sick leave benefits. Sometimes there are ways to continue working while a family member is sick. You might be able to arrange taking care of the sick person in shifts around work schedules with other family members or friends. Maybe you can schedule vacation time (if you have the benefit) or leave without pay. Maybe you can take your child or family member to a day care center for sick patients, or arrange for someone to come to your home to help. Maybe

Activity 3-14: Being at Work Each Day

Activity 3-15: In-Class Discussion

Some good reasons to miss work.

Discuss in class:

- What might be some good reasons to miss work?
- Make a list of the ideas discussed in class.

you can arrange with your boss to take longer lunch hours. You may have a sick older child or family member who you can check on during your lunch hour (if the person is well enough to be left alone). This may depend on the person and the illness. For example, it may not be safe to leave older children at home if they often get dizzy or lose consciousness when getting the flu.

Never leave young children home alone, even if they are in good health. Children need supervision and someone to care for them at all times. When you are working, your child must be provided for. You will need to decide when your child is old enough and capable to spend some time alone. This decision will depend on your child's age, developmental level, or maturity. You must always consider your child's well-being whenever making decisions about your child. Your child must be safe.

You do not always have to miss a lot of work to manage illness or a sick family member. It will not be easy, though. You need to ask others to help you. You need to make sure you take care of yourself so that you do not get sick.

- Someone close to you has died.

It is important that you take time off to go to the funeral. You must allow yourself some time to grieve and be with other family and friends. The amount of time you need off work will depend on who the person was and how close you were to the person. Many places of business have set guidelines for funeral time. The problem with such guidelines is that sometimes we can be just as close to a friend as a family member. Many places of business do not allow time off for funerals. You may need to take leave without pay, take a vacation day, or switch days with a co-worker. Let your boss know how important it is for you to attend the funeral.

- You have a doctor or dentist appointment or other business appointment that you cannot schedule at another time.

As much as possible, try to schedule personal appointments during your time off, such as before or after work, during your lunch hour, or on a vacation day. However, most services or businesses are open only during the regular work day.

- You have been called to jury duty. Your employer should **not** penalize you for this absence.
- You serve in the armed forces and have been called to active duty. Your employer should **not** penalize you for this absence.
- You are pregnant or have a baby. Your employer should **not** penalize you for taking time off for giving birth or adopting a child. However, many places of employment do **not** have maternity or parental leave. You may have to use accumulated sick leave or take leave without pay. If you have sick leave

See the family leave policy located in the appendix. Also see: Facts About Pregnancy Discrimination.

benefits, you will probably be allowed to take off sick days, but you will need to know this so you can make plans. You will need to save money if you have to take leave without pay. Know the company policies before you take the job and before you start your family.

General Tips on What to Do if You Must Miss Work

Be honest and tell the truth.

- Always let your boss know about your situation. It does not need to be in detail.
- Ask your boss about your plans before deciding exactly what to do.
- Call your boss immediately if you decide that you cannot go to work.

Occasionally, you may need to be more assertive and explain to your boss how important something is to you.

Examples

“I cannot come to work today because my child is sick. I must stay home to care for her.”

“It is very important to me that I attend my grandmother’s funeral. I need to take Wednesday off. I am willing to cover for someone else next week.”

“I have a doctor’s appointment on Friday morning. I need to take off two hours, from 8 a.m. to 10 a.m.”

Workers always hope their bosses will be fair. However, there have been incidents where people have been fired if they miss work for what they considered a valid reason.

Comments/Notes

For more information, see the sections “When You Get Sick” and “When Your Child Gets Sick.”

ACTIVITY 3-14: BEING AT WORK EACH DAY

How do you feel about your job and going to work each day?

1 = NEVER

2 = SOMETIMES

3 = ABOUT HALF OF THE TIME

4 = OFTEN

5 = ALWAYS

Circle one response

1 2 3 4 5 I value my job.

1 2 3 4 5 I am an important member of the workplace.

1 2 3 4 5 I am a dependable worker.

IF I OR A FAMILY MEMBER GETS SICK

Principle: Responsible workers take responsible care of their health.

Skill: Making the time to do a “wellness check” and following through on changes for improvement are important tasks for being a responsible worker.

PRESENTATION GUIDE

DISCUSSION

Because you are human, you will probably get sick once in a while. People get sick from time to time and have to miss work. Some people have to learn to live and work each day with a chronic illness or disease. No doubt, this makes life very difficult. Hopefully you will not get sick very often, but you must plan what you will do in the case of illness.

You do not want to miss work very often. But it is best not to go to work if you are very ill, especially with a contagious or infectious illness. People at work do not like being exposed to diseases or infections that could cause them to become ill. Also, if you go to work when you are sick, you probably will not get a lot of work done. Certain occupations, such as food service providers, try to prevent sick workers from bringing illness to work.

Imagine what it would be like to be served a meal by someone who is coughing and sneezing all over your food. What would it be like to be in a meeting with someone who has a fever and other flu-like symptoms? It probably would not be very appealing to you. You need to use common sense when deciding if you should miss work because you or a family member are ill. Do not make missing work a habit. Being responsible about your health will help you be a responsible worker.

When I Get Sick

Call your boss immediately to give that person as much warning as possible that you will not be able to go to work. If you work on a shift job, this will enable your boss to have more time to find a worker to fill in your position while you are gone. Your boss may have to make some adjustments if your position cannot be temporarily filled. Sometimes the manager has to work in your place.

Whatever your work situation — always call to let the person in charge know that you are ill. You do not need to give details of your illness, but you do need to be sincere and honest. In

other words, if you are calling in “sick” you had better be sick. It will not work well to call in “sick” and then go shopping or go out of town. That is not a good work ethic. Many people use the guideline that if they need to go to a doctor or clinic, need to stay in bed, or have an infectious illness, they probably should not go to work.

This does not mean that you will stay home every time you have a headache or upset stomach. Most people will have times they just want to stay home because they are not really feeling great. You do not want to develop the habit where you consistently miss work because you do not feel good. Maybe eating healthier foods, getting more rest or exercising will help you. Maybe you need to get a physical checkup or see a counselor if you often miss work. Maybe you need to decide if you are missing work because you are stressed or do not like your job. Responsible workers will take responsible care of their health.

When My Child Gets Sick

Sometimes it is easier to go to work when you are not feeling good, but a lot harder when a child is sick. Some work places allow you to take sick days when your children are ill. You never know when these times will happen. Children usually get sick during the night or at the most inconvenient times. Actually, there is no convenient time to get sick. Remember not to blame your child for getting sick. Sometimes, when you have a lot of responsibility with child care and a job, it is easy to get angry at your child for getting sick. Do not blame your child.

Even though you do not know when your child will get sick, you can think through how you will handle the time when you have a sick child.

- What will you do if you do not get any sleep during the night with a sick child?
- What will you do if the school calls you to come and get a sick child?
- Is there someone who can help you care for a sick child? Do you have a partner, friend or family member who can help you care for your sick child? Maybe your partner can miss a day of work this time and you will try to take off work the next time your child is ill. Maybe your sister is off work today and could watch your child. Maybe your friend is unemployed right now and could care for your child. Maybe you feel that the best thing for your child is for you to stay home and care for your child.

Again, the most important thing to do is call your boss, supervisor, or manager immediately. This gives your boss as much warning as possible that you are not coming to work. This is true especially if your job will not “wait” for you to come back. Some

jobs may allow you to go in later that day or catch up the next day. That is not feasible for some jobs where someone will need to fill in for you. Some jobs leave the responsibility to the worker to find a replacement. Do you have a co-worker or friend who can cover for you if you cannot be at work? Maybe that person can at least fill in for you temporarily. Maybe you can trade days with another person.

Know what your options are. Children will get sick. However, prevention is the key to having the best health possible. Make sure your children have healthy foods and snacks; drink lots of milk, juice, and water; exercise; wear their seat belts; are supervised by capable adults; get their immunizations; have physical checkups; wash their hands; and do other things to stay in good health and prevent illness.

Comments/Notes

BALANCING WORK AND PERSONAL LIFE

Principle: Finding a balance between work and a personal life will help workers be more effective at work and at home.

Skill: Work and personal priorities will help individuals achieve a balance in the workplace and at home.

PRESENTATION GUIDE

DISCUSSION

Each individual is only one person and has multiple roles or responsibilities. People and things at work need your attention. People and things at home need your attention. You also need to spend some time to care for yourself.

- What are your responsibilities at work?
- What are your goals at work?
- What is important to you at work?

- What are your responsibilities at home?
- What are your goals at home?
- What is important to you at home?

Nurture Relationships With Family and Friends

In order to be a healthy worker, it is important to have a personal life. This applies to you even if you are a single person without a partner. We all need some special people in our lives such as family and friends. Relationships with others who care about us can help us be healthier and happier. Close relationships with a few special people can help us balance our work and personal lives.

It is important to have someone you can talk to and someone you can trust. It is important to have someone you can share your feelings with in a safe environment and not be judged or criticized. You need to take time to foster relationships with a few special people. Every one needs a few good friends.

Being a friend takes a little time. Maybe you can call a friend on the telephone to say hello or maybe you can eat lunch with a friend. If you need help from a friend or need to spend time with a friend, you need to be able to ask that person for help. However, true friendship is a two-way relationship. In other

words, you will be a friend to another person and that person will also be a friend to you. You need to tell them what you want and what you need. Your friends cannot read your mind. Being able to communicate with others is important in maintaining healthy relationships.

Spend Time With Your Children

Your children will grow up quickly and soon be gone from home. Maybe this does not seem possible as you go through the day-to-day work and care for children. Children are usually a joy to parents, but there is no doubt that they also require a lot of care and work. It takes time, patience, and energy to care for children. Hopefully, you have some assistance or support with parenting. Even if you are a single parent, you may have a friend or family member who can help you — at least part of the time.

It is important to spend quality time with your children. Children need attention and love more than they need new clothes or toys. Children need hugs and encouragement. Too often parents get caught in a trap of trying to provide nice things for their children and then forget to have fun with their children. Take time to be together. Go places together. Eat meals together. Tell your children that you love them. Listen to their stories and their problems. Ask them how they are. Let them know you care.

You can do things together that do not cost a lot of money. You can have fun cooking meals together. You can go to the park or take a walk together. Maybe you can visit a grandparent or friend. Your children must know that they are important enough to spend part of your time with them. You must prioritize your time. Chances are that you will always be busy. Try to see how special your children are to you before they are grown and gone from home.

Adults Need Other Adult Relationships

Children can provide a lot of joy and companionship, but children should **not** be treated like adults. Adults need to have other adults to talk to, confide in and share adult responsibilities and problems. Children should not be considered as adults or take on adult concerns. Single parents should especially take note of this. It is easy to fall into a trap of expecting children to listen to you as an adult and maybe even give you advice or support. Even though children must learn to be responsible and caring, children are not adults.

Activity 3-15: Nurturing My Relationships

Activity 3-16: Am I Treating Children Like Adults?

ACTIVITY 3-15: NURTURING MY RELATIONSHIPS

What can you do this week to nurture your relationships with children, family and friends?

1. Think about one family member or friend in particular.
2. What can you do to encourage or strengthen this relationship?
3. Write down one thing you will do this week to nurture this relationship.
4. When will you do it? Follow through with your plan.

ACTIVITY 3-16: AM I TREATING CHILDREN LIKE ADULTS?

If you are a parent, have there been times when you have treated your children as if they were adults?

What could you have done differently?

Which adult can you talk to about an issue or problem you are having?

CHILD CARE ISSUES

Principle: Responsible parents or guardians who work outside the home will provide safe and adequate child care for their dependent children.

Skill: Communicating with your children and child care provider is important in helping you provide safe and adequate care for your children.

PRESENTATION GUIDE

DISCUSSION

Some of the hardest decisions for most parents who work outside the home are the issues surrounding child care. It is often difficult for parents to leave their child in the care of someone else for many hours. It is essential that the child care provider be someone the parent can trust and who is competent. It is also important that the child likes the person and the place of day care.

In order to be a competent worker, it is important that you make quality day care arrangements. You cannot worry about your children while you are on the job and do a good job. This causes a lot of stress. It will probably happen from time to time, such as when you have changed day care providers or if your child is having problems getting along with others. However, worrying about your child's day care should be the exception and not an everyday experience.

You need to talk about your situation with others. Get advice from other parents who have taken their children to a certain child care provider or child care center. Do not drop your children off with people you do not know. Go to visit. Ask the staff questions. Find out about the costs, rules, regulations, daily schedule, hours, holidays, meal and snack times, care for sick children, and other things you want to know.

Take your child with you on one visit to get acquainted with the facility and staff. It is important that your child meet some other children so your child does not feel totally alone on the first day. If there are several providers or teachers, encourage your child to meet at least one or two adults who will be on duty the day your child will start.

Keep a list of questions on a piece of paper. It is your right and responsibility as a parent to keep a close eye on your child's day care situation. The safety and happiness of your child can make all the difference in your work day. Child care is an important issue. Talk about it now and start to make plans.

Activity 3-17: Child Care Plans

Not all the participants will have young children or need day care. When you are going through this lesson you may wish to plan an alternative activity for those who are not involved with day care issues.

ACTIVITY 3-17: CHILD CARE PLANS

What plans do I need to make for child care?

- Check into my options:
 - Private home child care provider
 - Day care center
 - Preschool or after school programs
 - Family or friend
- Ask about costs, hours, procedure when children are sick, meals, naps, transportation, vacations, discipline and emergency plans.
- Ask for several references and call them to find out about the child care provider.
- Ask the parents if their children have received quality care.

Can you think of any other things to discuss with potential child care providers?

TIME MANAGEMENT: SELF-MANAGEMENT

Principle: Being an effective time manager will help a worker be more efficient at work and at home.

Skill: Identifying responsibilities and things that must get done will help individuals manage time and themselves more efficiently.

PRESENTATION GUIDE

DISCUSSION

You have probably heard about time management. Some say that we are not really managing time, but managing ourselves. Another way to think about this issue is “self-management.” Regardless of what we call it, we all have 24 hours in each day. Most of us have lots of things to do. Most of us have many demands on our time. We probably could be working all of the time, either at work or at home. There is usually something else we should be doing or would rather be doing.

As much as possible, try to live in the present. While you are at work, it is best to think about work. When you do this you will be more productive and will enjoy your work more. When you are at home, you can think about home, family, friends, and so on. You need some balance in your life — but you need to manage your time and your work load — at work and at home.

Housekeeping Tasks

There is definitely more to life than doing housework or cleaning all the time. But to achieve some sense of order at home and at work, some tasks must be done routinely. Some housekeeping tasks need to be done daily. Others can be done weekly or whenever necessary. Time needs to be budgeted wisely, otherwise much time can be spent doing and redoing certain housekeeping tasks. Recruit as much help as possible from others — whether you are cleaning at home or at work.

Should it be all of your responsibility to clean? Probably not. Make sure you delegate appropriately, especially when children are involved. Do **not** expect children to perform as adults. Give children tasks that are appropriate for their ages and capabilities. All adults should share in housekeeping duties regardless of gender or position in the family. Each family will decide what is best for them. Often task assignments must be negotiated. Whether you are working at home or at work, make sure you are part of the team and willing to do your share to keep things in

Activity 3-18: Self-Management

order. A tidy home and workplace will help you be more effective and help you get more done. Being organized may help you have more free time.

Easy Meal Planning

There are times for simple meals. Sometimes you may need to eat out. Sometimes you may need to grab a sandwich. But with a little planning time, you can have a very healthy, yet simple, meal. Think about the main meal you will eat at home. Many people eat the evening meal at home. What food do you have on hand? What could be your main course? Can you start the night before? Can you precook part of the meal or make a double batch for planned leftovers? There are many ways to cut down on time when it comes to planning and preparing meals.

Plan Ahead

The important thing to think about is the type of food, safe preparation techniques, and getting it ready. Appliances such as the crockpot, microwave, and oven are ways you can prepare food with little time. It is helpful to plan meals for one week, but you can start by planning meals for two or three days. For example, if you make a beef roast tonight, you can have beef stew or beef sandwiches tomorrow. When you brown hamburger for a casserole tonight, you can brown enough to make chili soup tomorrow. If you make a spinach salad tonight, you can make plenty for lunch tomorrow. Always be thinking ahead. Of course, you will not want to waste food — so you need to be careful not to make too much.

If you do not do any planning, the temptation is to eat out a lot. Many people do not have lots of extra money to spend on eating out. If you plan ahead, you can save some money by cooking at home.

Ask for Help in the Kitchen

Kitchen responsibilities can be shared with all family members regardless if they are females or males. Plan to delegate certain tasks. This will depend on the age of the person. Starting from about the age of 3 years old, children usually want to help. Give them easy tasks such as setting the table or tearing the lettuce for a salad. Always show people what you want them to do first. Teach children how to do certain tasks. Accept standards not quite as high as yours or different from your own. You need the help and want to encourage help. You do not need to have things exactly the way you would do the tasks. Be flexible.

Comments/Notes

Activity 3-19: Housekeeping Tasks to Save Time

For more information, also see Basic Home Management curriculum.

For more in-depth information on meal planning, refer to the Essential Living Skills: Food and Nutrition curriculum.

Activity 3-20: Planning for Easy Meals

ACTIVITY 3-18: SELF-MANAGEMENT

CONSIDERATIONS WHEN DEALING WITH SELF-MANAGEMENT AT WORK AND HOME
(PLACE A CHECK MARK IN ONE BOX.)

| | YES | MOST OF THE TIME | SOMETIMES | NO |
|--|-----|------------------|-----------|----|
| Am I getting done when needs to be done? | | | | |
| Are important things being taken care of (e.g. children, meals, transportation, bill paying, work to be completed on job, etc.)? | | | | |
| Am I prioritizing my list of things to be done? | | | | |
| Am I doing what I want to be doing (do I like my work, tasks, activities, etc.)? | | | | |

ACTIVITY 3-19: HOUSEKEEPING TASKS TO SAVE TIME

Have you ever wasted an hour looking for something? Maybe you put something away and cannot remember where you put it. Maybe you did not put it away and it got lost in the clutter. Most people have wasted some time by not being more organized!

What two tasks can you do to help yourself be more organized or save some time during the day?

1.

2.

ACTIVITY 3-20: PLANNING FOR EASY MEALS

Visit with another class member. Talk about ways you can plan ahead for easy meal planning.

What two things can you do to save time with meal management? Do you need to ask for some help or delegate some tasks? Do you need to plan some menus or go grocery shopping? Do you need to find some new recipes that require little time preparation? Are there some shortcuts to your meal planning?

1.

2.

OTHER CONSIDERATIONS WHEN KEEPING A JOB

PRESENTATION GUIDE

DISCUSSION

Abusive Relationships Affect the Workplace

Unfortunately, relationships can sometimes be abusive and cause physical and emotional distress. No one deserves to be abused or mistreated. You do not deserve to be abused or mistreated. Your co-worker does not deserve to be abused or mistreated.

If a known abuser enters the workplace, call for the manager or supervisor immediately. Your workplace should have a safety plan. Call 911 if there is any likelihood of violence. Let the abuser know that you do not tolerate abusive, controlling behavior and that you will take action. Do what you can to keep yourself and your co-workers safe.

Be willing to listen to co-workers who are in abusive partner relationships. If at all possible, try not to back away or avoid them if they need help. If you cannot help your co-workers, find someone who can help. Make appropriate referrals to supervisors or trained professionals. Tell your co-workers about advocate groups for persons with abusive partners. Many communities have local groups that provide outreach assistance. Ask your employer for training on how to respond to domestic violence in the workplace.

What I Can Do About Sexual Harassment at Work

Sexual harassment may also affect the workplace. Not only does it impact the persons involved directly, but also others in the workplace. Sexual harassment often occurs with persons who are in different positions of authority. It may be a boss or manager who harasses an employee. It may also be a co-worker who harasses another co-worker.

Sexual harassment should NOT be tolerated, no matter who the people are or what positions they hold. Stand up against the perpetrator and tell the person that you will NOT tolerate sexual harassment, even in the form of teasing. Be direct and firm. Depending on the severity of the sexual harassment and individual circumstances, you may choose to give one warning. Document each time something occurs that you consider to be sexual harassment. Record the date, time, place, and exactly what

Please see K-State Research and Extension publications "When Violence Hits Home" (C738) and "When Words Become Weapons" (GT346) for more information, or contact the toll-free Kansas Crisis Hotline at 1-888-363-2287.

happened. Try to get witnesses. If the behavior occurs again after one warning, report the behavior.

There are formal channels to go through to report an incident. You must report sexual harassment to your manager or supervisor. If the problem is with your manager or supervisor, go to the overall boss. If you need further help, call an advocates group, ask for legal counsel, or ask for other assistance from someone you trust in an official position. If the person you ask will not or cannot help you, ask someone else. Each place of business should have a policy on sexual harassment. Know the policy for your place of employment.

Things I Can Do to Prevent Sexual Harassment From Occurring

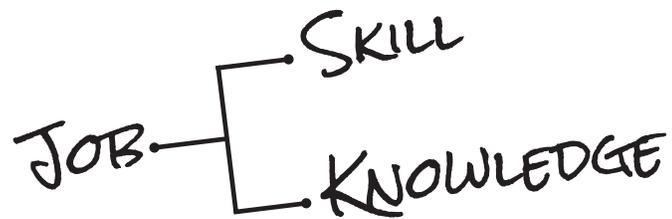
Always monitor your own behavior and make sure it is appropriate for the workplace. Hold yourself accountable for your own words and actions.

- Do not tolerate words or actions that put people down.
- Do not use racial slurs or sexist remarks or jokes (about either gender).
- When someone says something offensive about another person or group, tell that person it is inappropriate behavior. Always be respectful to others when you are voicing your concerns. Use a firm, but pleasant, tone of voice.
- Tell the person (perpetrator) that sexual harassment is inappropriate and wrong.
- Tell the perpetrator to stop the behavior.
- Report the incident.

If you do not feel comfortable talking to the perpetrator directly, tell your manager about the sexual harassment so that this person can deal with the issue. If you report the incident, you may think that your job is in danger, but there are some laws to protect you and your co-workers.

Section 4

PROBLEM SOLVING AT WORK



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OVERVIEW

PURPOSE OF THE LESSON:

Problems in the workplace are bound to occur at some point. When individuals have communication and problem-solving skills they are better equipped to handle difficult situations. This, in turn, will help prevent stress and encourage productivity in the workplace.

LESSONS IN SECTION 2:

- Problems that may occur at work
 - Interpersonal skills
-

OBJECTIVES:

By the end of this lesson, participants will be able to:

- Identify some communication problems in the workplace.
- Develop and practice problem-solving skills.

Comments/Notes

MATERIALS NEEDED:

- Folders
- Pens
- Flip chart or blackboard

Original Information written by:

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TIME MANAGEMENT: SELF-MANAGEMENT

Principle: Workers will experience problems with their work and with people at work.

Skill: Being willing to identify problems at work is a key to finding effective solutions.

PRESENTATION GUIDE

DISCUSSION

Employers, managers and employees are faced with problems every day. Having problems to deal with seems to be a fact of life. We cannot always prevent problems from occurring, but we have control over how we handle problems and how we cope with problems. Being willing to recognize problems is a start to finding effective solutions. There are no guarantees that the decisions we make will always be the right decisions. People who are willing to work through problems, though, are less likely to make snap-judgments or generate more problems for themselves. They are more likely to be problem-solvers.

What Kind of Problems Might Occur at Work?

- Working in a small space is a problem at work.
- Working with others on the same work or project is difficult.
- Taking orders from a boss or manager can be difficult for me.
- Not doing the work I am supposed to be doing is a problem for me.
- Not working fast enough or meeting deadlines is a criticism I often hear.
- Gossiping about someone else happens a lot at work.
- I think others are saying things about me behind my back.
- Others are implying that I am not doing my job.
- Sexual harassment is a problem in our workplace.
- A co-worker is always using “put downs.”
- Someone is often watching over my shoulder.
- Someone is often criticizing my work.
- I do not agree with something that is being done at work.
- A co-worker is not being nice to me. This person cannot say anything pleasant to me.

- There are cliques at work. I feel as though I do not belong.
- People are saying bad things about my boss.
- My boss does not like me.
- Someone has broken the workplace rules.

Problem solving is a skill that can be learned. There are many ways to solve problems — there is no one right way. However, using a problem-solving procedure may help find the best response to the situation.

Problem-Solving Procedure

- Identify the problem.
- It is important to correctly identify the problem. Control your emotions so that you can talk about the problem.
- Gather information about the situation.
- You need to know all the facts so you can make a good decision.
- List possible solutions to the problem.
- Think of all the ideas you have that may solve the problem. Be creative. Discuss the problem with others.
- Evaluate possible results of each solution.
- Think through the problem enough to know what might result from your decision.
- Decide on the best solution.
- After you have given the problem some thought, gone through the problem-solving process and discussed the problem with someone you trust, be ready to make the decision you feel is best for the situation.

Management Conflict

Conflict on the job is bound to occur because people are often working together in close areas of space, often under time pressures and a lot of stress. Conflict will occur whenever you have people working together, even under the best of circumstances. What matters most is how you handle conflict.

When there is conflict on the job, it is normal to think it is someone else's fault or problem and not your fault — but maybe it is your fault. Do a self-check on your quality of work, work

Comments/Notes

Definition of "clique" — a small, exclusive group of people; a small group that tends to leave other people out.

Ask participants if they can think of any other problems that might occur at work. Have they had any personal experience with problems at work? Ask participants to share these experiences with the class, but limit discussion time.

Activity 4-1: Problem Solving

The leader may choose to use one of the examples given or may wish to give class participants another problem situation to work through. If participants have had any work experience, they may use examples of their own. It may help to work through a problem together in class and then have participants work through a problem in pairs.

Activity 4-2: A Self-Check: Am I Contributing to the Problem?

habits, conflict management skills, communication skills, and your basic personality. Are you contributing in any way to the problem?

There are some things you can change about yourself, your work and the workplace. There are some things that you cannot change. A competent worker will learn which things can be changed and which things are difficult to change. Of course, you can always work to improve the quality of your work and the workplace. It is important to work together as a team in the workplace. Try not to be a rebel, do not have an anti-work attitude or be against your boss. Negative attitudes are easily seen and affect the quality of your work and your relationships at work. Do your part to be a friendly co-worker and contribute to a friendly work environment.

Ideas for Friendly Work Environment

- Think before you speak and act. Do not be too quick to react.
 - Use common sense. Take some time to think through decisions or problems.
 - Speak well of others. Do not talk about others behind their backs.
 - When dealing with problems with other people:
 - It is OK to be angry, but there are appropriate ways to deal with anger.
 - Try to work through the problem on your own or with the co-worker you are having problems with.
 - Talk to your supervisor/manager if the problem is too large for you to handle.
- For instance:*
- If you need advice
 - When safety issues are involved
 - When it is affecting your work
 - When it affects other people's work performance
- Try to resolve the problem in a timely manner. Do not put off taking care of the problem.

Can you think of any other things that make a friendly workplace?

Ask participants for their ideas on other things that might make the workplace more friendly. You may wish to record their answers on a flip chart or blackboard.

How do you deal with gossiping?

Gossiping is defined as “idle talk or rumor, especially about the private affairs of others.” It is behavior that often offends others and serves little purpose. Gossiping can cause disruption in the workplace and may cause hurt feelings and resentment. If you tend to gossip about others, it may help to think about how you would feel if people were gossiping about you.

What can you do to prevent gossiping at work?

- Tell co-workers that you will not gossip about others.
- Do not get caught up in gossiping about others. Leave the situation, if necessary.
- If you are concerned about another worker, let the person know you are genuinely concerned. Your co-worker may be willing to share some information with you.
- Be more concerned about getting your work done and the quality of your work, rather than what people may say about you.
- Be honest and tell the truth.

To some degree, gossiping can be stopped if people are honest and tell the truth. However, it is up to you what you tell co-workers and supervisors about your personal life. It is no one else’s business but your own, unless it affects your job.

Gossiping may occur because someone is basically concerned about another worker. If this is the case, ask the person directly if at all possible. Never say anything that is false, half-true or that could hurt another person. If it is not sincere talk, then do not talk.

Have you ever experienced gossiping as a problem at work?

How do you deal with a difficult boss?

How do you define a difficult boss? A difficult boss may be one who expects too much from you without explaining to you what you are to do. Maybe the boss expects you to be a mind-reader. Do you need more training or more time to get the work done?

A difficult boss may not want to take the time to visit with you on a personal level.

A difficult boss may not appreciate workers as individuals. It may be that a boss plays favorites and treats some employees better than others. It may seem that a boss does not want to do a fair share of work or seems preoccupied with other things. Your boss may not be doing the required work. However, you must remember that your boss does not have the same job description as you, nor is your boss required to perform the same tasks.

If time permits, allow discussion on gossiping and the potentially damaging effects of it.

Having a difficult boss is a tough problem. No one wants to think that this could happen to them. But, sometimes workers have trouble with their supervisors. If you are having problems getting along with your boss, try to find out why. Ask your boss to talk to you about the problems. Be open to listening to your boss. It will be helpful to use proper language (no swearing) and a pleasant tone of voice. Ask questions. Are there any requests or criticisms that are appropriate? Can you make some changes? Do you need to work harder or differently?

If you are being harassed or treated unfairly, make sure you have a third party present (another person besides you and your boss) when you approach your boss. It will help to have a third party present if you feel you are being discriminated against for any reason. A third party may be a person who is neutral and will not take sides. A third party may also serve as your advocate and be a support to you.

When dealing with a difficult boss, remember that your boss is in a superior position to you. Your boss is probably in a position to fire you or let you go. Think through the situation carefully. Think about your job. Think before you speak and act. Think about your options. Think about how you might deal with the problem. Get advice from others. After careful consideration, do what you feel is best for yourself and your situation.

Get advice from someone you trust. Is there someone you can talk to about the problem? This person may be a friend, an acquaintance, someone you work with or know in the community. You will want to talk to someone you respect and who may be able to help you work through the problem. If this person cannot help you, ask them to refer you to someone who can help. In other words, keep asking for help until someone helps you. It takes courage and energy to ask for help, but it is usually worth the effort. There are many problems in life that are easier to deal with when shared with another person.

Have you ever had a difficult boss?

How do you deal with a difficult co-worker?

How do you define a difficult co-worker? Co-workers may be considered difficult when they talk about you behind your back, do not do their work or share of work, do not come to work, are hard to work with on joint responsibilities, are hard to communicate with or talk to about things at work, and try to influence or control your work.

Many of the same principles apply when working with a difficult co-worker as when working with a difficult boss.

It is important to determine the cause of the problem when working with someone unpleasant or difficult. A person who is difficult may be having many problems both at work and at

If time permits, ask participants if they have had a difficult boss. What made their boss a difficult person?

home. If you can see beyond your own personal discomfort, you may see some of your co-worker's problems. Some people have short tempers. Some people have unpleasant personalities. Some people have little patience for working with others. Assess the situation. What can you do to make the situation better? Can you avoid the person and still get your work done? Can you talk to the person about the problem? Do you need to talk to your supervisor?

Have you ever had a difficult co-worker?

How do you deal with a difficult customer or client?

How do you define a difficult customer? Difficult customers may be rude and demanding. They may not be pleasant and may talk down to you. Difficult customers may expect you to do things that are not part of your job description. They may have unrealistic expectations and expect something you cannot do or should not do. Difficult customers may think you are in a position to change something that you cannot change. They may be judgmental of your work, criticize you unfairly or may not be truthful. They may have personal circumstances that cause them to be scared, unhappy, or confused.

No matter what job you have, you will probably have to please someone else. In many cases, you need to please customers. You will use a lot of the same skills in working with a difficult customer as you do when working with a difficult co-worker or boss. However, your customer is the reason you have the job in the first place. Your goal is to serve the customer (or client). Make sure you are doing your job properly. Make sure you understand what the customer wants or needs.

The type of job you have and what you are expected to do will influence how you are to help customers or clients. However, it is your job to try and help them or please them. At the same time, as a worker you have rights. You do not deserve to be abused or treated wrongfully by a customer. Your place of business should have a policy on what to do if a customer gets upset or angry. They should also have a procedure for handling customer complaints. If your place of business does not have a policy for handling complaints, talk to your manager or boss. It is your boss's responsibility to know the policies and handle complaints.

Have you ever had a difficult customer?

What you can do when you have a difficult customer:

- Serve them quickly, but politely.
- Talk in a pleasant tone of voice.
- Have a friendly face.
- Try to serve them or help them.

Comments/Notes

If time permits, ask participants if they have had a difficult co-worker. What made the co-worker a difficult person?

If time permits, ask participants if they have had a difficult customer. What made the customer difficult?

- Ask them questions if you do not understand what they want.
- If you cannot help them, get another worker or a supervisor to help.
- Try to have another worker present when you are helping the customer.
- Never lose your temper.
- Never use foul language.
- Get their name, telephone number, and address, and tell them someone will contact them later.
- Know the procedure for how customers can file a complaint.

Do Not “Borrow” Trouble

Have you ever heard this saying? It means that you should not think there is a problem unless there really is a problem. It also means you should not expect a problem or even stir one up.

Sometimes individuals think a problem exists when it really does not. If you have a feeling or hunch that you may have a problem with a boss, co-worker, or customer, it may be helpful for you to check with that person. Ask questions.

Workers may worry needlessly about situations that do not deserve much attention. Sometimes a brief conversation between the persons will clear up the matter. Sometimes little things should be ignored (depending on each case). Persons may bring trouble on themselves by using poor judgment or having poor communication styles. Some workers lose their tempers easily. Some persons do not like to be evaluated or take orders from a boss.

Most generally you can get along with others at work if you have a cooperative spirit (care about others; work as a team member) and care about your job.

ACTIVITY 4-1: PROBLEM SOLVING

Work in pairs. Think of a problem situation that may occur at work. You may use a real-life example, but avoid using real names. Work through the situation using the problem-solving procedure described in the lesson material. Discuss your responses with the group.

- Identify the problem.
- Gather information about the situation.
- List possible solutions to the problem.
- Evaluate possible results of each solution.
- Decide on the best solution.

ACTIVITY 4-2: A SELF-CHECK: AM I CONTRIBUTING TO THE PROBLEM?

| | NO | MAYBE | YES |
|---|----|-------|-----|
| Is it possible that I might be part of the problem? | | | |
| Am I getting my work done? | | | |
| Am I doing a good job? | | | |
| Am I dependable? | | | |
| Am I a friendly co-worker and employee? | | | |
| Am I willing to talk about problems? | | | |
| Am I willing to do something about a problem? | | | |
| Other: | | | |

INTERPERSONAL SKILLS

Principle: Interpersonal skills, such as listening and sharing feelings, are necessary when working with others to help avoid conflict.

Skill: Understanding your own strengths and weaknesses with interpersonal skills will help you work more effectively with people.

PRESENTATION GUIDE

DISCUSSION

There are some things you can do to prevent conflict from occurring in the first place. Be prompt. Do your own work and fulfill your responsibilities. Check with your boss to get feedback on how you are doing. Ask questions when you need help. Be honest. Be sincere. Tell others how you feel in a polite and tactful manner. When you are pleasant to others, it will help you get your work done and others will be more helpful to you. It usually does not pay to be rude or unkind to others.

Make sure you get your own work done and pay attention to how you treat others. You may have a difficult person at work that you simply will have to avoid as much as possible. Talk to the person if you must work together. If things do not get better, you will need to talk with your boss. However, always try to work with the individual first. Hurt feelings and resentment will occur and even escalate if you do not try to work with the person directly. It is sometimes hard to do this — but think about if the difficult person was you. Would you like a chance to work things out before the boss was pulled into the discussion? Having interpersonal skills can help you work more effectively with people and help avoid conflict.

Having interpersonal skills means having the ability to work with others and develop friendships. This is done through communication and by being sharing, cooperative, willing to negotiate, caring, and a good listener. Think about one of your close friends. What qualities does this person have? The chances are high that this person is a good listener, cares about you, is fun to be with, is rather flexible when it comes to doing things, and is sharing. These are similar qualities needed on the job. Although it is not necessary to be good friends with co-workers or the boss, it is important to have good interpersonal skills and

to get along with others. It is important to have a friendly work environment.

Some Interpersonal Skills

- Being a good listener
- Sharing feelings
- Being flexible
- Caring about others

Be a Good Listener at Work

Probably the best way to gain respect and attention is to be a good listener. Being a good listener is a skill, because you need to hear what the other person is saying and at the same time not worry about what you will say in return. A good listener will show interest and use friendly gestures or expressions.

To Be a Good Listener

- Pay attention to what is being said.
- Look the person in the eyes, without staring.
- Use friendly expressions with your face and body.
- Say a few words to show interest in the speaker and what is being said.
- Ask questions if more information is needed or wanted

Is it always easy to listen?

What Makes It Hard to Be a Good Listener?

- Something else is on your mind.
- You are worried about something else.
- You do not like the person who is talking.
- The person talks too much and dominates the conversation.
- You are not interested in what the person is talking about.
- You are distracted during the conversation.
- You think you need to be talking.
- You are in a hurry.
- You do not understand what is being said.

What other things make it hard to be a good listener?

When Is It Easier to Be a Good Listener?

- You focus your thoughts on the talker.
- You care about the person talking.
- You care about what the person is saying.

Comments/Notes

Activity 4-3: Qualities of a Good Friend

Activity 4-4: Qualities of a Good Co-Worker

Leaders must be sensitive to the fact that participants may have cultural differences in regards to communication styles. For example, in some cultures it is rude to look someone in the eyes when that person is talking to you.

Activity 4-5: Qualities of a Good Listener

Activity 4-6: Good Listening Takes Practice

List responses from the class on a flip chart or blackboard.

Comments/Notes

List responses from the class on a flip chart or blackboard.

- You are not distracted easily.
- You are willing to give your time to the person talking.
- You are willing to ask questions to help you understand (or ask for more information).

What other things make listening easier?

Share Your Feelings

In order to be a good co-worker you will also want to let people know how you feel. There is a level that is appropriate to share with others at work. However, if you have feelings about the work, the quality of work, or how the work needs to be done, you need to express yourself. If there is a problem at work, you need to address the problem. Let others know how you feel. Other people cannot read your mind.

Sharing your feelings lets other people know more about you. It helps them understand you better. It is important to share your feelings so that other people know what you need and want.

What Sometimes Makes It Hard to Share Your Feelings?

- You do not really know how you feel or are confused.
- You think you will get in trouble for saying how you feel.
- You think you might be different or stand out.
- You think others do not care about you.
- Others might not like what you say.
- You may offend someone.
- You are shy.
- You are scared to speak out for any reason.
- You think your opinion does not matter.
- You are depressed.
- You do not feel like talking.
- You do not trust anyone.
- You are too angry to talk.

What other reasons may make it hard to share feelings?

When Is It Easier to Share Feelings With Others at Work ?

- You trust who you are talking to.
- You feel respected.
- You feel comfortable with the person.
- You have a friendly work environment:
 - Co-workers respect each other.

List responses from the class on a flip chart or blackboard.

— The boss respects you and you respect your boss.

- You have a reason for saying what you are saying.
- You are being honest and telling the truth.
- You have given some thought to what you say.
- You are trying to be helpful.
- You care about the job you have.
- You care about doing a good job.
- You are calm enough to talk sensibly.
- You know the information will be kept confidential.**

** An exception to keeping information confidential would be in the case where the person could cause harm to self or others. If a person is depressed, suicidal, has suicidal tendencies, or is talking about harming others, please get help. Tell the person there are times we need to talk to other people in order to get the help needed. Do not promise to keep the information confidential.

Be Flexible

Be flexible when you are at work. Use common sense. Be patient. Sometimes you will not always get things your way. Sometimes you will not get what you want. Try to compromise with others at work. This means that you need to recognize others' needs and others' feelings. It is called "give and take." It is part of working with others. Of course, it is important that you do not go against your basic value and belief system. If something bothers you a lot or is a large problem, you will need to talk honestly with your co-workers or talk to your supervisor.

Care About Others at Work

Your primary responsibility at work is to do your work. However, even if your job is with equipment, machinery or outdoors, there are probably other people at work besides you. When we work with people we need to care about them. You can be a kind co-worker by the way you talk and interact with others. You may even help a co-worker who is having problems.

As much as possible, personal problems must be dealt with at home. However, personal problems do affect the workplace. Co-workers often spend a lot of time together and may develop trust and friendships. If you have a co-worker who has some personal problems, you can listen and give some kind words of encouragement. You may need to refer your co-worker for professional assistance depending on the type of problem.

The best time to offer assistance to a co-worker is during your breaks or lunch and before or after work hours. Try not to deal with personal problems during work time unless it is an emergency. Most problems are not an emergency.

Activity 4-7: Sharing My Feelings

Participants may share with the class or in pairs. If this curriculum has been taught in a series, class members will probably feel fairly safe in their environment and will have developed some trust for other participants and the leader.

Participants may be willing to share what they are feeling, but remember not to pressure anyone to answer.

You Can Help a Co-Worker Deal With a Problem

Help your co-worker deal with the problem by encouraging your co-worker to get the work done. You probably should not do your co-worker's job, especially if you have work to do. Encourage your co-worker to get the work done and give them a helping hand. Sometimes the best gift you can give to co-workers having problems is to let them know you care and are willing to listen. You can also encourage the person to do good work. Work can help a person get through some tough times by staying busy, building self-esteem and providing for basic needs.

Other Important Characteristics and Skills to Have on the Job

- A positive attitude (not always negative or down)
- Willingness to do my work
- A pleasant smile or friendly face
- A friendly tone of voice

What Should You Do if Someone Picks a Fight at Work?

Some people may try to pick a fight with you or cause problems for you at work. This person may be a partner, a co-worker or someone you know. This person may follow you to work and try to cause problems for you. Maybe this person wants you to get fired or wants you to get in trouble. Whatever the person does, do not lose your temper. Stay calm and use common sense.

Persons causing trouble at the workplace can put your job in jeopardy. Use your best judgment and ask for help. Try your best to deal with the situation. Be kind to persons causing trouble. Try not to "snap at" or be rude to difficult people. Try to be polite and courteous, and try to help them quickly so they will leave the workplace. These people may be customers, which makes it difficult for you to deal with them effectively. If you cannot handle the situation, get help from your boss. The incidents should be reported to your boss.

Techniques to Use if Someone Is Trying to Pick a Fight or Cause Problems at Work

- As much as possible, try to avoid people who cause problems.
- Talk to them politely but firmly.
- Let them know their behavior is inappropriate for the workplace.
- Tell your boss that you have a problem and someone is causing trouble.
- Know the procedures of who to contact if your boss is not at work.

Comments/Notes

Activity 4-8: Helping Others With Problems at Work

Activity 4-9: Other Skills to Prevent or Avoid Conflict

- Try to have another person present at all times when you are with the person causing trouble. Another worker can be a witness to the conversation or problem situation.
- Think through ahead of time how you will handle the problem should it occur again. (This may seem contradictory to the advice, “Do not borrow trouble.” However, planning how to avoid problems or how to handle them better is part of the problem-solving process.)
- Act in a manner appropriate for the workplace.
- Do not use foul language.
- Do not use any physical contact, fighting, or obscene signs.
- Control your temper.
- Think through the situation before you act.
- Pay attention to your tone of voice.
- Consider the loudness of your voice.
- Choose your words carefully.
- Stop, take a break, and count to 10.
- Know the procedures to follow in case of problems or an emergency.

Harassment on the Job

There are some laws to protect you from being harassed on the job. No one deserves to be harassed. Use your best judgment and your common sense to deal with this problem. Avoid the person causing trouble or harassing you as much as possible. Talk to your manager or boss. Your workplace should have policies on the procedure to follow if you are being harassed. If your workplace does not have a policy, talk to your manager or boss. Your boss is responsible for policies and safety in the workplace.

If the problem continues and is not resolved, if you think you are being stalked, or if you or anyone at your workplace is in danger, call 911 or the police. Do **not** take any chances if safety is an issue.

Hidden Costs to Job

No matter what job you get, you will have some costs because of having a job. There will be things you will need to give up for your job or things you will have to do for your job. You must try to understand this before you get the job and be patient with this fact once you get the job.

Once Hired, You May Need To

- Attend employee meetings and trainings.
- Take food and beverages for snacks and meals.
- Eat out when away from home.

- Arrange transportation to and from your job.
- Arrange for child care or care for dependents while at work.
- Get clothing necessary for the job (uniform or dress code).
- Keep work clothes clean and neat.
- Get up earlier.
- Be organized at home to get to work on time and stay at work.
- Change or rotate work hours/shifts.
- Miss a break or part of a lunch to get something done.
- Stay a little later to finish a task that must get done.
- Cooperate with others.
- Do some tasks at work that are not your favorite tasks.

Leave Personal Problems at Home

As much as possible, it is best to leave personal problems at home. Personal problems are often relationship problems or conflict with a spouse or partner, children, other family member, friend or neighbor. However, personal problems may also be problems with money, housing, child care, time, transportation, health, or other things that cause stress.

Personal problems do affect work performance. Personal problems may also affect energy levels, moods, attitudes, and even your health. None of us really wants to have personal problems, but relationships and life in general can sometimes be difficult. Since problems will occur at some point in most relationships and in daily life, it is best if problems can be worked out before you start your work shift.

If you do not get the personal problem resolved before you go to work, go to work anyway. Work hard, do the work required of you, and try your best. Try not to spend all your time thinking about your problem. If the problem seems too large for you to handle, professional counseling or assistance may be helpful. A few places of business (usually large businesses) have personnel managers that offer counseling or assistance to workers. If your place of business has such services, it may be helpful to talk to someone. You may also consider seeing a mental health worker, social worker, victim advocate, clergy, extension agent, teacher, or someone else who may be in a position to help.

What personal problems could affect your work?

Personal Support From the Boss and Co-Workers

Workers spend a lot of time in the workplace. It is a comfort to know that the people working with you also care about you. Use your best judgment in deciding if it would be helpful to let your

Discuss in pairs some personal problems or concerns that may cause problems at work. Remind participants that information shared in class is confidential.

boss know you are having problems at home. Sometimes it may backfire on a worker to share personal information. You will not want to tell a boss or a co-worker everything, only that you are having some problems and may need a little help to get your work done. Often times, co-workers will assist when they know another worker is having problems.

The best time to take care of personal problems is on personal time. Doing your job well can increase self-esteem, give you a sense of accomplishment and help to keep your mind busy when you are at work.

If you need time during work hours to tend to personal business, talk to your boss or take leave. Do NOT make this a habit. If this privilege is not abused it can help you manage better when life seems really difficult.

What if You Are Not Properly Trained for the Job?

If you are on the job and find that your skills are not good enough, this can cause a lot of problems. You may be getting in trouble with your boss. Your co-workers may give you a hard time or not want to work with you. You may not be getting work done. Be honest with yourself and identify the problem.

Use the problem-solving technique. Try to figure out how you can improve your skills. What are your options? Can you learn from other workers doing a similar job to yours? Can you come in earlier to get extra help with a task? Can you work during a break to learn something you need to know? Maybe you can take a class to strengthen some of your skills.

If the problem is significant enough, talk to your boss about it. Tell your boss that you need more training. Let your boss know how sincere you are about wanting to learn your job responsibilities. Have an idea of what type of training is needed. You may even have some suggestions for your boss. Remind your boss that your job is important to you and that you are willing to work hard.

“Everybody needs to pull together and work as a team. If you cannot do that — work will be pretty lousy.”

Class participant, 2000

Activity 4-10: If I Need More Training for My Job

ACTIVITY 4-3: QUALITIES OF A GOOD FRIEND

What are some of the qualities of a good friend? Discuss them in pairs or with the class.

Qualities of a good friend may include:

- Friendly
- Nice
- Helpful
- Talks to me
- Gives advice
- Caring
- Listens
- Dependable
- Honest

ACTIVITY 4-4: QUALITIES OF A GOOD CO-WORKER

What are some of the qualities of a good co-worker? How do these qualities differ from those of a good friend? Discuss the qualities in pairs or with the class.

Qualities of a good co-worker may include:

- Dependable
- Does the required work
- Cares about you
- Easy to work with
- Honest

ACTIVITY 4-5: QUALITIES OF A GOOD LISTENER

Think for a moment about someone you like to talk to. Identify the problem.

- Is this person a good listener?

Usually someone you like to talk to is willing to share feelings and is a good listener.

- What makes this person a good listener?

Qualities of a good listener may include:

- Someone you can trust
- Cares about you
- Gives me time to talk
- Hears and understands what I say
- Does not criticize or judge me

ACTIVITY 4-6: GOOD LISTENING TAKES PRACTICE

Get a partner in class. Have one person listen and one talk. The listeners will listen to the talkers. The talkers will tell their partners what they did this past week. Include activities, work, time with family, friends, and so on. The person listening will then “tell back” what the other said. The talker will let them know if the information repeated back was accurate.

ACTIVITY 4-7: SHARING MY FEELINGS

Take a few minutes to think about the feelings you are experiencing right now.

- Do you feel happy?
- Do you feel sad?
- Do you feel upset or angry about something?
- Do you feel confused?
- Do you feel fearful?
- Are you feel excited?
- How do you feel?
- What feelings are you experiencing?

ACTIVITY 4-8: HELPING OTHERS WITH PROBLEMS AT WORK

Think of a time when you listened to someone else's problems.

- Did listening to another person make you feel good?
- Did listening to another person's problems make you feel uncomfortable?
- Did it help the other person?
- Were the problems work related?
- Were the problems personal?
- Do you think that personal problems sometimes affect the work being done? How?
- Do you think work problems sometimes affect personal relationships? How?

ACTIVITY 4-9: OTHER SKILLS TO PREVENT OR AVOID CONFLICT

Can you think of other helpful skills for workers to have on the job?

- How do these skills prevent or avoid conflict?
- Are there other ways to avoid conflict or problems at work?

ACTIVITY 4-10: IF I NEED MORE TRAINING FOR MY JOB

If I am not trained properly for the job I am supposed to do, what is my plan of action?

I will do the following:

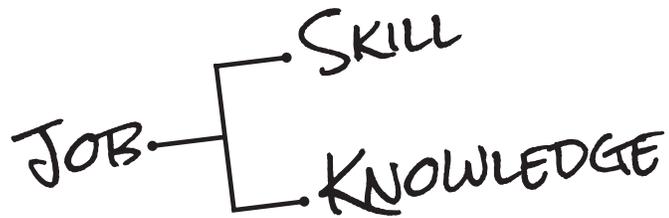
1.

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Appendix

BASIC JOB-READY SKILLS



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ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

Evaluation instruments are included to measure progress toward the following objectives:

- A. Participants will become aware of their need for basic living skills related to job readiness.
- B. Participants will determine which of these basic skills they want to acquire or improve, and they will develop and implement a plan to achieve these skills.
- C. Participants will increase their competencies in job-ready skills.
- D. Participants will report improvement in their job-ready skills and activities.
- E. The Participant Form will enable instructors to document information regarding the individuals reached through the Basic Living Skills program.

Participants may write NA in the blanks if not applicable to their personal situation.

If participants answer “no” to any part of Objective B, they do not need to complete the rest of that page.

Participants should return completed evaluations to their local extension agent or program facilitator.

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

— Instrument to be administered before classes —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times. The information you share with us will help us evaluate, develop and deliver Extension Family and Consumer Sciences programs more effectively. Please use a ✓ or ✗ or fill in the best answer for each line.

| MEASURABLE OBJECTIVE A: | 1 | 2 | 3 | 4 | 5 |
|---|----------------------|---------------|-------|-----------|----------------|
| How important is it for me to improve my skills or know more about... | Not Important At All | Not Important | Maybe | Important | Very Important |
| Assessing my interests and skills | | | | | |
| Deciding if I need more job training | | | | | |
| Making a job plan | | | | | |
| Checking into other resources for help at finding a job | | | | | |
| Writing a resume or information sheet | | | | | |
| Filling out an application form | | | | | |
| Looking for a job | | | | | |
| Planning for transportation | | | | | |
| Managing time at work and home | | | | | |
| Making child care arrangements | | | | | |
| Improving personal work habits | | | | | |
| Preventing conflict at work | | | | | |
| Handling problems appropriately | | | | | |
| Dealing with personal problems on personal time | | | | | |

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

— Instrument to be administered before classes —

Measurable Objective B:

ASSESSING JOB INTERESTS AND SKILLS

1. During the next six months, I would like to decide what types of jobs I am interested in and what job skills I already have.

Yes No

2. My goals for assessing my interests and skills are: *(please check all that apply)*

Deciding what my job interests are

Determining which skills I already have

Learning what skills are needed for a certain job

Making a job plan

Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

(date)

4. My plan for achieving these goals includes:

Reading and completing homework assignments

Working with personal coach as necessary

Other *(please write in)* _____

5. My plan for implementing my goals for assessing my interests and skills are:

Spending time each day on my lesson activities and homework

Being willing to meet with my personal coach to get help

Talking to others about what they see as my interests and skills

Getting some help from other resources (Job Service, Extension Service, schools or job training programs)

Other *(please write in)* _____

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

FINDING A JOB

1. During the next six months, I would like to improve my skills in finding a job.

Yes No

2. My goals for finding a job are: *(please check all that apply)*

Learning ways to find a job

Preparing an information sheet or resume

Filling out a job application

Going to an interview

Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

(date)

4. My plan for achieving these goals includes:

Reading and completing homework assignments

Working with personal coach as necessary

Shadowing a worker while on the job

Interviewing for a possible job

Other *(please write in)* _____

5. My plan for implementing my goals for finding a job are:

Spending time each day on my lesson activities and homework

Being willing to meet with my personal coach to get help

Getting some help from other sources

(Job Service, Extension Service, schools or job training programs)

Checking in local newspapers for job possibilities

Surfing the Internet for job possibilities

Other *(please write in)* _____

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

KEEPING A JOB

1. During the next six months, I would like to improve my skills at keeping a job.

Yes No

2. My goals for improving my skills at keeping a job are: *(please check all that apply)*

Understanding job expectations

Identifying good work habits

Identifying my work habits that need to be improved

Recognizing barriers to keeping a job

(transportation, child care, household management and health)

Willing to improve relationships with my co-workers and/or boss

Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

(date)

4. My plan for achieving these goals includes:

Reading and completing homework assignments

Working with personal coach as necessary

Other *(please write in)* _____

5. My plan to improve my skills at keeping a job are:

Spending time each day on my lesson activities and homework

Being willing to meet with my personal coach to get help

Getting some help from other resources

(Job Service, Extension Service, schools or job training programs)

Improving my work habits

Making transportation, child care or other arrangements as needed to keep my job

Other *(please write in)* _____

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

PROBLEM-SOLVING AT WORK

1. During the next six months, I would like to improve skills in problem-solving at work.

Yes No

2. My goals for learning to problem-solve at work are: *(please check all that apply)*

Identifying problems that may occur at work

Dealing with problems appropriately

Improving personal communication skills

Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

(date)

4. My plan for achieving these goals includes:

Reading and completing homework assignments

Working with my personal coach as necessary

Other *(please write in)* _____

5. My plan for improving my skills in problem-solving at work are:

Spending time each day on my lesson activities and homework

Being willing to meet with my personal coach to get help

Getting some help from other resources

(Job Service, Extension Service, schools or job training programs)

Using problem-solving techniques to decide on a future job plan

Other *(please write in)* _____

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

— Instrument to be administered before classes —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times. The information you share with us will help us evaluate, develop and deliver Extension Family and Consumer Sciences programs more effectively. Please use a ✓ or ✗ or fill in the best answer for each line.

| MEASURABLE OBJECTIVE C: | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------|-------------------|-------------------------|---------------------|-----------------|
| Progress I have made toward accomplishing my goals set in these areas... | I Don't Plan to Improve | I Plan to Improve | I am Improving Somewhat | I am Improving Well | I Have Improved |
| SECTION 1 | | | | | |
| Assessing my interests and skills | | | | | |
| Deciding if I need more training | | | | | |
| Making a job plan | | | | | |
| SECTION 2 | | | | | |
| Checking into other resources to find a job | | | | | |
| Writing a resume or information sheet | | | | | |
| Filling out an application form | | | | | |
| Looking for a job | | | | | |
| SECTION 3 | | | | | |
| Planning for transportation | | | | | |
| Managing time at work and home | | | | | |
| Making child care arrangements | | | | | |
| Improving personal work habits | | | | | |
| SECTION 4 | | | | | |
| Preventing conflict at work | | | | | |
| Handling problems appropriately | | | | | |
| Dealing with personal problems on personal time | | | | | |

ESSENTIAL LIVING SKILLS: JOB-READY SKILLS EVALUATION

— Instrument to be administered before classes, following classes at 6 and 12 months follow-ups —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times. The information you share with us will help us evaluate, develop and deliver Extension Family and Consumer Sciences programs more effectively. Please use a ✓ or ✗ or fill in the best answer for each line.

| MEASURABLE OBJECTIVE D: | 1 | 2 | 3 | 4 | 5 |
|---|-------|-----------|------------------------|-------|--------|
| Today... | Never | Sometimes | About Half of the Time | Often | Always |
| I keep a job for a least six months | | | | | |
| I have reliable transportation to my job | | | | | |
| I manage my personal life well enough to get to work each day | | | | | |
| I plan ahead for work tomorrow | | | | | |
| I handle problems well with my boss | | | | | |
| I handle problems well with my co-workers | | | | | |
| I continually improve my work habits | | | | | |
| I complete the work I am expected to do | | | | | |

ESSENTIAL LIVING SKILLS PARTICIPANT FORM

— Instrument to be administered following classes —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times. The information you share with us will help us evaluate, develop and deliver Extension Family and Consumer Sciences programs more effectively. Filling out this form is voluntary. You may choose to leave all or any of the questions blank. Please use a ✓ or ✗ or fill in the best answer.

County _____

1. I am: Female Male

2. My age is: _____

3. I am:

African American Arab American

Asian American Caucasian/European

Native American Hispanic American/Latino

Pacific Islander Other _____

(Please be specific)

4. The number of children in my household: _____

5. The children's ages: _____

6. The total number of people living in my home: _____

7. I am the head of my home: Yes No Share _____

8. I work for paid employment:

No Part-time Temporary (*once-in-a-while*) Full-time Retired

9. Another adult in my family/household works for paid employment:

No Part-time Temporary (*once-in-a-while*) Full-time Retired

ESSENTIAL LIVING SKILLS PARTICIPATION FORM

10. My household income is:

- \$0 to 4,999
- \$5,000 to 9,999
- \$10,000 to 14,999
- \$15,000 to 19,999
- \$20,000 to 24,999
- \$25,000 to 29,999
- \$30,000 to 34,999
- \$35,000 and above

11. My educational level is:

- Less than high school
- High school or GED
- Some post-high school training
- Vocational school graduate
- College graduate or higher

12. The type of assistance I receive:

- | | |
|---|---|
| <input type="checkbox"/> Housing assistance | <input type="checkbox"/> Public assistance |
| <input type="checkbox"/> Medicare | <input type="checkbox"/> Medicaid (<i>health card?</i>) |
| <input type="checkbox"/> Food stamps | <input type="checkbox"/> Women, Infants and Children (<i>WIC</i>) |
| <input type="checkbox"/> Child support (<i>from ex-spouse/partner?</i>) | <input type="checkbox"/> Other assistance _____ |
| <input type="checkbox"/> I receive no assistance | <i>(please write in)</i> |

NEWS ARTICLE FOR PUBLICITY

A workshop series will be offered on Essential Living Skills: Job-Ready Skills beginning on _____ at _____. Classes will be held at _____.
(dates, day) *(time)* *(location)*

The instructor for this course sponsored by K-State Research and Extension, _____, is _____.
(district/county) *(name of instructor)*

The workshop will be presented in four sections:

- Job interests and skills
- Finding a job
- Keeping a job
- Problem-solving at work

The goal of Essential Living Skills: Job-Ready Skills is to encourage participants to learn skills that will help them find and hold jobs — which enables participants to be self-sufficient and realize personal satisfaction with their jobs.

If you want to improve your job-readiness skills to get a different or better job, or are returning to the workplace for paid employment . . . then this class is for you!

Please call the Extension office at _____ or _____.
(district/county) *(telephone #)*
stop at _____ to register by _____.
(location) *(due date)*

GETTING FIRED: IS THERE A "RIGHT" WAY?

Employees can be terminated (fired) for the right reason or for no reason at all, but cannot be terminated for the wrong reason.

Employers may **not** terminate (fire) an employee for:

- Refusing to commit an unlawful act, such as committing perjury or refusing to participate in illegal price-fixing schemes, or reporting an employer's wrongdoing.
- Performing a public obligation, such as serving on a jury or serving in a military reserve unit.
- Exercising a statutory right, such as filing a claim for workers' compensation or filing a discrimination complaint.
- Any form of discrimination covered by state statutes.
- Reporting an employer's breach of contract.
- Lawful union activities.
- Having wages garnished for indebtedness.

Discrimination

If an employer has more than 15 employees, Title VII of the Civil Rights Act of 1964 and the Americans With Disabilities Act applies to them. If an employer has more than 20 employees they are also subject to the Age Discrimination in Employment Act. These laws prohibit employers from discriminating against employees on the basis of race, color, religion, sex, national origin, age or disability. Any employer who uses one of those factors as a basis for firing an employee is guilty of discrimination under one of the federal antidiscrimination laws. Some state laws prohibit employers from discriminating on the basis of sexual orientation, marital status, and family status. Kansas does not have state statutes prohibiting these types of discrimination. However, individual complaints are investigated if just cause is determined. In some cases, the discrimination may be protected by other laws.

If employees are not doing their work or not doing it adequately to meet expectations, the employer should:

- Give an oral warning to the employee of the concern or problem with examples of how to change behavior.
- Impose discipline practices progressively and continue to talk to the employee about the problem.
- Use termination (getting fired) as the last resort.

Pre-problem counseling or training can prevent a lot of stress, wasted time, and other costs for both employers and employees.

If you have a problem, be willing to talk about it and try to resolve it. Remember to do the work you are being paid for.

The action must be approved by top management and conform with written policy. Some managers are given the authority to fire persons under them. Except in a for-cause dismissal, an employee is entitled to a documented, concise explanation of the reasons for dismissal. Federal law requires a 60-day advance notification of employees affected by layoffs or closings. Employers may fire employees “on the spot,” but it is courteous if they give employees two weeks notice or notice for the duration of at least one paycheck.

The boss should:

- Be honest and completely clear about the reasons for discharge and have a valid business reason for the termination.
- Avoid personal statements that might degrade or humiliate the individual or vague statements that might suggest that the situation is reversible.
- Present a precise explanation of severance pay procedures, benefit continuation forms, pension, or profit-sharing payouts and other available assistance such as counseling.
- Allow individuals to remove personal belongings at a low visibility time, after hours or on a weekend. Prepare a checklist of company property that should be accounted for.
- Try to be sensitive of the employee but do not threaten the company’s credibility.
- Document the termination in writing immediately, detailing the conversations, reactions and tones of both parties.
- Inform the staff of the termination. In the case of for-cause termination, the incident should be mentioned only briefly, in a nondefamatory manner. If performance was the reason, experts suggest that employers simply state that the employer and employee agreed to part company.
- Answer questions from other employees in privacy.

Reasons Employees Could Get Fired

- Incompetence
- Failure to respond to training
- Gross insubordination
- Repeated unexcused absences or lateness
- Sexual harassment
- Verbal abuse
- Physical violence
- Falsification of records
- Theft
- Drunkenness on the job

Sources: <http://www.lectlaw.com> | <http://www.smartbiz.com> | <http://www.eeoc.gov>

Kansas Human Rights Commission

QUITTING A JOB: IS THERE A "RIGHT" WAY?

You have the right to quit a job, just as you have a right to apply for a job. However, you may wish to consider the way you quit your job. The way you go about quitting your job may have an impact on your future. Sometimes people quit a job by simply not going back to the job even though they are scheduled to work. This is not being considerate of your employer. The way you leave your job may influence the type of reference your employer will give you for future jobs. You will want to consider several things before you quit your job:

- Why do I want to quit my job?
- Do I have another source of income?
- Do I have another job lined up?
- Do I have a partner or family to consider in this decision?
- Will quitting this job change my lifestyle a lot?
- Will my employer give me a good reference?
- Have I been fair to my employer in giving enough notice?
- Have I made adequate plans for this change?
- Are there better opportunities (higher wages, more hours, preferred shift, benefits, etc.) for me if I quit this job to take another?
- Do I need to make a change at this time?

You will need to decide what is best for you. However, you will want to use good judgment and give your job choices some consideration. If you are having conflict on the job you may wish to talk to someone you trust. If you are making too many mistakes, you may wish to get more training. If your work is not valued, you may wish to talk to your supervisor. Try not to make any hurried decisions. It is best to talk about your job and make some plans for your future before you quit.

PRE-SCREENING NOTICE AND CERTIFICATION REQUEST FORM

Form **8850**
(Rev. March 2015)
Department of the Treasury
Internal Revenue Service

Pre-Screening Notice and Certification Request for the Work Opportunity Credit

OMB No. 1545-1500

► Information about Form 8850 and its separate instructions is at www.irs.gov/form8850.

Job applicant: Fill in the lines below and check any boxes that apply. Complete only this side.

Your name _____ Social security number ► _____

Street address where you live _____

City or town, state, and ZIP code _____

County _____ Telephone number _____

If you are under age 40, enter your date of birth (month, day, year) _____

- 1 Check here if you received a conditional certification from the state workforce agency (SWA) or a participating local agency for the work opportunity credit.
- 2 Check here if **any** of the following statements apply to you.
 - I am a member of a family that has received assistance from Temporary Assistance for Needy Families (TANF) for any 9 months during the past 18 months.
 - I am a veteran and a member of a family that received Supplemental Nutrition Assistance Program (SNAP) benefits (food stamps) for at least a 3-month period during the past 15 months.
 - I was referred here by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.
 - I am at least age 18 but **not** age 40 or older and I am a member of a family that:
 - a. Received SNAP benefits (food stamps) for the past 6 months; **or**
 - b. Received SNAP benefits (food stamps) for at least 3 of the past 5 months, **but** is no longer eligible to receive them.
 - During the past year, I was convicted of a felony or released from prison for a felony.
 - I received supplemental security income (SSI) benefits for any month ending during the past 60 days.
 - I am a veteran and I was unemployed for a period or periods totaling at least 4 weeks but less than 6 months during the past year.
- 3 Check here if you are a veteran and you were unemployed for a period or periods totaling at least 6 months during the past year.
- 4 Check here if you are a veteran entitled to compensation for a service-connected disability and you were discharged or released from active duty in the U.S. Armed Forces during the past year.
- 5 Check here if you are a veteran entitled to compensation for a service-connected disability and you were unemployed for a period or periods totaling at least 6 months during the past year.
- 6 Check here if you are a member of a family that:
 - Received TANF payments for at least the past 18 months; **or**
 - Received TANF payments for any 18 months beginning after August 5, 1997, **and** the earliest 18-month period beginning after August 5, 1997, ended during the past 2 years; **or**
 - Stopped being eligible for TANF payments during the past 2 years because federal or state law limited the maximum time those payments could be made.

Signature—All Applicants Must Sign

Under penalties of perjury, I declare that I gave the above information to the employer on or before the day I was offered a job, and it is, to the best of my knowledge, true, correct, and complete.

Job applicant's signature ► _____

Date _____

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Cat. No. 22851L

Form **8850** (Rev. 3-2015)

For Employer's Use Only

Employer's name _____ Telephone no. _____ EIN ► _____

Street address _____

City or town, state, and ZIP code _____

Person to contact, if different from above _____ Telephone no. _____

Street address _____

City or town, state, and ZIP code _____

If, based on the individual's age and home address, he or she is a member of group 4 or 6 (as described under *Members of Targeted Groups* in the separate instructions), enter that group number (4 or 6) ► _____

Date applicant:

Gave information _____ Was offered job _____ Was hired _____ Started job _____

Under penalties of perjury, I declare that the applicant provided the information on this form on or before the day a job was offered to the applicant and that the information I have furnished is, to the best of my knowledge, true, correct, and complete. Based on the information the job applicant furnished on page 1, I believe the individual is a member of a targeted group. I hereby request a certification that the individual is a member of a targeted group.

Employer's signature ► _____ **Title** _____ **Date** _____

Privacy Act and Paperwork Reduction Act Notice

Section references are to the Internal Revenue Code.

Section 51(d)(13) permits a prospective employer to request the applicant to complete this form and give it to the prospective employer. The information will be used by the employer to complete the employer's federal tax return. Completion of this form is voluntary and may assist members of targeted groups in securing employment. Routine uses of this form include giving it to the state workforce agency (SWA), which will contact appropriate sources to confirm that the applicant is a member of a targeted group. This form may also be given to the Internal Revenue Service for administration of the Internal Revenue laws, to the Department of Justice for civil and

criminal litigation, to the Department of Labor for oversight of the certifications performed by the SWA, and to cities, states, and the District of Columbia for use in administering their tax laws. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by section 6103.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is:

- Recordkeeping** . . . 6 hr., 27 min.
- Learning about the law or the form** 24 min.
- Preparing and sending this form to the SWA** 31 min.

If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can send us comments from www.irs.gov/formspubs. Click on "More Information" and then on "Give us feedback." Or you can send your comments to:

Internal Revenue Service
Tax Forms and Publications
1111 Constitution Ave. NW, IR-6526
Washington, DC 20224

Do not send this form to this address. Instead, see *When and Where To File* in the separate instructions.

Instructions for Form 8850

(Rev. March 2015)



Department of the Treasury
Internal Revenue Service

Pre-Screening Notice and Certification Request for the Work Opportunity Credit

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future Developments

For the latest information about developments related to Form 8850 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/form8850.

What's New

- The work opportunity credit has been extended to cover certain individuals who began working for you after December 31, 2013, and before January 1, 2015. For information about transitional relief, see [When and Where To File](#).
- Empowerment zone designations generally expired at the end of 2013. However, the Tax Increase Prevention Act of 2014 provides for an extension of the designations to the end of 2014. For details, see [Empowerment Zones](#).

Purpose of Form

Employers use Form 8850 to pre-screen and to make a written request to the state workforce agency (SWA) of the state in which their business is located (where the employee works) to certify an individual as a member of a targeted group for purposes of qualifying for the work opportunity credit.

Submitting Form 8850 to the SWA is but one step in the process of qualifying for the work opportunity credit. The state work opportunity tax credit (WOTC) coordinator for the SWA must certify the job applicant is a member of a targeted group. After starting work, the employee must meet the minimum number-of-hours-worked requirement for the work opportunity credit. Generally, an employer elects to take the credit by filing Form 5884, Work Opportunity Credit. However, a tax-exempt organization that hires a qualified veteran should report the work opportunity credit on Form 5884-C, Work Opportunity Credit for Qualified Tax-Exempt Organizations Hiring Qualified Veterans.



You must receive the certification from the SWA before you can claim the related credit on Form 5884 or Form 5884-C.

Who Should Complete and Sign the Form

The job applicant gives information to the employer on or before the day a job offer is made. This information is entered on Form 8850. Based on the applicant's information, the employer determines whether or not he or she believes the applicant is a member of a targeted group (as defined under [Members of Targeted Groups](#)). If the employer believes the applicant is a member of a targeted group, the employer completes the rest of the form no later than the day the job offer is made. Both the job applicant and the employer must sign Form 8850 no later than the date for submitting the form to the SWA.

Instructions for Employer

When and Where To File

Do not file Form 8850 with the Internal Revenue Service. Instead, you must generally submit it to the SWA of the state in which your business is located (where the employee works) no later than the 28th calendar day after the date the member of a targeted group begins working for you. However, for members of targeted groups who began working for you after December 31, 2013, and before January 1, 2015, you have until April 30, 2015, to submit Form 8850 to the SWA.

Although facsimile filing of Form 8850 is permitted, not all states are equipped to accept a faxed copy of Form 8850. Contact your state WOTC coordinator as discussed below and see Notice 2012-13 for details. Notice 2012-13, 2012-9 I.R.B. 421, is available at www.irs.gov/irb/2012-09_IRB/ar07.html.

Although electronic filing of Form 8850 is permitted, not all states are equipped to receive Form 8850 electronically. Contact your state WOTC coordinator as discussed next and see Announcement 2002-44 and Notice 2012-13 for details. You can find Announcement 2002-44 on page 809 of Internal Revenue Bulletin 2002-17 at www.irs.gov/pub/irs-irbs/irb02-17.pdf.

To get the name, address, phone and fax numbers, and email address of the WOTC coordinator for your state, visit the Department of Labor Employment and Training Administration (ETA) website at www.doleta.gov/business/Incentives/opptax.



*Never attach Form 8850 to a tax return or otherwise send it to the IRS, regardless of the employee's targeted group. Form 8850 **must** be submitted to the SWA of the state in which your business is located (where the employee works).*

Additional Requirements for Certification

In addition to filing Form 8850, you must complete and send to your state WOTC coordinator either:

- ETA Form 9062, Conditional Certification Form, if the job applicant received this form from a participating agency (for example, the Jobs Corps); or
- ETA Form 9061, Individual Characteristics Form, if the job applicant did not receive a conditional certification.

You can get ETA Form 9061 from your local public employment service office or you can download it from the ETA website at www.doleta.gov/business/Incentives/opptax.

Recordkeeping

Keep copies of Forms 8850, any transmittal letters that you submit to your state WOTC coordinator, and certification letters you receive from your WOTC coordinator as long as they may be needed for the administration of the provisions

relating to the work opportunity credit. Records that support the credit usually must be kept for 3 years from the date any income tax return claiming the credit is due or filed, whichever is later.

Members of Targeted Groups

A job applicant may be certified as a member of a targeted group if he or she is described in one of the following groups.

1. **Qualified IV-A recipient.** An individual who is a member of a family receiving assistance under a state plan approved under part A of title IV of the Social Security Act relating to Temporary Assistance for Needy Families (TANF). The assistance must be received for any 9 months during the 18-month period ending on the hiring date.

2. **Qualified veteran.** A veteran who is any of the following.

- A member of a family that has received Supplemental Nutrition Assistance Program (SNAP) benefits (food stamps) for at least a 3-month period during the 15-month period ending on the hiring date.
- Unemployed for a period or periods totaling at least 4 weeks (whether or not consecutive) but less than 6 months in the 1-year period ending on the hiring date.
- Unemployed for a period or periods totaling at least 6 months (whether or not consecutive) in the 1-year period ending on the hiring date.
- Entitled to compensation for a service-connected disability and is hired not more than 1 year after being discharged or released from active duty in the U.S. Armed Forces.
- Entitled to compensation for a service-connected disability and was unemployed for a period or periods totaling at least 6 months (whether or not consecutive) in the 1-year period ending on the hiring date.

Note. Requesting the information in box 4 or box 5 of Form 8850 is an exception to the Americans with Disabilities Act's prohibition on pre-offer disability-related inquiries. The purpose of this request is to support the hiring of certain disabled veterans, which will entitle the employer to a larger work opportunity credit than the hiring of other targeted group members.

To be considered a veteran, the applicant must:

- Have served on active duty (not including training) in the Armed Forces of the United States for more than 180 days or have been discharged or released from active duty for a service-connected disability, and
- Not have a period of active duty (not including training) of more than 90 days that ended during the 60-day period ending on the hiring date.

3. **Qualified ex-felon.** An ex-felon who has been convicted of a felony under any federal or state law, and is hired not more than 1 year after the conviction or release from prison for that felony.

4. **Designated community resident.** An individual who is at least age 18 but not yet age 40 on the hiring date and lives within an empowerment zone or rural renewal county (defined later).

5. **Vocational rehabilitation referral.** An individual who has a physical or mental disability resulting in a substantial handicap to employment and who was referred to the employer upon completion of (or while receiving) rehabilitation services by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.

6. **Summer youth employee.** An individual who:

- Performs services for the employer between May 1 and September 15;
- Is at least age 16 but not yet age 18 on the hiring date (or if later, on May 1);
- Has never worked for the employer before; and
- Lives within an empowerment zone.

7. **Recipient of SNAP benefits (food stamps).** An individual who:

- Is at least age 18 but not yet age 40 on the hiring date, and
- Is a member of a family that:
 - a. Has received SNAP benefits for the 6-month period ending on the hiring date; or
 - b. Is no longer eligible for such assistance under section 6(o) of the Food Stamp Act of 1977, but the family received SNAP benefits for at least 3 months of the 5-month period ending on the hiring date.

8. **SSI recipient.** An individual who is receiving supplemental security income benefits under title XVI of the Social Security Act (including benefits of the type described in section 1616 of the Social Security Act or section 212 of Public Law 93-66) for any month ending during the 60-day period ending on the hiring date.

9. **Long-term family assistance recipient.** An individual who is a member of a family that:

- Has received TANF payments for at least 18 consecutive months ending on the hiring date; or
- Receives TANF payments for any 18 months (whether or not consecutive) beginning after August 5, 1997, and the earliest 18-month period beginning after August 5, 1997, ended during the past 2 years; or
- Stopped being eligible for TANF payments because federal or state law limits the maximum period such assistance is payable and the individual is hired not more than 2 years after such eligibility ended.

Member of a Family

With respect to the qualified IV-A recipient, qualified veteran, recipient of SNAP benefits (food stamps), and long-term family assistance recipient, an individual whose family receives assistance for the requisite period meets the family assistance requirement of the applicable group if the individual is included on the grant (and thus receives assistance) for some portion of the specified period.

Empowerment Zones

The following paragraphs describe areas that were designated empowerment zones.



The empowerment zone designations generally expired at the end of 2013. However, the Tax Increase Prevention Act of 2014 provides for an extension of the designations to the end of 2014. To extend the designations, state and local governments must amend their nominations for designation to change the termination date to December 31, 2014. Notice 2015-26 provides guidance on amending nominations for designation.

Urban areas. Parts of the following urban areas were designated empowerment zones. You can find out if your business or an employee's residence is located within an urban empowerment zone by using the EZ/RC Address Locator at www.hud.gov/crlocator.

- Baltimore, MD
- Boston, MA

- Chicago, IL
- Cincinnati, OH
- Cleveland, OH
- Columbia/Sumter, SC
- Columbus, OH
- Cumberland County, NJ
- Detroit, MI
- El Paso, TX
- Fresno, CA
- Gary/Hammond/East Chicago, IN
- Huntington, WV/Ironton, OH
- Jacksonville, FL
- Knoxville, TN
- Los Angeles, CA (city and county)
- Miami/Dade County, FL
- Minneapolis, MN
- New Haven, CT
- New York, NY
- Norfolk/Portsmouth, VA
- Oklahoma City, OK
- Philadelphia, PA/Camden, NJ
- Pulaski County, AR
- San Antonio, TX
- Santa Ana, CA
- St. Louis, MO/East St. Louis, IL
- Syracuse, NY
- Tucson, AZ
- Yonkers, NY

Rural areas. Parts of the following rural areas were designated empowerment zones. You can find out if your business or an employee's residence is located within a rural empowerment zone by using the EZ/RC Address Locator at www.hud.gov/crlocator.

- Aroostook County, ME (part of Aroostook County)
- Desert Communities, CA (part of Riverside County)
- Griggs-Steele, ND (part of Griggs County and all of Steele County)
- Kentucky Highlands, KY (part of Wayne County and all of Clinton and Jackson Counties)
- Mid-Delta, MS (parts of Bolivar, Holmes, Humphreys, Leflore, Sunflower, and Washington Counties)
- Middle Rio Grande FUTURO Communities, TX (parts of Dimmit, Maverick, Uvalde, and Zavala Counties)
- Oglala Sioux Tribe, SD (parts of Jackson and Bennett Counties and all of Shannon County)
- Rio Grande Valley, TX (parts of Cameron, Hidalgo, Starr, and Willacy Counties)
- Southernmost Illinois Delta, IL (parts of Alexander and Johnson Counties and all of Pulaski County)
- Southwest Georgia United, GA (part of Crisp County and all of Dooly County)

Rural Renewal Counties

A rural renewal county is a county in a rural area that lost population during the 5-year periods 1990 through 1994 and 1995 through 1999. Rural renewal counties are listed below.

Alabama. The counties of Butler, Dallas, Macon, Perry, Sumter, and Wilcox.

Alaska. The census areas of Aleutians West, Wrangell-Petersburg, and Yukon-Koyukuk.

Arkansas. The counties of Arkansas, Chicot, Clay, Desha, Jackson, Lafayette, Lee, Little River, Monroe, Nevada, Ouachita, Phillips, Union, and Woodruff.

Colorado. The counties of Cheyenne, Kiowa, and San Juan.

Georgia. The counties of Randolph and Stewart.

Illinois. The counties of Alexander, Edwards, Franklin, Gallatin, Greene, Hancock, Hardin, Jasper, Knox, McDonough, Montgomery, Pulaski, Randolph, Richland, Scott, Warren, Wayne, and White.

Indiana. Perry County.

Iowa. The counties of Adair, Adams, Appanoose, Audubon, Butler, Calhoun, Cass, Cherokee, Clay, Clayton, Emmet, Floyd, Franklin, Fremont, Hancock, Humboldt, Ida, Keokuk, Kossuth, Montgomery, Osceola, Palo Alto, Pocahontas, Poweshiek, Sac, Taylor, Union, Wayne, Winnebago, and Worth.

Kansas. The counties of Atchison, Barber, Barton, Brown, Clay, Cloud, Comanche, Decatur, Edwards, Elk, Ellsworth, Gove, Graham, Greeley, Greenwood, Harper, Hodgeman, Jewell, Kiowa, Labette, Lane, Lincoln, Marshall, Mitchell, Montgomery, Ness, Osborne, Phillips, Rawlins, Republic, Rooks, Rush, Russell, Scott, Sheridan, Sherman, Smith, Stafford, Trego, Wallace, Washington, Wichita, and Woodson.

Kentucky. The counties of Bell, Caldwell, Floyd, Harlan, Hickman, Leslie, Letcher, Pike, and Union.

Louisiana. The parishes of Bienville, Claiborne, Franklin, Jackson, Morehouse, St. Mary, Tensas, Vernon, and Webster.

Maine. The counties of Aroostook and Piscataquis.

Michigan. The counties of Gogebic, Marquette, and Ontonagon.

Minnesota. The counties of Big Stone, Chippewa, Cottonwood, Faribault, Jackson, Kittson, Koochiching, Lac Qui Parle, Lincoln, Marshall, Martin, Murray, Norman, Pipestone, Red Lake, Redwood, Renville, Stevens, Traverse, Wilkin, and Yellow Medicine.

Mississippi. The counties of Adams, Coahoma, Humphreys, Montgomery, Quitman, Sharkey, Tallahatchie, and Washington.

Missouri. The counties of Atchison, Carroll, Chariton, Clark, Holt, Knox, Mississippi, New Madrid, Pemiscot, and Worth.

Montana. The counties of Carter, Daniels, Dawson, Deer Lodge, Fallon, Garfield, Hill, Liberty, McCone, Petroleum, Phillips, Powder River, Prairie, Richland, Roosevelt, Rosebud, Sheridan, Valley, and Wibaux.

Nebraska. The counties of Antelope, Banner, Boone, Box Butte, Boyd, Burt, Cedar, Chase, Deuel, Dundy, Fillmore, Franklin, Garden, Garfield, Greeley, Hayes, Hitchcock, Holt, Jefferson, Johnson, Logan, Nance, Nemaha, Nuckolls, Pawnee, Perkins, Red Willow, Richardson, Rock, Sheridan, Sherman, Thayer, Thomas, Valley, Webster, and Wheeler.

Nevada. The counties of Esmeralda, Lander, and Mineral.

New Hampshire. Coos County.

New Mexico. The counties of Harding and Quay.

New York. The counties of Clinton and Montgomery.

North Dakota. The counties of Adams, Barnes, Benson, Billings, Bottineau, Burke, Cavalier, Dickey, Divide, Dunn, Eddy, Emmons, Foster, Golden Valley, Grant, Griggs, Hettinger, Kidder, LaMoure, Logan, McHenry, McIntosh, McKenzie, McLean, Mercer, Mountrail, Nelson, Oliver, Pembina, Pierce, Ramsey, Ransom, Renville, Sargent, Sheridan, Slope, Stark, Steele, Stutsman, Towner, Traill, Walsh, Wells, and Williams.

Ohio. The counties of Crawford, Monroe, Paulding, Seneca, and Van Wert.

Oklahoma. The counties of Alfalfa, Beaver, Cimarron, Custer, Dewey, Ellis, Grant, Greer, Harmon, Harper, Kiowa, Major, Roger Mills, Seminole, Tillman, and Woodward.

Pennsylvania. The counties of Venango and Warren.

South Carolina. Marlboro County.

South Dakota. The counties of Aurora, Campbell, Clark, Day, Deuel, Douglas, Faulk, Grant, Gregory, Haakon, Hand, Harding, Hutchinson, Jones, Kingsbury, Marshall,

McPherson, Miner, Perkins, Potter, Sanborn, Spink, Tripp, and Walworth.

Texas. The counties of Andrews, Bailey, Baylor, Borden, Briscoe, Brooks, Castro, Cochran, Coleman, Collingsworth, Cottle, Crane, Culberson, Deaf Smith, Dimmit, Eastland, Fisher, Floyd, Foard, Gray, Hall, Hardeman, Haskell, Hemphill, Hockley, Hutchinson, Kenedy, Kent, Knox, Lamb, Martin, McCulloch, Morris, Nolan, Oldham, Reagan, Reeves, Refugio, Roberts, Scurry, Stonewall, Terrell, Terry, Upton, Ward, Wheeler, Wilbarger, Winkler, Yoakum, and Zavala.

Virginia. The counties of Buchanan, Dickenson, Highland, and Lee, and the independent cities of Clifton Forge, Covington, Norton, and Staunton.

West Virginia. The counties of Calhoun, Gilmer, Logan, McDowell, Mercer, Mingo, Summers, Tucker, Webster, Wetzell, and Wyoming.

Wyoming. The counties of Carbon and Niobrara.

KANSAS JOB SERVICE CENTERS

Found at

<https://www.kansasworks.com/ada/r/contact>

Kansas City
Wyandotte County Workforce
Center
913-279-2600

Overland Park
Johnson County Workforce
Center
913-577-5900

Lawrence
Lawrence Workforce Center
785-840-9675

Leavenworth
Leavenworth County Workforce
Center
913-651-1800

Topeka
Topeka Workforce Center
785-235-5627

Emporia
KANSASWORKS Emporia
620-342-3355

Manhattan
Manhattan Workforce Center
785-539-5691

Junction City
Junction City Workforce Center
785-762-8870

Salina
KANSASWORKS Salina
785-827-0385

Hays
KANSASWORKS Hays
785-625-5654

Hutchinson
KANSASWORKS Hutchinson
620-665-3559

Dodge City
KANSASWORKS Dodge City
620-227-2149

Great Bend
KANSASWORKS Great Bend
620-793-5445

Garden City
KANSASWORKS Garden City
620-276-2339

Wichita
Wichita Workforce Center
316-771-6800

El Dorado
Butler Workforce Center
316-321-2350

Winfield
Cowley County Workforce Center
620-221-7790

Pittsburg
KANSASWORKS Pittsburg
620-231-4250

Independence
KANSASWORKS Independence
620-332-5904

Chanute
KANSASWORKS Chanute
620-431-2820

Leavenworth
Leavenworth (Vet Outreach)
913-946-1537

Wichita
Wichita Vet Center
316-265-3260

Manhattan
Manhattan Vets Center
785-350-4920

Paola
KANSASWORKS Paola
913-937-9462

Hays
KANSASWORKS Mobile
Workforce Center
785-625-5654

Wellington
Sumner County Workforce Center
620-326-2659

ADULT EDUCATION CENTERS – GED

(retrieved 9-2015)

http://www.kansasregents.org/academic_affairs/adult_education/adult_education_centers

Numerous Kansas institutions have information about their adult education programs available online. The Kansas Board of Regents has compiled this list of sites for you to find the program best suited for your needs.

Arkansas City

Cowley Community College - Adult Education
Director: Jennifer Anderson
125 South Second
Arkansas City, KS 67005
620-441-5258

Atchison

Highland Community College - Adult Education Program
Director: Mary Johanning
1501 West Riley
Atchison, KS 66002
913-367-6204 x.104

Chanute

Eastern Kansas Adult Education
Neosho County Community College - Adult Education Center
Director: Krista K. Clay
800 W. 14th
Chanute, KS 66720
620-431-2820 ext. 276

Clay Center

Cloud County Community College - Adult Education
Contact: Kathy Dawson
408 Lincoln St
Clay Center, KS 67432
785-632-2588

Colby

Colby Community College - Adult Education
Director: Nance Munderloh
1255 South Range
Colby, KS 67701
785-460-4663

Concordia

Cloud County Community College - Adult Education
Director: Debbie Kearn
2221 Campus Dr.
Concordia, KS 66901
785-243-1435 ext. 335

Dodge City

Dodge City Community College - Adult Learning Center
Director: Brandie Ferguson
700 Avenue G
Dodge City, KS 67801
620-225-0123

El Dorado

Butler Community College - Adult Education Center
Director: Sherill Watkins
901 S. Haverhill
El Dorado, KS 67042-3280
316-323-6079

Emporia

Flint Hills Technical College - Adult Education Center
Director: Janson Hendry
620 Constitution Street
Emporia, KS 66801
620-343-4630

Fort Scott

Eastern Kansas Adult Education
Fort Scott Community College - Adult Education
Director: Krista K. Clay
2108 S. Horton
Fort Scott, KS 66701
800-874-3722

Garden City

Garden City - Adult Learning Center
Director: Hector Martinez
801 Campus Drive
Garden City, KS 67846
620-276-7600

Gardner, Johnson County Adult Education at Gardner Library
Director: Janice Blansit
137 E. Shawnee St
Gardner, KS 66030
913-469-7621

Great Bend

Barton Community College - Center for Adult Education
Director: Christopher Lemon
1025 Main
Great Bend, KS 67530
620-786-7560

Hutchinson

Hutchinson Community College - Hutchinson Learning Center
Director: Kathy Petz
1300 North Plum
Hutchinson, KS 67501
620-665-8004

Independence

Eastern Kansas Adult Education
Independence Community College - Adult Education Success Center
Director: Krista K. Clay
200 Arco Place, Box 111
Independence, KS 67301
620-431-2820 ext. 276

ADULT EDUCATION CENTERS

Junction City

Cloud County Community College -
Adult Education
Contact: Peggys Faulkner
631 Caroline Ave
785-238-8010 ext. 711
Junction City, KS 66441

Kansas City

Kansas City Kansas Community
College - On Track
Director: Rosemary Lischka
7250 State Avenue
Kansas City, KS 66112
913-288-7660

Lawrence

Lawrence USD 497 - Adult Learning
Center
Director: Rick Henry
2145 Louisiana
Lawrence, KS 66046
785-832-5960 ext. 1886

Leavenworth

KCKCC - Leavenworth Center
Director: Rosemary Lischka
225 Cherokee
Leavenworth, KS 66048
913-288-7660

Liberal

Seward County Community College/
Area Technical School - Colvin Adult
Learning Center
Director: Travis J. Combs
930 N. Kansas Avenue
Liberal, KS 67901-2643
620-417-1310

Manhattan

Manhattan USD 383 - Adult
Learning Center
Director: Vickie Fix-Turkowski
205 S. 4th St, Suite F
Manhattan, KS 66502
785-539-9009

McPherson

Hutchinson Community College
- McPherson
Learning Center
Director: Kathy Petz
2208 East Kansas
McPherson KS 67460
620-665-8004

Merriam

Johnson County Adult Education at
Antioch Library
Director: Janice Blansit
8700 Shawnee Mission Parkway
Merriam, KS 66202
913-469-7621

Newton

Hutchinson Community College
- Newton
Learning Center
Director: Kathy Petz
203 Broadway, Suite 100
Newton KS 67114
620-665-8004

Olathe

Johnson County Adult Education at
Center of Grace
Director: Janice Blansit
520 S. Harrison St
Olathe, KS 66061
913-469-7621

Johnson County Adult Education at
Olathe Health Education Center
Director: Janice Blansit
21201 W. 152nd St
Olathe, KS 66061
913-469-7621

Osawatomic

Osawatomic USD 367 - Community
Learning Center
Director: Karen Ulanski
1200 Trojan Drive
Osawatomic, KS 66064
913-755-3690

Ottawa

Eastern Kansas Adult Education
Ottawa USD 290 - Adult Education
Center
Director: Krista K. Clay
420 South Main
Ottawa, KS 66067
620-431-2820 ext. 276

Overland Park

Johnson County Adult Education at
West Park Center
Director: Janice Blansit
9780 W. 87th Street
Overland Park, KS 66212
913-469-7621

Paola

Paola USD 368 - Adult Education
Center
Director: Karen Ulanski
1710 Industrial Park Drive
Paola, KS 66071
913-294-8018

Parsons

Eastern Kansas Adult Education
Labette Community College -
Student Success Center
Director: Krista K. Clay
200 S. 14th Street
Parsons, KS 67357
620-431-2820 ext. 276

Pittsburg

Pittsburg USD 250 - Adult
Education Center
Director: Karen Sooter
1600 N. Walnut
Pittsburg, KS 66762
620-235-3188

Salina

Salina Adult Education Center USD
305
Director: Kelly Mobray
2620 Centennial Rd
Salina, KS 67401
785-309-4660

ADULT EDUCATION CENTERS

Topeka USD 501 Adult Education
Center

Contact: Mandy Cox
5724 SW Huntoon, Building A
Topeka, KS 66604
785-670-2248

Topeka: Let's Help, Inc. - Family
Literacy/ Employment Program

Director: Linda Kehres
200 S. Kansas Avenue
Topeka, KS 66603
785-234-6208 ext. 267

KANSAS LEGAL SERVICES

A Non-Profit Law Firm and Community Education Organization

We are a statewide non-profit corporation. We are dedicated to helping low income Kansans meet their basic needs through providing essential legal and mediation services.

KLS strives to eliminate the causes of poverty and mitigate its effects by helping individuals achieve and maintain self-sufficiency. - See more at:

<http://www.kansaslegalservices.org/node/2/about-us#sthash.2ZYunCAL.dpuf>

712 S. Kansas Ave, Suite 200. Topeka, KS 66603

Tel: 785-233-2068, Fax: 785-354-8311

Call us toll-free at 1-800-723-6953

<http://www.kansaslegalservices.org/node/809/online-application>

Updated 9/2015

KANSAS HUMAN RIGHTS COMMISSION

The mission of the Kansas Human Rights Commission is to prevent and eliminate discrimination and assure equal opportunities in all employment relations, to eliminate and prevent discrimination, segregation or separation, and assure equal opportunities in all places of public accommodations and in housing.

The agency philosophy in accomplishing its mission is to act in accordance with the highest standards of professional conduct, ethics, efficiency, and accountability. Realizing that the principles of equality and the protection of basic human rights are the most noble of human efforts, we dedicate our activities toward that purpose, believing that eternal vigilance is the price of freedom.

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

Area Offices

Main Office, Topeka:

900 S.W. Jackson, Suite 568-S

Topeka, KS 66612-1258

voice: 785-296-3206

fax: 785-296-0589

Toll Free: 888-793-6874

Dodge City Office:

100 Military Plaza, Suite 220

Dodge City, KS 67801-4945

voice: 620-225-4804

fax: 620-225-4986

Wichita Office:

Effective September 15, 2014, the Wichita office address is:

300 W. Douglas Avenue, Suite 220

Wichita, Kansas 67202

voice: 316-337-6270

fax: 316-337-7376

Updated 9/2015

KANSAS LABOR INFORMATION CENTER

(Kansas Department of Human Resources)

<https://klic.dol.ks.gov/gsipub/index.asp?docid=442>

2020 Employment Projections

Kansas 10 Year Job Outlook

2010 – 2020

The Kansas Occupational Outlook projects the total employment in the state of Kansas to grow by 177,741 jobs over the 10-year period. Nearly half (45 percent) of these new jobs will be in the healthcare and education sector.

The 10 year projection program projects the long-term trend of employment in Kansas. The major assumption is full employment in the projected year. In this way the program is not intending to project future expansions and contractions, only the long-term trend.

Long-term projections are created every two years and cover a 10-year time span. The projections are funded by the U.S. Department of Labor's (DOL) Employment and Training Administration.

LAWS ENFORCED BY THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

(EEOC)

Title VII of the Civil Rights Act of 1964 (Title VII)

This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

The Pregnancy Discrimination Act

This law amended Title VII to make it illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Equal Pay Act of 1963 (EPA)

This law makes it illegal to pay different wages to men and women if they perform equal work in the same workplace. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Age Discrimination in Employment Act of 1967 (ADEA)

This law protects people who are 40 or older from discrimination because of age. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Title I of the Americans with Disabilities Act of 1990 (ADA)

This law makes it illegal to discriminate against a qualified person with a disability in the private sector and in state and local governments. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

Sections 102 and 103 of the Civil Rights Act of 1991

Among other things, this law amends Title VII and the ADA to permit jury trials and compensatory and punitive damage awards in intentional discrimination cases.

Sections 501 and 505 of the Rehabilitation Act of 1973

This law makes it illegal to discriminate against a qualified person with a disability in the federal government. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified

individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

The Genetic Information Nondiscrimination Act of 2008 (GINA)

Effective - November 21, 2009.

This law makes it illegal to discriminate against employees or applicants because of genetic information. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about any disease, disorder or condition of an individual's family members (i.e. an individual's family medical history). The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

<http://www.eeoc.gov/laws/statutes/>

Updated 9/2015

ADDITIONAL RESOURCES

(updated 9/2015)

Family and Medical Leave Act

Small Business Handbook: Wage, Hour and Other Workplace Standards

<http://www.dol.gov/whd/fmla/>

Minimum Wage and Overtime Pay

Small Business Handbook: Wage, Hour and Other Workplace Standards

<http://www.dol.gov/compliance/guide/minwage.htm>

Facts About Race/Color Discrimination

The U.S. Equal Employment Opportunity Commission

<http://www.eeoc.gov/facts/fs-race.html>

Facts About Pregnancy Discrimination

The U.S. Equal Employment Opportunity Commission

<http://www.eeoc.gov/facts/fs-preg.html>

Federal Laws Prohibiting Job Discrimination

The U.S. Equal Opportunity Commission

<http://www.eeoc.gov/facts/qanda.html>

Exploring Career Paths

A Guide for Students and Their Families

To order contact:

Kansas Competency-Based Curriculum Center

Washburn University

1700 SW College

Topeka, KS 66621

785-670-1450

<http://www.washburn.edu/current-students/career-services/major-path/>

Kansas Child Labor Laws (K-ES-P439 Revised 8/98)

To order contact:

Employment Standards

401 SW Topeka Blvd.

Topeka, KS 66603-3182

785-296-5000

www.dol.ks.gov

www.dol.ks.gov/Laws/faqchild.aspx

Workforce Investment Act (WIA)

One-Stop Systems

Employment and Training

Kansas Department of Human Resources

www.kansasworkforceone.org/

www.kansasworkforceone.org/pdf/Final-Kansas-PY09.pdf

Employment Standards

Kansas Department of Human Resources

1430 SW Topeka Boulevard

Topeka, KS 66612-1880

785-296-4062

provides information on:

*Back wages for employees

*Overtime

*Commissions

*Child labor laws

<https://www.dol.ks.gov/Laws/Default.aspx>

Unemployment: 1-800-292-6333

Kansas State Department of Education

Kansas Board of Regents

Kansas State Department of Education

Landon State Office Building

900 SW Jackson Street

Topeka, Kansas 66612-1212

785.296.3201

www.ksde.org

contact@ksde.org

provides information on:

*GED programs in Kansas

*Adult learning Centers

Congratulations to

*for completing
Essential Living Skills: Job-Ready Skills*



_____ Date

_____ Instructor



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www.ksre.ksu.edu

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