

LIVING SKILLS

Practical Guidance

LOOKING FOR WORK

FACILITATOR GUIDE



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SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



HANDOUTS: Whenever you see this icon in this guide, there is a copy of the handout at the end of the session. The number on the icon corresponds to the handout number.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants, this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, the videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF LOOKING FOR WORK

What Are the Key Topics Covered in Looking for Work?

Work makes up a major part of most people's lives. It is essential for physical survival and valuable for emotional and spiritual health. This topic is divided into four sessions:

SESSION 1 discusses the importance of work and explores participants' strengths and passions and how those relate to the kind of job they may want.

SESSION 2 focuses on ways to learn about job opportunities, interview skills, and writing cover letters and resumes.

SESSION 3 focuses on some practical advice that participants can follow to keep their jobs and practice good work habits.

SESSION 4 explores how to develop a career, to recognize one's own areas of expertise, and to get the most out of that expertise in the workplace.

Why Are Employment and Career Development Skills So Important?

Work consumes significant portions of time for most people. In addition to the very practical benefit of being able to pay for food, shelter, and other basics of life, work contributes to a sense of meaning. Making a contribution to the world, whether big or small, is an important goal of many people's lives. Work is one of the ways people can make this contribution.

Getting a job may be daunting for people who have mental illness or addiction, are in early recovery, have been in prison, have a limited education, or otherwise have been living in difficult circumstances. Once they land a job, they will also benefit from information on how to approach work, keep their jobs, and think long term about what kind of career they want to have.



SCOPE AND SEQUENCE

| SESSIONS | LEARNER OUTCOMES |
|--|---|
| <p>Session 1. Identifying the Job You Want</p> | <ul style="list-style-type: none"> • Describe reasons why work is important. • Identify their personal strengths and passions. • Identify certain jobs that require their personal strengths and passions. |
| <p>Session 2. Getting a Job</p> | <ul style="list-style-type: none"> • Identify ways to learn about job opportunities. • Explain how to write a cover letter and resume, or how to get help with this. • Practice using interview skills. |
| <p>Session 3. Keeping Your Job</p> | <ul style="list-style-type: none"> • Describe some practical advice to follow in order to keep a job. • Explain their experience in following this practical advice on the job. • Identify good work habits. |
| <p>Session 4. Building a Career</p> | <ul style="list-style-type: none"> • Describe how building a career applies to all types of work. • Identify areas where they have already developed expertise in their lives. • Describe the kind of work reputation they would like to have. |



SESSION 1.

Identifying the Job You Want

Goal

The goal of this session is to discuss the importance of work and explore participants' strengths and passions and how those relate to the kind of job they want.

Learner Outcomes

- Describe reasons why work is important.
- Identify their personal strengths and passions.
- Identify certain jobs that require their personal strengths and passions.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Skills List handout, found on page 11 of this guide
- paper
- pens or pencils
- Optional: a variety of job ads from the newspaper or Internet sites
- Looking for Work session 1 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Skills List handout (one per participant).

SESSION OUTLINE

Getting Started (7 minutes)



1. Tell participants: **Some of you may never have held a job. Some of you may have held jobs in the past but then were interrupted. Some of you may have a job now but know you want something different in the future. Whatever your circumstances, finding and keeping a job is an important part of building a healthy and productive life. We're going to talk about some of the ways you can do this.**



2. Ask: **Why do people work? What do people get out of having a job?**
(Possible answers: to make money, to pay bills, to get health insurance, to support children, to feel good about oneself, to make a difference in the world.)
3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Looking for Work session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video by asking the following questions:



- **What are some things to consider when you're thinking about the kind of job you want?**
- **What does it mean to "find your passion"?**
- **Can you name some people, famous or not, who have found their passion?**
- **What does it mean to have strengths?**

Going Deeper (20 minutes)

1. Initiate a discussion that applies this topic to participants' lives, by asking the following questions:
 - **Do you know someone who really likes his or her work?**
 - **Why do they like what they do?**
 - **What is your passion?**
 - **Can you imagine working at something you are passionate about?**





2. Give each participant a copy of the Skills List handout and a pen or pencil. Discuss what each skill means. Then, together, try to come up with some example jobs that would fit each skill and have participants write those jobs under the appropriate skill on the handout. Then ask them to think about which category of skills best fits them.

Some possible jobs for each skill category include:

- **Management:** Supervise mechanics, head cook, construction manager, office manager
 - **People:** Sales person, hair stylist, substance abuse counselor, teacher or teacher's aide, child care worker, social worker
 - **Communication:** Newspaper reporter, disc jockey, writer, trainer, librarian
 - **Numbers:** Accountant, cashier, bank teller, bookkeeper, surveyor
 - **Mechanical:** Mechanic, electrician, stock clerk, mechanical drafter, medical equipment repair, janitor
3. Ask each participant to choose a job(s) he or she would be interested in that fits the skill area that is his or her strongest. It can be one of the jobs the group came up with or one that the participants identify themselves. Have each person share his or her job idea(s) with the group. Optional: To help with this identification process, have participants look through job ads, either in the newspaper or from online sites.
 4. Ask participants to pair up with one other person. Give each pair a piece of paper and a pen or pencil. Together they should identify the barriers they will face in trying to get a job. Write two to three barriers on the piece of paper. Then each pair should pass their paper to another pair. That pair should identify some suggestions for how to overcome these barriers. They should write the possible solutions on the paper next to each barrier.

***NOTE:** If you think your group would have difficulty identifying barriers and solutions on their own, do this exercise together as a whole group and ask for general barriers that many of them will face in looking for work.*

5. Bring the whole group back together and ask each pair to share the barriers that were written on their paper and the solutions they came up with. If you have time, write their ideas on the whiteboard or flip chart.
 - Barriers might include lack of training, no transportation, no day care, no history of work in this area, criminal history, or no computer to fill out an application.
 - Suggestions for overcoming these barriers might be get a scholarship to go to school, public transportation, look for free or supported day care, volunteer to work in an area to gain experience, list work experiences you had while incarcerated, use a computer at a local library.
6. Say: **No matter what the barriers appear to be, it's important to not get discouraged. Often there are solutions to these barriers. Just as in this exercise, if we ask others for help, they may see ways to overcome these barriers that we don't see.**



Wrapping It Up (3 minutes)

1. Ask participants to shout out one- or two-word phrases that would describe their ideal job.
2. Remind participants that they will probably spend most of their waking lives working, so it's valuable to find something they enjoy and are good at, and that will let them live a full and happy life.

CHALLENGE

Challenge participants to spend some time thinking about a strength they have—something they are good at or that comes easy to them—then brainstorm jobs that could use that strength.

**HANDOUT 1:
SKILLS LIST**

Management Skills

Make decisions about money, motivate and supervise people,
manage how time is spent

■ Possible jobs: _____

People Skills

Understand people's reactions, help people resolve differences,
convince others to change

■ Possible jobs: _____

Communication Skills

Ability to write well, ability to speak well,
ability to explain things well, likes books and reading

■ Possible jobs: _____

Numbers Skills

Ability to work with numbers,
enjoys math and using numbers to solve problems

■ Possible jobs: _____

Mechanical Skills

Test and inspect equipment; maintain, monitor, fix,
and design equipment; program computers

■ Possible jobs: _____



SESSION 2.

Getting a Job

Goal

The goal of this session is to learn about job opportunities, interview skills, and writing cover letters and resumes.

Learner Outcomes

- Identify ways to learn about job opportunities.
- Explain how to write a cover letter and resume, or how to get help with this.
- Practice using interview skills.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Interview Tips handout, found on page 19 of this guide
- Interview Scenarios document, found on page 21 of this guide
- scissors
- Interview Questions handout, found on page 23 of this guide
- Looking for Work session 2 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Interview Tips handout (one copy per participant).
3. Photocopy the Interview Scenarios document and cut the scenarios apart. You should have one scenario for each pair of participants.

4. Photocopy the Interview Questions handout (one copy per participant).
5. Compile a list of local community resources where participants can get help filling out applications or writing cover letters and resumes. Examples could include local job training centers, job counseling centers, job placement centers, or supported employment programs. Write down these resources and their contact information on the whiteboard or flipchart paper.

SESSION OUTLINE

Getting Started (7 minutes)



1. Say: **We covered a lot of territory in the last session. We talked about finding your passion, knowing your strengths, and getting a good-paying job. Did you learn anything more about yourself as you completed your workbook?**



2. Ask: **What did you want to be when you were a teenager? Is that still your dream? If not, why not?**
3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Looking for Work session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video by asking the following questions:



- **Where are some of the places people look for jobs?**
- **What is a job application?**
- **What is a job cover letter and resume?**
- **What are some tips for writing a cover letter and a resume?**
- **What should you do to prepare for an interview?**

Going Deeper (20 minutes)

1. Initiate a discussion that applies this information to participants' lives by asking the following questions:
 - **Who do you know that you could ask about job openings?**
 - **Have you ever filled out an application or written a resume?**
 - **Have you gone through a job interview in the past?**
 - **What did it feel like to be interviewed? Did you feel confident? Nervous? Excited? Smart? Inadequate?**

2. Optional: You may want to set up a separate session with participants individually to help them create a cover letter and resume. Depending on your group, they may need guidance on how to do this, particularly in explaining gaps in employment, if there are some. Say: **Always remember that the purpose of your resume is to get a job interview. Your resume is not the place to confess your sins, accentuate your weaknesses, or lie about yourself. Be truthful and don't use negative statements. If you have gaps in your resume due to incarceration or other issues, use years and months, not days. This gives you a wider range to describe your employment history. If you worked as a volunteer or did community service during your incarceration or treatment, for example, list it as a skill and work experience.**

3. Give each participant a copy of the Interview Tips handout. Read the tips aloud together and explain what each tip means.



HANDOUT
[2]

4. Ask participants to brainstorm answers to difficult questions that might come up during their interviews, particularly if they have a criminal history, have relevant experience that was gained in illegal activity, have gaps in job history, and so on. Here are some tips for people who have gaps in their work history or have had problems in the past:



Don't give false information in an interview. When asked about gaps, you can say, "I can see how my work history might concern you. That was some time ago and since then I have maintained an excellent work record. I come to work, I am on time, I am a hard worker, I am a quick learner, and will be a great employee."



If asked about your past, you can say, "I can see why you have questions about my background, but I have learned from my mistakes. I have spent some time training for a new career and improving my life. I am now more mature, and I will be a strong, dedicated employee."

5. Demonstrate how to do an interview for the whole group. Have one participant ask you the questions, and you can demonstrate how to answer them. Come up with a possible job for your scenario.
6. Ask participants to divide into pairs. Give each pair one of the Interview Scenarios. Give each participant a copy of the Interview Questions handout. Ask one person in each pair to play the part of the interviewer and the other person to play the part of the job applicant. Have each pair read the scenario aloud together and then role-play the interview. The interviewer should use the list of questions on the Interview Questions handout. Remind participants that the person playing the job applicant should ask the interviewer questions on the handout as well. If there is time, ask them to switch roles and repeat the role play.
7. Optional: Instead of using the scenarios, have participants use their own life examples of jobs they would like to interview for.



HANDOUT
[3]



HANDOUT
[4]

8. Walk around the room and observe the role plays. Look for positive communication with words, body language, voice volume, eye contact, etc. Give feedback to the participants as you observe.

***NOTE:** If you think your group will have difficulty doing the role plays on their own, have the whole group do the role plays together with two people demonstrating each scenario interview. Other people in the group can add their suggestions or you could have multiple pairs do the role plays for the group.*

9. Ask each pair to report back to the whole group what the role-play experience was like for them. Did they find it challenging? What were some of the answers they came up with to the hard questions? What did they learn from the role play?

Wrapping It Up (3 minutes)

Tell participants that they can always get help if they don't know how to fill out an application or write a resume and cover letter. They can also get help practicing interviews before they actually go for a job interview. Refer to the list on the whiteboard or flip chart of places in your community where they can turn for help. Talk through each resource and what services they can provide.

CHALLENGE

Challenge participants to find a job they are interested in, then ask a good friend to help practice interviewing for the job.

[HANDOUT 2: INTERVIEW TIPS]

Here are some tips to follow when interviewing for a job:



Research the company. Prepare for the interview by learning as much as you can about the job and the company. For example, find out what they do, where they are located, what products they sell, etc.



Practice. A great way to prepare for a job interview is to practice with someone else. Think about questions you may be asked in the interview, and practice answering them. You can find sample interview questions online by searching online for “Sample interview questions.”



Dress to make a good impression. Employers will notice whether you are neat, clean, and dressed appropriately.



Show up five or ten minutes early.



Stay calm. Look relaxed and make eye contact with the interviewer. Don't fidget or look at the floor or fold your arms across your chest.



Prepare questions to ask the interviewer. Asking questions shows you are interested in the job. And remember, the interview cuts both ways. You're also sizing up the employer. Asking questions helps you decide if you want the job.

HANDOUT 2:
INTERVIEW TIPS (CONTINUED)



Don't over share. There is a lot you don't need to say. You don't have to give your age or talk about your recovery, marital status, kids, sexual orientation, religious beliefs, or any other topics that are not job related. Employers are only allowed to ask questions that are related to the job; stick with information about yourself that relates to the job.



Shake hands with everyone you interview with.



Send a thank-you letter within twenty-four hours.

**HANDOUT 3:
INTERVIEW SCENARIOS**

Make enough copies of this handout so each pair of participants will have a scenario. Cut the scenarios out along the dotted lines.



SCENARIO 1. The applicant is applying for a job as a carpenter’s apprentice. He or she occasionally worked as a teenager with an uncle who is a carpenter, and loves working with his or her hands and building things.

SCENARIO 2. The applicant is applying for a job as a day care assistant. He or she has six younger brothers and sisters and helped raise them. He or she hopes someday to get a degree in early childhood education.

SCENARIO 3. The applicant is applying for a job as a cell phone salesman. He or she has owned a cell phone for a long time and often helps his or her friends pick out new cell phones at the store and helps them set them up. He or she also loves to talk with people.

**HANDOUT 4:
INTERVIEW QUESTIONS**

INTERVIEWER: As the job interviewer, ask the job applicant the following questions:

1 What are your strengths?

2 What are your weaknesses? (Everyone has them. Applicants should be sure to prepare an answer on how they overcome their weaknesses.)

3 Why are you looking for a new job?

4 Why did you leave your previous job?

5 What experience do you have that is relevant to this job?

6 What kind of hours are you willing to work?

JOB APPLICANT: As the job applicant, ask the interviewer the following questions:

1 What is the biggest challenge someone in this job will face?

2 What is a typical week like in this position?

3 Why is this position open?

4 How do you feel I compare to the requirements of the position?



SESSION 3.

Keeping Your Job

Goal

The goal of this session is to focus on some practical advice that participants can follow to keep their jobs and practice good work habits.

Learner Outcomes

- Describe some practical advice to follow in order to keep a job.
- Explain their experience in following this practical advice on the job.
- Identify good work habits.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Keeping Your Job Scenarios handout, found on page 29 of this guide
- Looking for Work session 3 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Keeping Your Job Scenarios handout (one copy per participant).

SESSION OUTLINE

Getting Started (7 minutes)



1. Tell participants: **Getting a job is a great accomplishment. There's a lot you can do to take advantage of this new start, to feel good about yourself, and to form strong relationships with the people at work. Of course, in order to keep your job you shouldn't steal or lie. You shouldn't wear clothes that are inappropriate for the workplace or fall asleep on the job. But there is other practical advice you need to pay attention to if you want to keep your job.**



2. Ask: **Can you think of some other practical advice?** Just ask for participants' answers at this point. You will share examples after watching the video.
3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Looking for Work session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video by asking the following questions:



- **What is some of the other practical work advice that was talked about in the video?**

(Possible answers: being flexible, being reliable, going to work every day, being cooperative with others, working on your own, keeping a good attitude, following through on your supervisor's requests, working as hard as you can, obeying work rules, asking for feedback, identifying a person you can go to if you have questions or problems, avoiding romantic relationships with people at work.)



- **Why should a worker bother to follow this advice?**

Going Deeper (20 minutes)

1. Initiate a discussion that applies this topic to participants' lives by asking the following questions:
 - **Can you think of any practical advice that would have helped you at jobs you held in the past?**
 - **Can you think of a time when you didn't follow some of this practical advice at work?**
 - **What happened? What would you do differently?**



If participants need prompting, you might give them an example from your past.

2. Give a copy of the Keeping Your Job Scenarios handout to each participant. Say: **Let's read some scenarios in which people got into trouble at work or were let go from jobs. Let's see if you can identify some of the practical work advice they forgot.**



3. Read each scenario aloud together and after each one, ask participants to identify the practical advice that would have helped this person and how the person in the scenario could have handled the situation differently. Encourage participants to keep the practical advice you just talked about in mind as they listen to the scenarios.

(Possible answers: Scenario 1: Every employee is required to take a drug test if asked; don't yell or get angry at your supervisor; by saying no to the drug test, it made Craig look guilty. Scenario 2: Marta should try to get along with all employees; if she can't get along with them, try to avoid them; Marta should take her supervisor's recommendation to go to EAP seriously; don't yell or get into fights with other employees. Scenario 3: Be willing to help out on tasks, even if they aren't in your job description; try to be supportive of your fellow employees.)

4. Tell participants that there may be some company customs that are unique to a certain company. Some examples might be: being at work fifteen minutes early; wearing ties, if you are a man, or wearing dresses, if you are a woman; gathering in the lounge for lunch; bringing treats to share occasionally; or stepping in to help a coworker when needed.

5. Ask participants how they might find out about company customs.

(Possible answers: reading the company handbook, observing coworkers, asking coworkers or your supervisor.)

6. Ask participants if they have other ideas about how to keep their jobs.

(Possible answers: going the extra mile to make sure your work has been done as well as possible, being willing to work late on occasion, coming up with some new ideas to make things work more efficiently in the workplace, admitting your mistakes and correcting them, staying organized, making sure your boss knows right away if you have to miss work or be late.)

Wrapping It Up (3 minutes)

1. Ask participants to share one thing they learned during this session that they are going to apply at their job or the next job they get, if they are currently unemployed.
2. Tell participants that a job may seem overwhelming in the beginning, but that's how a new job usually feels. It will start to feel more manageable as they continue to work at the job. Remind participants that keeping a job is critical to creating stability in their lives. A job will let them become independent and achieve success. Also tell participants that a boring job may lead to something more interesting or new opportunities, so don't give up on a job, unless they've already found a better one.

CHALLENGE

Challenge participants to talk to people they know who have had jobs for many years and ask them what they feel has been the key to their success.

HANDOUT 5: KEEPING YOUR JOB SCENARIOS

SCENARIO 1. Craig’s company announced that certain employees would be required to take a drug test because some illegal drugs were found in the bathroom. Craig was one of the people told he’d be subject to the random drug test. He had been clean for months and had nothing to fear from the test, but he was angry that he was one of the people chosen. He said to his boss, “I’m insulted that you would think that of me. I’m not going to take any drug test.” Craig was let go from his job.

SCENARIO 2. Marta’s boss called her into his office and told her that her coworker, Jim, had been complaining about her. Marta’s boss said she had to see a counselor in the Employee Assistance Program (EAP) to work on her problems. She asked if Jim had to go too, but the boss said no. Marta thought this was unfair because she saw Jim as the problem. Marta went to see the EAP counselor, but she stayed angry. Later she got into a fight with Jim and started yelling at him on the job. Marta received a reprimand from her boss.

SCENARIO 3. Mi Sun followed her job description very closely. She worked hard and felt good that she was fulfilling all her duties. Ginger, who worked in an office nearby, was overwhelmed with work and asked if Mi Sun could help her out. Mi Sun said that was not part of her job description and refused to help. She was reprimanded by her supervisor.



SESSION 4.

Building a Career

Goal

The goal of this session is to explore how to develop a career, to recognize one's own areas of expertise, and to get the most out of that expertise in the workplace.

Learner Outcomes

- Describe how building a career applies to all types of work.
- Identify areas where they have already developed expertise in their lives.
- Describe the kind of work reputation they would like to have.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- blank business-size cards
- pencils, pens, or markers
- Looking for Work session 4 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Make sure you have enough blank business-size cards and pencils, pens, or markers for all participants.

SESSION OUTLINE

Getting Started (7 minutes)



1. Say: **Do you ever think of not just having a job, but having a career? We often think of careers as something that lawyers or business executives have, but everyone who works can have a career, no matter what kind of job we have or want.**

Think of a career as an area of expertise—as something you get really good at by practicing and learning over a period of time. A career can be work you do full-time or part-time. A career doesn't depend on a college degree. When you have a career, people trust what you know and trust that you can do the job.

2. Tell participants that they already have things they know a lot about—maybe it's music, fashion, or playing a sport. Ask them to name an area they know quite a lot about.



3. Ask: **What does it feel like when someone asks you about that area because you are seen as knowing something?** Allow several people to respond.
4. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Looking for Work session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video by asking the following questions:



- **How do you gain expertise on a job?**
- **What are some of the ways you can establish a positive reputation in your career?**

Going Deeper (20 minutes)

1. Initiate a discussion that applies this topic to participants' lives by asking the following questions:
 - **How much time do you think you've spent building knowledge in the area you identified earlier?**
 - **What kinds of jobs could use that knowledge?**
 - **Do you have any skills or knowledge that could help you turn a job into a career?**
2. Say: **Along with building knowledge and skills, having a career also means building a positive reputation.** Ask: **What does it mean to have a positive reputation?** Allow several people to answer.
3. Ask participants to choose three adjectives that they would like to have as part of their work reputation. Give participants a few examples to get them started, such as dependable, hard-working, great with people, strong, and so on.
4. If participants are having trouble coming up with adjectives, ask the group to generate ideas for each other. Make sure the group focuses on positive adjectives related to work qualities.
5. Give each participant a blank card the size of a business card and a pen, pencil, or marker. Ask participants to create a business card that describes their career knowledge, skills, and positive reputation. A possible card might look like this:



6. Give participants about five minutes to create their cards. Then have each person share his or her card with the group.

7. Optional: You could collect the cards, shuffle them, and then read them one by one, without saying the person's name. The group could try to guess whose card it is. Be sure participants feel comfortable sharing their cards with the group.

Wrapping It Up (3 minutes)



1. Say: **Everyone can have a career. It involves working to build knowledge and skills in a particular area, and working hard to have a positive reputation. And, as we discussed in the first session, it helps if what you choose to do for your career is an area in which you have passion, interests, and strengths.**
2. Ask participants to share one thing they learned during this program that they are going to apply in their lives.

CHALLENGE

Challenge participants to poll three people who have worked with them and ask those people to name three adjectives to describe the participant as a worker.



RECOMMENDED RESOURCES

Websites

Job Hunting

www.job-hunt.org

This website provides a comprehensive listing of resources to help a person find a job, including information on networking, writing resumes, successful interviewing, and more.

Skills Assessment

www.iseek.org/careers

This website provides a career assessment tool, information on creating a career plan, and information on different careers. (Some of the site is designed specifically for Minnesota residents.)

Keeping Your Job

www.dol.state.ga.us/pdf/forms/dol4436.pdf

This document is from the Georgia Department of Labor and discusses developing good work habits, learning about your new job, and other websites for keeping your job.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Looking for Work Sessions

Date

SESSION 1. Identifying the Job You Want

SESSION 2. Getting a Job

SESSION 3. Keeping Your Job

SESSION 4. Building a Career
