



# TLD Career Planning *Instructor's Guide*

## The Industry-Business Institute

Union County College

40 West Jersey Street

Elizabeth, New Jersey 07202

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# **Introduction**

## **Background**

This “TLD Career Planning” curriculum was developed in 2009 by Union County College’s (UCC) Industry-Business Institute (IBI) under a grant from North Jersey WIRED, a US Department of Labor economic and workforce development initiative. IBI worked with North Jersey WIRED and other partner agencies (including the John J. Heldrich Center for Workforce Development at Rutgers University, the County of Union [NJ], and other community colleges and workforce agencies in northern New Jersey) to create a career pathway model for the transportation/logistics/distribution (TLD) industry.

The curriculum is one of several curricula prepared for job seekers and incumbent employees in TLD. It was written by Farrukh Syed (UCC Curriculum Developer) and Paul Jurmo (Dean of Economic Development and Continuing Education).

The curriculum development process merged methodologies and research from several sources: similar career planning curricula (including “Getting There”), the Equipped for the Future adult basic skills standards, job task analysis, and research on how to integrate computer technologies into adult basic education programs.

## **Goals of the Curriculum**

- introduce participants to the transportation/logistics/distribution (TLD) industry and related jobs;
- help participants use a variety of resources to understand the requirements and benefits of TLD careers which are compatible with their skills and interests;
- help participants prepare tools (e.g., resumes and portfolios, cover letters, job interviewing skills) they can use when seeking TLD jobs;
- help participants prepare a plan for seeking TLD jobs and TLD related training;

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- help participants develop skills (e.g., use of Internet) and other tools (familiarity with job training programs, licenses and certificates) they can use for ongoing job search and self-directed learning after they complete this course.

## **Instructional Approach**

“TLD Career Planning” is organized as a series of ten 2-hour workshops. Drawing on research in the adult education and occupational training fields, we have designed activities to “put the learner in the driver’s seat” (to use a TLD phrase!) Participants are encouraged to actively think about the careers they are interested in, use a variety of resources (including selected web sites) to research information, and develop tools they can use to pursue desired TLD jobs and continue learning on their own. In so doing, we hope that learners will then be able to be self-reliant job seekers and learners after the course is over, continuing to educate themselves and independently pursue jobs and ongoing training.

Other features include:

- The curriculum assumes that, in all sessions, participants and instructors will have access to a computer lab with Internet service. We consider basic computer skills as essential for anyone in the U.S. who wants to move beyond subsistence wages.
- Participants will develop a number of basic skills (e.g., planning, reading, writing, speaking, listening, researching, teamwork, use of basic computer technologies) while also developing knowledge of TLD careers and tools (e.g., resumes, job interviewing skills) they will need to pursue TLD jobs.
- The participants go through a rigorous journey of career exploration, all in the context of TLD.
- Participants must be actively interested in pursuing TLD jobs, committed to doing the work required by the course, and be willing to try what might for them be a new approach to education.
- Instructors must likewise be willing to be open to this approach to career planning education and also be flexible so that activities are adapted to the particular interests and abilities of the learners in the class. Instructors are also encouraged to use resources (e.g., web sites, engaging learning activities) that they have identified from previous

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work.

- Instructors should encourage learners to serve as resources to other course participants. For example, if one learner is particularly strong at using the Internet, she or he can be paired with other students who are not confident in that area.
- Instructors should encourage students to engage in self-study outside the classroom (in “homework” assignments) or even in the classroom if they have completed other classroom activities. (See the sample Self-Study Activities below.)
- Participants will develop a number of documents (e.g., worksheets, resumes) which can serve as evidence of their mastery of the skills covered in this course. These can be assembled into a portfolio to bring to job interviews or when applying for further education and training.
- Participants will be given their own “Learner Handbook” for this course. This three-ring binder will contain the handouts referred to in this Instructor’s Guide and other relevant documents identified by the instructor and students.

## **Self-Study Activities**

Summarized below are examples of “Self-Study Activities” that an instructor can assign to participants. These can be done during classroom hours, between classes, or after the course is completed. These kinds of activities give learners more practice in developing their TLD career awareness and job search activities along with the confidence and discipline to continue their job search in the future.

1. Participants use selected web sites (e.g., O\*NET) to search particular kinds of information about preferred TLD jobs. For example, they can search about training options, apprenticeships, endorsements required, licenses, and other information they need.
2. Participants work on their resumes, cover letters, certificates, diplomas, and other documents to assemble into a “TLD career portfolio” which they can bring with them when meeting employers, applying for further training, etc. A portfolio is a way to engage participants in actively thinking about what they need to have in place if they are to successfully get a TLD job, retain it, and keep moving ahead in a TLD career. The

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portfolio can be a way to keep track of documents which demonstrate their qualifications for a TLD job.

## **Jobs Focused on in the Curriculum**

The curriculum is designed for people who are interested in pursuing jobs in the TLD industry. The main focus is on the following cross-section of TLD jobs, although other TLD occupations can also be covered, depending on participant interests:

1. Truck Driver (Heavy Tractor and Trailer Services)
2. Truck Driver (Light, Delivery and Transport Services)
3. Truck and Automobile Mechanics
4. Warehouse Workers
5. Shipping and Receiving Clerks
6. Dispatchers
7. Storage and Distribution Managers
8. Cargo and Freight Agents

## **We Welcome Your Feedback**

If you have suggestions for how this curriculum might be improved, please contact us at the address below.

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## **Session 1**

### **Getting Started**

#### **OBJECTIVES**

At the end of this session:

- The facilitator and the participants will know each other by name.
- A collaborative environment will be established.
- Participants will understand the course goals, activities, and ground rules.
- Participants will understand key information about the TLD industry: what the industry does, available jobs, and on-line resources to use for further information.
- Participants will have at least a beginning understanding of how to use Powerpoint and web browser (These technological tools can be used for their ongoing professional development.)

#### **ACTIVITIES**

##### **Activity 1a: Introductions**

###### **Getting to Know You**

- Ask the participants to (a) turn to the person sitting next to them and ask the questions on “Activity 1a Worksheet: Getting to Know You” and (b) record their partner’s answers on the sheet. (If they are already familiar with the person sitting next to them, they should

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find another partner whom they don't already know.)

- Explain to participants: "Once, you are finished with your interview sheet, your partner will ask you the same questions and record your answers on his/her sheet."

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**Activity 1a Worksheet**

**Getting to Know You**

Q.1. What is your full name?

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Q.2. Where are you from?

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Q.3. What is the best job you've ever had? What did you like about it?

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Q.4. What are some of your key strengths as an employee?

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- When the participants are finished interviewing and recording answers on their sheets, ask each pair to come to the front. The partners should then introduce each other.
- If possible, have participants use MS Word or Power Point to record their answers and present the answers to the class as a mini presentation.

### **Activity 1b: Course Overview**

- Use a handout and/or PowerPoint to explain the course goals, activities, schedule, ground rules (e.g., attendance, respect, flexibility, etc.) This handout can go into the students' folders for later inclusion in their portfolios.
- Respond to questions from the participants about the course.

### **Activity 1c: What Do You Know about “TLD”? (Pre-Assessment)**

- Explain to participants:

*“The goal of the course is to build your understanding of TLD jobs and how to get a TLD job. To help us get started, it is helpful to take a snapshot of what you already know about the TLD industry. This “pre-assessment” can then be used to measure the growth of your TLD knowledge and skills over the next 10 classes. To measure your current TLD knowledge, please take the following quiz. The results of this quiz will be kept confidential.”*

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***Quiz #1***

**What Do You Know about “TLD”?**

You name \_\_\_\_\_ Today’s Date \_\_\_\_\_

1. What does the term “TLD” stand for?
2. Name three jobs that you might find in the TLD industry.
3. Where might you find information about available TLD jobs?
4. What kind of jobs might require a “CDL”?
5. Name three kinds of skills/knowledge a truck mechanic might require.
6. Name a major company that ships packages all over the U.S.

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- After participants have completed the quiz, collect all the quizzes and then hold a discussion about the questions. Review and write comments on the quizzes before the next class and then return the originals to the participants in that class. Keep a copy of this first quiz for your files. This quiz serves as a “pre-assessment” which shows the TLD skills and knowledge that the participants brought with them to the class. It also gives participants a sense of the kinds of questions they will be dealing with in the course.

### **Activity 1.d.: Warm-up/Fun Activity**

This activity is a fun way to:

- elicit prior knowledge from the participants;
- build collaboration and trust;
- demonstrate types of interactive learning activities they learners participate in in the course.

Ask participants to:

- walk around the class/lab and interview classmates using the following questions: (They should write down the name of any classmates who fit a particular description.)

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*Activity 1.d. Worksheet*

**TLD Warm-Up**

Your Name \_\_\_\_\_

Today's Date \_\_\_\_\_

<b>Find someone who...</b>	<b>Name</b>
1. has worked for the TLD industry at some time.	
2. has a relative or a friend working in a TLD related position.	
3. has a license for truck driving.	
4. can name one feature of a hazardous material.	
5. can name a job that can be found in a warehouse.	
6. has driven a forklift.	
7. has worked in a shipping department.	
8. has changed a tire on a car.	

.....

- When participants have had about 10 minutes to interview classmates, ask them to stop and summarize what they've learned from the interviews.
- Summarize the participants' answers on a flipchart or board or computer (e.g., how many have driven a forklift or worked in a shipping department?)

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- Summarize by saying that this activity helps us to get a better understanding of what the group already knows regarding various aspects of the TLD industry.

### **Activity 1.e.: Introduction to TLD On-Line Resources**

- Ask participants:
  - How many of them regularly use the Internet?
  - For what purposes?
  - How many use the Internet to help them find and prepare for a job? (Which web sites do they use? And how do they use those web sites?)
  - How many are familiar with TLD-related web sites? (Which web sites? And how do they use those web sites?)
- Explain that the Internet now has many free on-line resources (web sites) where people can go to find information that can help them get a TLD job.
- Introduce participants to different web sites related to TLD. The following links are recommended:
  - » TLD Talent Network web site ([www.njtltdn.org](http://www.njtltdn.org))
  - » O\*NET ([www.online.onetcenter.org](http://www.online.onetcenter.org))
  - » Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov))
  - » [www.careervoyages.gov](http://www.careervoyages.gov)
  - » [www.jobsinlogistics.com](http://www.jobsinlogistics.com)
  - » [www.transportation.jobs.topusajobs.com](http://www.transportation.jobs.topusajobs.com)
  - » [www.transportationcrossing.com](http://www.transportationcrossing.com)
  - » [www.logisticsjobsite.com](http://www.logisticsjobsite.com)
- Tell participants that (a) the primary link we will be using in the course is O\*NET and (b) O\*NET is a wonderful resource containing much useful information about careers in any industry. Go to O\*NET and demonstrate how to use this website.

### **Activity 1.f.: Exploring On-Line TLD Resources**

- Invite participants to go to the given links and explore information about the TLD industry. (You might ask them to work in pairs or threes and assign different web sites to different individuals or groups.)
- Ask participants to read about the skills, knowledge, tasks, jobs in demand, and many other useful aspects related to their TLD interests.

### **Self-Study Activity**

- Ask the participants to answer the following questions at the end of the session or at home. If they are already familiar with MS Word, ask them to create a MS Word folder in which they can store documents to include in their portfolios. Allocate some time before the end of the session for the participants to work in groups to create folders for their TLD work. This will give them an opportunity to work as a team and be comfortable asking and discussing questions, helping each other, and creating MS Word documents and folders. (They might save their work on a flash drive.)

Q.1. What TLD jobs am I interested in learning more about?

Q.2. How do I feel about the session today? (What did I like or not like about the session?)

Q.3. What requests or questions do I have for the instructor?

## **Session 2**

### **Using On-Line Videos to Learn about TLD Careers**

#### **OBJECTIVES**

At the end of these sessions, the participants will:

- Know on-line and other resources to use for further exploration about a possible career in TLD.
- Have collected information about the requirements and benefits of several in-demand TLD jobs.
- Have developed strategies for pursuing their preferred TLD job(s).
- Understand the basics of using PowerPoint.

#### **ACTIVITIES**

##### **Activity 2.a.: Watching TLD Videos On-Line**

- Using a computer connected to a LCD projector, go to the link <http://www.careervoyages.gov/transportation-videos.cfm>. This link has videos about almost all the major TLD-related jobs.
- Give participants the following activity sheet:

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*Activity 2.a.*

***TLD Video Observation Sheet***

*Your name* \_\_\_\_\_ *Today's date* \_\_\_\_\_

<b>Points to Compare (Some might be similar)</b>	<b>Truck Drivers, Heavy and Tractor Trailer</b>	<b>Truck Drivers, Light or Delivery Services</b>
Jobs/Duties/Tasks		
Places to Drive		
Skills and Knowledge Required		
Type of Cargo/ Items Transported		
Load/Unload Cargo		

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- Play the following two videos in this order and ask the participants to take notes in the grid as they watch the videos:
  1. Truck Drivers, Heavy and Tractor-Trailer
  2. Truck Drivers, Light or Delivery Services
- If necessary (i.e., if the participants need more time), play each movie more than once before going to the following activities.
- Engage the class in a discussion about what they recorded on their sheets. Ask the participants to explain their answers.
- To make good use of these videos, you might:
  - Develop additional questions about the jobs, based on your viewing of the videos.
  - Ask someone who is working in the field already to serve as a guest lecturer, to respond to questions that emerge after the viewing of these two videos.

### **Activity 2.b.: Practicing Use of Videos**

- Divide the participants into pairs.
- Have them go to the following link: [www.careervoyages.gov/transportation-videos.cfm](http://www.careervoyages.gov/transportation-videos.cfm).
- Assign each pair one of the following videos from the above link:

Pair 1: Watch the video on Bus and Truck Mechanics and Diesel Engine Specialists.

Pair 2: Watch the video on Dispatchers, Except Police, Fire, and Ambulance.

Pair 3: Watch the video on Laborers and Freight, Stock, and Material Movers, Hand.

Pair 4: Watch the video on Production, Planning, and Expediting Clerks.

Pair 5: Watch the video on Shipping, Receiving, and Traffic Clerks.

Pair 6: Watch the video on Bus Drivers, Transit and Intercity.

- Ask each pair to open this link in their computer.
- Ask each pair of participants (or each participant if it is a smaller group) to watch the video, answer the following questions as they watch the video, and be prepared to present their answers to the class. Presentations can be made orally, and with the help of a PowerPoint presentation and/or handout, if possible.

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*Activity 2.b.*

***Video Activity Questionnaire***

While you are watching the video about the TLD job assigned to you, answer the following questions. Provide brief answers.

Q.1. What was the title of the occupation in the video you watched?

Q.2. Is this job divided into different types? If yes, what are they?

Q.3. What skills are required for this job?

Q.4. What tasks were described for this job?

Q.5. What type of personality traits do you think are required for this job? (Examples include being good with people, communicative, friendly, quiet, outgoing, hardworking, loves outdoors, etc.) How would you determine if you're fit for this job?

## **Self-Study Activities**

- Give the following assignment to participants to complete at the end of class or for homework: (They should bring this assignment with them to the next class.)

*“Based on your learning so far, write a short statement about (a) why you are interested in working in the TLD industry, (b) the job(s) that you would like to pursue, and (c) steps you might take to pursue the job(s) you are interested in. Be brief and to the point.”*

- If participants have enough time to do an additional assignment, assign participants to interview (outside class) a family member, friend, or neighbor who is in the TLD industry, using the questions used in Activity 2.b. They can also ask other questions not on the questionnaire, such as: Are you happy in this job? What are the best and worst aspects of this job? What would you advise someone who is interested in getting this job?

## **Session 3**

### **Exploring Preferred TLD Occupations**

#### **OBJECTIVES**

At the end of this session the participants will:

- Have a more in-depth understanding of their preferred TLD-related occupations.
- Be able to set goals for further exploration of their preferred occupations.

#### **ACTIVITIES**

##### **Activity 3.a.: Warm-up**

- Ask participants to describe what they wrote in their self-study assignment from the previous class. That is, they should tell the class:

*Based on your learning so far:*

*(a) why you are interested in working in the TLD industry,*

*(b) the job(s) that you would like to pursue, and*

*(c) steps you might take to pursue the job(s) you are interested in.*

##### **Activity 3.b.: Exploring a TLD Career You Are Interested In**

- Divide participants into groups according to the jobs that they are interested in.  
(That is, those interested in pursuing a truck driver job are in the “truck driver group,” those interested in a “package handler” job are in the “package handler”

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group, etc.)

- Give the groups the “Exploring TLD Occupations Worksheet.” Ask them to use the worksheet to analyze the particular type of job they are interested in. Tell them they should use O\*NET (<http://online.onetcenter.org/find/>) for this activity. (Show them how to access and navigate O\*NET, as necessary.) If appropriate, ask participants to complete the worksheet and prepare a PowerPoint presentation which summarizes their answers.

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**Activity 3.b. Worksheet**

**Exploring Preferred TLD Occupations**

Your Name \_\_\_\_\_ Today’s Date \_\_\_\_\_

1. Give a brief description of the occupation in your own words.

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2. Name four or five tasks related to this occupation.

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3. Name five types of skill/knowledge required for this job.

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4. What physical skills/abilities are required for this job?

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5. What types of tools or equipment are used in this job?

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6. What experience and training are necessary to get this job?

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7. What are the wages/salary paid for this job?

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8. Does this job require any kind of certification or license? If so, describe it here.

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9. Why are you interested in pursuing this job?

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- Before asking the groups to use O\*NET, make sure that participants know how to log on and navigate the site.
- If time permits: Explain that PowerPoint is a useful and fun way to organize and present information. Take time to show participants how to use PowerPoint, and ask more-experienced students to help those who are new to PowerPoint.
- While the groups are working, circulate around the classroom, observe their performance and problems, and help them on the spot.
- When the groups are done with their research (and PowerPoints, if applicable), have them present their findings (from their worksheets or PowerPoints) to the class.
- If necessary, continue these presentations into the next session.
- Remind participants that they can use the following web sites for TLD career exploration:
  - TLD Talent Network web site ([www.njtldtn.org](http://www.njtldtn.org) )
  - O\*NET ([www.online.onetcenter.org](http://www.online.onetcenter.org))

- <http://www.careervoyages.gov>
- <http://www.bls.gov/OCO/> (Outlook Occupational Handbook)
- [www.jobsinlogistics.com](http://www.jobsinlogistics.com)
- [www.transportation.jobs.topusajobs.com](http://www.transportation.jobs.topusajobs.com)
- [www.transportationcrossing.com](http://www.transportationcrossing.com)
- [www.logisticsjobsite.com](http://www.logisticsjobsite.com)

### **Self-Study Activity**

Ask participants to respond in writing to the following questions:

*“At this stage in your career explorations, for which TLD job(s) do you think you are most prepared? Why?”*

They should bring this written assignment to the next class.

## **Session 4**

### **Thinking Critically about Work**

#### **OBJECTIVES**

At the end of this session, the participants will:

- Have a better understanding of the practical aspects of TLD careers;
- Have strengthened various basic skills (computer, research, reading, speaking, listening, teamwork) they can use in job interviews, in the workplace, and in further education.

#### **ACTIVITIES**

**Note:** If you have to take some more presentations from the previous session, first complete that and then go to the activities below.

#### **Activity 4.a.: TLD Workers Write about their Work**

- In this session, the participants will read writings done by people in the TLD industry. They writers talk about their jobs, tasks they perform, good and bad parts of their jobs, and job requirements. These readings will provide the basis for a subsequent discussion and other activities.
- Distribute the following readings to the class, using a jigsaw method, as follows:
  - Divide the class randomly into “As” and “Bs.”
  - Assign one reading to the “As” and a different reading to the “Bs.”
  - After completing their readings, each “A” should pair up with a “B.” In these pairs, participants briefly summarize their respective readings. Encourage participants to ask questions if they need clarification.

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**Activity 4.a.**

**TLD Workers Write about their Work**

**Reading Text 1: Delivery Truck Driver for an Office Supply Company**

**Job Title:** Office Supply Delivery Driver

**Type of Company:** An office supply company that delivers products to customers by truck.

**Education Attained by this Individual:** BS, Business Administration, UMass-Lowell

**Previous Experience:** I worked as an independent delivery contractor for Hartford Office Supply for four years.

**Job Tasks:** The delivery drivers who work for our company have a very loose leash and work with little supervision. At the start of each day they get a customer manifest, with a list of delivery destinations. But beyond that, they map their own routes and are entirely responsible for the accuracy of the paperwork they generate. Since every driver is a company rep and the company's public face, he has to have excellent people skills and a knack for handling crises.

Driver safety on-road is almost as important as making accurate, prompt deliveries, and a daily check of every truck's safety and reliability has to be documented with the Department of Transportation, using a check-out log. Delivery, however, can be physically demanding, requiring drivers to haul and hoist up to 10,000 pounds of supplies every day.

Drivers also assist, as a bonus, in the greening of America, recycling paper, plastic wrap and toner even in areas where recycling isn't mandatory.

**Best and Worst Parts of the Job:** The best part of the job is the independence I have as a driver. I'm on my own every day. And it's a great job for people who don't want to sit at a desk; in fact, it's a bit like getting paid to work out. Being outdoors all day is another plus, even when the weather gets nasty.

The worst part of the job is trying to drive these large trucks during winter weather. That can be

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nerve-wracking.

**Job Tips:** A driver's position is very demanding physically and can take a lot out of you. It's also a job that does not have a lot of upside to it. There are promotions to supervisor, but even as a supervisor you still have to cover routes and work hard.

**Additional Thoughts:** Many people whom I meet on my route are surprised when I tell them that I actually worked as an accountant for twenty years. I explain to them that I hated the daily stresses and being cooped up in an office every day. And during those two decades I put on fifty pounds. The delivery job, in contrast, has put me in better shape in my 50's than I was in my 20's. So, if you enjoy doing hard physical work, and don't mind dealing with customers, this is a great job for you.

And it's the sort of job, too, that weathers a recession pretty well: companies always need supplies, much as people need groceries.

## **Reading Text 2: Advanced Emissions Specialist**

**Job Title:** State Certified Advanced Emissions Specialist

**Education Attained by this Individual:** Advanced courses in Automotive repair various colleges. Algebra, Computer classes - Mt. San Jacinto College •• Certified by the State of California in Basic and Advanced Air Quality Emissions testing and repair.

**Previous Experience:** I was a mechanic in the military (Army) and followed up with advanced courses in repair and diagnostics. Attended welding school to enhance versatility in automotive field. I then took college courses (Mt. San Jacinto College) for air quality management.

**Job Tasks:** My company accepts vehicles from clients to be tested and certified (bi-annually) for emissions standards set by the State of California. If the vehicles are not within the standards set forth by the state, then I, as a State licensed Advanced Emissions Technician will diagnose, evaluate, repair and retest the vehicle to perform within the standards set by the state.

Our diagnostics equipment is of such high quality that it allows us to analyze five different exhaust gases, verify that the catalytic converter is functioning properly, to perform computer checks with oscilloscopes, diagnose numeric codes inside the computer and find hidden values inside the computer sensors.

There are times when I will have to road test a vehicle to try and duplicate the problem the vehicle owner has described. I run the vehicle on a dynamometer, which has a computer program

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installed by the state, and verify any and all repairs to assure that the vehicle will meet emissions standards set by the state.

My company tests and repairs various vehicles that range from passenger cars, motorized recreational vehicles, trucks (1/2 ton on up to medium size 9 ton). We also consult with the public on how to take care of their vehicles by way of preventative maintenance procedures and educate them to the state laws that may help them receive assistance if they are economically challenged. During the course of a day at work we will reference the company computer for help aides to acquire special data for the vehicle we are repairing. We also access the Internet to share our problems and results with other technicians. As we complete a repair order we will list other items of interest that need to be addressed in the near future to keep their vehicle safe and running most efficiently.

Every year the state requires the technician to update his knowledge by going to advanced classes to keep up with the fast developing science of air quality control.

**Best and Worst Parts of the Job:** The best parts of the job are that you as a Smog Technician are directly contributing to improving the quality of air that all mammals and vegetation need to survive.

The worst part is when there is a difficult problem and the customer is not able to understand why the vehicle is not ready and/or needs more time for diagnostics.

**Job Tips:**

1. Acquiring courses in math and science are a plus.
2. Talk to the Advanced Emissions Techs, they are most helpful for those wanting answers. Also, ask the AE tech about his schooling.
3. Thoroughly check out the Advanced Emissions Schools for training and how each school compares with each other.
4. The state has a list of certified schools and other important information concerning classes.

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**Activity 4.b.: Talking about the Readings**

- After the As have told the Bs about their readings (and vice versa), open up the floor for a general discussion. Ask all the As as a group to describe the highlights of the job covered in their reading. Then ask the Bs to do the same. Respond to questions and

comments from the group.

**Activity 4.c.: Talking about Our Previous Jobs**

- Ask the pairs to re-convene. Assign the following task to each pair:
  - a) Each partner should pick a job that she/he has held (either a current job or one from the past). One partner should start and describe the following information to the other person. This information should be recorded on the following worksheet. (Keep the responses brief!)

.....

**Activity 4.c. Worksheet**

**Talking about One of My Previous Jobs**

*Title of the job*

*Education I had when I got this job*

*Previous experience I had when I got this job*

*Job tasks I performed in this job*

*Best and worst parts of the job*

*Job tips for others interested in this job*

.....

- b) When the first person has talked about her/his job, the second person should then prepare a similar profile of the job she/he has selected.
- c) When the pairs have completed their job profiles, ask for volunteers to share what they've written with the class. Have participants store their writings in a folder for possible later inclusion in their portfolios.

### **Self-Study Activity**

Ask participants to (a) read the story about “The Trucking Tandem” and (b) write a summary of what they learned from the story. Explain that this story was found on a web site ([www.careersingear.com](http://www.careersingear.com)) that provides articles for truck drivers and that the Internet is full of web sites geared to various occupations. Explain that many of these web sites are run by commercial companies that are selling various kinds of services or products.

.....

## **The Trucking Tandem**

[Trucking News](#) > [Truck Driver Stories](#) > The Trucking Tandem

Source: [http://www.careersingear.com/trucking-news/Truck\\_Driver\\_Stories/The\\_Trucking\\_Tandem](http://www.careersingear.com/trucking-news/Truck_Driver_Stories/The_Trucking_Tandem)

*By Matthew Harrell*

As the Baby Boomer generation has started to make its way out of the office and into retirement, many are looking for ways to stay active without having to work a traditional nine-to-five job. In addition, couples and good friends who want a freer schedule and the ability to be their own boss choose team driving. For the husband and wife duo of Mark and Lori Crocker, team driving seemed like a perfect fit for their lifestyle.

Mark and Lori Crocker hail from Bastrop, TX, and drive for Schneider National. Mark and Lori are very different in their trucking backgrounds. Mark has been in the trucking industry for ten-and-one-half years and has traveled all over the country hauling loads. Lori, on the other hand, just received her CDL from Schneider National approximately two months ago and is new to driving big rigs. “I’ve had to shift gears between being a mother, being a truck driver, being a wife, being a daughter ... so that’s really been quite an adjustment, but you just hang with it,” commented Lori.

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While the couple has only been on the road for two months, they have already had some interesting stories on their travels. One such story happened while driving in Tennessee. Mark wanted to treat Lori to a burger and fries for lunch. After deciding on Hardee's, they both tried to figure out the closest location. While Lori flipped the pages in her handy truck stop guide, Mark nonchalantly uttered, "Exit 87." Lori sat in the truck amazed, but decided to test the extent of Mark's geographical knowledge by asking him the capitol of Vermont. Mark quickly replied, "I have no idea." Lori laughed, "You don't know the capitol of Vermont but you can find a truck stop with a Hardee's restaurant?!"

Although Mark and Lori have already shared many fond memories on the open road, they admit the frequency is not all fun and games. Being away from family and friends is hard for both drivers. Luckily Mark and Lori's family support them and their decision to work away from home. "You have to have such good support from your family, which I do. They are very supportive about me driving," commented Lori. Mark jokingly chimed in, "And [the support of] your husband!"

When asked to give advice to future team drivers, the couple felt that meeting the driver before getting in the truck was essential in determining compatibility. A common theme seemed to be communication between the two drivers in order to make long travels as smooth as possible. The couple advised that a new driver should be open about pet peeves (i.e. loud radio, smoking, snoring, etc.) so that their partner can do his or her best to accommodate. While the couple admits that not all drivers paired together will make a good team, Lori concluded by stating, "There will be some days when all you want to do is just hang it up--but stay with it."

#### Fast Facts about the Trucking Tandem:

Truck: Freightliner Century Class

Favorite Satellite Radio Stations: NASCAR Channel, The 80's Stations, Blue Collar Comedy Tour

Favorite Truck Stops: Flying J's

Favorite thing about being a trucker: The freedom of the road; nobody watching over your shoulder

Least Favorite thing about being a trucker: Being away from family

## **Session 5**

### **Assessing Your TLD Job Readiness**

#### **OBJECTIVES**

At the end of this session, the participants will:

- Know where to find detailed information about the skills required for particular TLD jobs;
- Evaluate their own skills as they relate to desired job(s);
- Identify the skills they need to further develop for a particular TLD job.

#### **ACTIVITIES**

##### **Activity 5.a.: Writing about the Skills Required for Desired TLD jobs**

- Ask participants to use O\*NET to read through the skills required for their preferred job(s), and then fill out the following worksheet.

.....

##### *Activity 5a*

##### *TLD Skill Analysis*

*Title of desired TLD job:* \_\_\_\_\_

<i>Skills required for this job</i>	<i>My current level of those skills</i>	<i>What I need to do to develop those skills</i>

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- After they have filled out the worksheet, ask participants to share what they've written with the class and respond to questions and suggestions. This activity can be expanded into an on-line search for resources (e.g., education programs, web sites) which participants can use to further develop needed skills.

**Activity 5.b.: Further On-Line Research**

- Ask participants to write down questions that they still need to answer about the TLD job(s) they are interested in. Ask participants to share their questions with the group.
- Encourage the participants to work on their own or in small groups to use the Internet to seek information they can use to answer these questions. For example, a participant interested in truck driving can look for information about licenses and driving tests, training schools available, endorsements required, etc.
- Ask them to take notes about their research.
- Circulate in the classroom, helping the participants as needed.

### **(Optional) Activity 5c: Video about Hazardous Material (HAZMAT)**

- Explain: Many of TLD workers deal with hazardous materials. It is mandatory for TLD workers (especially Truck Drivers) to know about hazardous materials and how to handle them. Many Heavy Truck Drivers must pass the HazMat test. To better understand this aspect of the TLD industry, view the following on-line video:

<http://www.youtube.com/watch?v=wLZCYt1dJgc>

<http://www.youtube.com/watch?v=5BVBo-PIBBQ>

- Discuss what was covered in the video.
- Explain that the Internet has many web sites containing useful information related to various aspects of TLD jobs (e.g., health and safety, etc.) TLD job seekers need to know how to use these resources wisely.

### **Self-Study Activity**

Ask participants to:

- work on the first draft of a resume they can use when seeking a TLD job. Show them samples of resumes that they can adapt, as well as articles which provide guidelines for effective resumes. (Visit <http://www.rockportinstitute.com/resumes.html> .)
- collect copies (from newspapers, the Internet) of job advertisements related to their desired TLD job(s).

They should bring this draft resume and job advertisements to the next class.

## **Session 6**

### **Developing a TLD Career Plan**

#### **OBJECTIVES**

At the end of this session, the participants will:

- Have identified the TLD job(s) they want to pursue;
- Have identified steps they have already taken to prepare for the desired TLD job(s)
- Have identified steps they now need to take to attain and retain the desired TLD job(s).

#### **ACTIVITIES**

##### **Activity 6.a.: Collecting Draft Resumes from Participants**

Collect the draft resumes that participants prepared for the Self-Study Activity assigned at the end of the previous session. Before Session 7, prepare to give feedback to participants about those resumes.

##### **Activity 6.b.: Preparing a TLD Career Plan**

- Explain that this session will help participants to begin developing an Career Plan for pursuing a desired TLD job. To help them get started on this Career Plan, give them the following worksheet:

.....

*Activity 6.b. Worksheet*

**Preparing a TLD Career Plan**

*Title of desired job:* \_\_\_\_\_

<i>Requirements of that job</i>	<i>Things I have already done to meet these requirements</i>	<i>Things I need to do to meet these requirements</i>
Education and training:		
Licenses:		
Certifications:		
Tests/Exams:		
Criminal Background Check:		
Health/Physical Abilities:		
Other requirements:		

- .....
- Explain that this exercise will help them identify TLD jobs that are consistent with the skills, knowledge, and other strengths they have already developed, while also helping them think about steps they need to take to attain an appropriate TLD job.
  - If necessary, participants can go to O\*NET while working on this worksheet to get needed information about particular jobs.
  - To help the participants respond to the questions about what they have already done and what they might do to prepare for a particular TLD job, suggest that they refer to the following check list:

*Education and training (Do I have the required education or training for this job? Where do I need to go for further education/training? Are there apprenticeship programs or on-job training available in my field? )*

*Licenses (Does this job require a license of some type? Am I eligible for this license? What do I need to do to get one?)*

*Tests/ exams (Are there any tests/exams do I need to pass for this job? Am I eligible for those exams? What are the places that train people for such tests or exams?)*

*Certification (Do I need a special certificate for this job? Is there a professional certification available? What do I need to do to get certified?)*

- Have each participant complete this worksheet. One option is for participants to work in pairs or small groups, to help each other look up relevant information on O\*NET or other web sites and to help each other to complete this worksheet.

### **Activity 6.c.: Presentation of Draft Career Plans**

- After filling out the worksheet for Activity 5a, participants should present what they have prepared. (They should use MS Word or Power Point, if possible, so they will have a document they can include in their portfolios.) This presentation is the foundation for

their TLD Career Plan.

- Encourage participants to ask and respond to questions that might arise in response to the presentations.

### **Self-Study Activity**

Ask participants to work on their own (or with a classmate or other resource person) to make a final version of the above grid and be ready to discuss it in the next session.

## **Session 7**

### **Writing a Resume for a TLD Job**

#### **OBJECTIVES**

At the end of this session, the participants will:

- Understand guidelines for effective job interviews;
- Prepared a resume to use when applying for a TLD job.

#### **ACTIVITIES**

##### **Activity 7.a.: Guidelines for an Effective Resume.**

- Explain that today's session will help participants prepare a resume they can use to seek the TLD job(s) they want to attain. In this session, participants should (a) build on the experience they have previously had with resumes and (b) use the draft resumes they were asked to prepare and the article(s) they were to read in Session 5's "Self-Study Activity."
- Explain that, while not all employers ask for a resume, it is nonetheless important for job seekers to have an effective resume for these reasons:
  - You will have the resume in case an employer does require one.
  - The resume provides you with information to use (a) when filling out a job application and (b) during a job interview.
- Ask participants:
  - How many of you have previously used resumes when seeking jobs?

- How did you prepare that resume?
- What was the result? (Did the resume help you get the job? Were there any problems with preparing or submitting a resume?)
- Ask participants:
  - What should be the content of a resume?
  - What “tips” (guidelines) should a person follow when preparing a resume?

(Record participants’ responses on a flipchart.)
- Explain to participants:
  - You have reviewed the draft resumes they did for the Session 5 Self Study Activity. You have written comments on those resumes and suggested possible ways to strengthen them.
  - Here are some tips for writing an effective resume. (Show handout with “Guidelines for Effective Resumes.”)

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*Activity 7.a.*

**Guidelines for Effective Resumes**

- *Be clear and concise.*
- *Make sure any information you present is accurate.*
- *Be honest/truthful.*
- *Make the resume visually attractive (easy to read, uncluttered).*
- *Use correct spelling and grammar.*
- *Present the following information:*
  - *The objectives of your job search (i.e., to obtain a particular type of job);*
  - *Your relevant work and life experience, skills, education,*

*certification/credentials, and other strengths (e.g., a car, flexible hours, good work ethic and work history, physical strength and dexterity, etc.)*

.....

- Review these guidelines with participants, responding to questions and comments.

### **Activity 7.b.: Preparing an Effective Resume**

Options for this activity:

- (a) show participants sample resumes that they might adapt to create their own version of that resume;
- (b) give participants an on-line template they can use to create a simple resume.

Have participants work on their own or in pairs to:

- Review the feedback you provided on the draft resumes they prepared for the Session 5 “Self-Study Activity.”
- Prepare a new version of their resume, using your feedback and the sample resumes and template you provide.

Provide guidance to the participants so that they prepare a resume that clearly presents:

- their TLD career objectives;
- relevant work experience, skills, education, certification they have related to the TLD career objectives.

Make sure participants follow stated guidelines for clarity, conciseness, accuracy, truthfulness, and visual attractiveness.

### **Activity 7.c.: Sharing of Updated Resumes**

If appropriate (and if time permits), have participants share copies of their resumes with classmates and discuss the strengths and needed improvements of those resumes.

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## **Self-Study Activities**

Ask participants to:

- Prepare a clean copy of their resumes to bring to the next class.
- Prepare a “script” that they might bring with them to a TLD interview. The “script” would provide answers to these questions:
  - *What kind of job are you looking for?*
  - *Why do you want that kind of job?*
  - *What are your qualifications for this job?*
  - *What is your salary/wage requirement?*
  - *What kinds of benefits are you looking for?*
  - *What questions do you have about this company and about this job?*
  - *Is there anything else that the company needs to know about you?*

## **Session 8**

### **Preparing for a TLD Job Interview**

#### **OBJECTIVES**

At the end of this session, the participants will:

- Understand what employers are looking for in a job interview.
- Understand guidelines for effective job interviews;
- Have prepared a set of questions and statements to present in a TLD job interview;
- Practiced some methods for communicating in a job interview.

#### **ACTIVITIES**

##### **Activity 8.a.: What Employers Want to Know about You**

- Explain:
  - Employers are looking for strong candidates to work in their organization.
  - A job interview is an opportunity for a job candidate to demonstrate that they are the right candidate for the job.
- Ask participants:

*What is an employer looking for in a job candidate?*

Record participants' responses on a flipchart or board.
- Explain: An employer wants a job candidate who:
  - understands what the company does;
  - understands what the particular job being advertised requires;

- has the necessary work readiness, skills, credentials, availability, and salary requirements for this job.
- Explain: Today’s session will help you get ready for a job interview.

**Activity 8.b.: Preparing a Script for a Job Interview**

- Explain that participants will now practice preparing a “script” (notes) to refer to in a job interview. These notes will allow the participant to respond to employer questions, ask thoughtful questions of the employer, and otherwise demonstrate the candidate’s interest in the job, understanding of the organization and the requirements of the advertised job, and qualifications/readiness for that job.
- Divide the participants into pairs. Each pair should prepare a “script” to use in the job interview situation described in the handout titled “Preparing a Script for a Job Interview at Acme Delivery Services.”

.....

*Activity 8.b.*

**Assignment for**

**“Preparing a Script for a Job Interview at Acme Delivery Services”**

You are applying for a job as a delivery driver for a small local company named “Acme Delivery Services.” This company delivers appliances from warehouses to retail stores and consumers in a five county region. You will be meeting with the store manager for a job interview tomorrow.

You want to prepare a “script” (notes) to take with you to the interview. You will refer to these notes when talking with the store manager.

What do you need to do to prepare your script, so that you demonstrate to the store manager:

- Your understanding of and interest in the company.
- Your understanding of and interest in the delivery driver job.
- Your qualifications for that job.

.....

- Allow the pairs to prepare a response to the questions in the assignment.
- The pairs should then describe their responses to the questions.
- When all pairs have made their presentations, suggest ways that a job candidate could prepare a “script” for that kind of job interview situation at Acme Delivery Services. That is, a job candidate should:
  - Investigate and write down what the company does, its locations, etc.
  - Investigate and write down what other similar companies do.
  - Investigate and write down the requirements of the delivery driver job (as stated in the job advertisement and on sources like O\*NET).
  - Write down the job candidate’s qualifications for this job, including:
    - relevant prior work experience;
    - relevant prior education/training;
    - particular skills and knowledge required;
    - relevant credentials, licenses, certificates;
    - relevant physical abilities (e.g., strength, agility, manual dexterity, agility, etc.)
    - hours available to work;
    - work ethic, maturity, etc.

### **Activity 8.c.: Videos about Job Interview Tips**

Explain that you will now show the participants a few sample on-line videos which shows the “do’s and don’ts” of how to conduct oneself in a job interview. Note that it is important for a job

candidate not only to have a “script” and resume to refer to in the interview, but to also:

- come on time for the interview;
- dress appropriately for the interview,
- bring relevant credentials (e.g., licenses, diplomas, certificates, etc.),
- shake hands and make eye contact with the interviewer,
- speak concisely and clearly,
- stay focused on the question being discussed, and
- present oneself in a positive and confident way.

Show a few sample “Job Interviewing Tips” videos from the list below, discuss what they show, and provide participants with links to web sites where they can watch these videos on their own.

- <http://www.youtube.com/watch?v=Gww2vrIhjeU>
- <http://www.youtube.com/watch?v=toXYyYhJzXs&feature=related>
- <http://www.youtube.com/watch?v=roZs-Eu4eZo&feature=related>
- <http://video.google.com/videosearch?q=good+job+interviews&hl=en&emb=0&aq=f#>

### **Self-Study Activity**

Tell participants that, in the next session, they will meet a real or “mock” employer. They should come to the next session prepared to present their resume to this employer and to participate in a job interview for one or more preferred TLD jobs.

Note: The next session will be an opportunity for participants to get their feet wet communicating with a real or mock employer. They should take this opportunity seriously, come with a good resume and job interview “script”, dressed as they would for a real job interview, ready to speak clearly and confidently to an employer.

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## **Session 9**

### **Meeting TLD Employers**

#### **OBJECTIVES**

Participants will:

- Practice engaging in a job interview with an actual or “mock” TLD employer;
- Analyze what they need to do for a successful job interview;
- Identify next steps they need to take to apply for a desired TLD job.

#### **ACTIVITIES**

##### **Activity 9.a.: Actual or “Mock” TLD Job Interviews**

Note: This session will provide participants with opportunities to interact with actual or “mock” employers from the TLD industry.

If possible, invite one or more TLD employers to this last session. These employers can respond to questions that participants have about the TLD industry and jobs that might be available in that employer’s company. This is also an opportunity for participants to practice talking with a TLD employer in a supportive environment. If the employer is willing, she/her might participate in a “job interview” for a real or theoretical position at that company.

If it is not possible or appropriate to have one or more actual TLD employers on hand, an instructor or other program staff person might play the role of “TLD employer” and engage in simulated job interviews with the candidates.

After these job interview sessions, lead the participants in an analysis of the job candidates’ performance in the interviews. Did they follow the “Tips for an Effective Job Interview” discussed in Session 8? That is:

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- Did they do their homework and prepare a script which would help them demonstrate:
  - Their understanding of and interest in the company.
  - Their understanding of and interest in the job.
  - Their qualifications for that job.
- Did they:
  - come on time for the interview;
  - dress appropriately for the interview,
  - bring relevant credentials (e.g., licenses, diplomas, certificates, etc.),
  - shake hands and make eye contact with the interviewer,
  - speak concisely and clearly,
  - stay focused on the question being discussed, and
  - present oneself in a positive and confident way.

### **Self-Study Activity: Preparing for Next Steps in the TLD Job Search Process**

Explain:

- Participants have done a lot of work to prepare to get a TLD job. In the next (and final) session, we will discuss what they need to do next to pursue that job.
- To prepare for the next session, participants should update their “TLD Career Plan” by writing down answers to the following questions:
  - What TLD job(s) do I want to pursue?
  - Have I done the research necessary to identify available jobs, requirements of those jobs, and information about possible employers?
  - Have I prepared an effective resume?

- Have I assembled necessary licenses, diplomas, certificates, etc.?
- Have I prepared a “script” to refer to in my job interview?
- Have I contacted potential employers to send them resumes, fill out job applications, and set up job interviews?
- Have I practiced my job interviewing skills (by watching videos, participating in mock interviews)?
- What else do I need to do to prepare to get the TLD job I want?

## **Session 10**

### **Next Steps in Your TLD Career Plan**

#### **OBJECTIVES**

Participants will:

- Identify any remaining questions or needs they have related to their TLD job search.
- Get feedback about those questions from the instructor, fellow participants, and (if appropriate) TLD resource persons.
- Finalize their TLD Career Plans and portfolios.
- Get additional help with issues they need to resolve.

#### **ACTIVITIES**

##### **Activity 10.a.: Refining the TLD Career Plan**

- Explain that in this course participants have now:
  - Identified TLD jobs they wish to pursue;
  - Analyzed the requirements of those jobs;
  - Identified their strengths as they relate to those jobs;
  - Prepared a resume to present to a TLD employer;
  - Practiced job interviewing skills (and in some cases met with one or more TLD employers);
  - Practiced using a variety of resources (including web sites) to get information

useful when searching for employment;

- Practiced using PowerPoint and other common computer software useful for workplace communication and further education and training.
- Explain:
  - It is now time for participants to do a final check to be sure that they are ready to go out on their own and pursue a TLD job.
  - To do so, we should return to the Self-Study Activity assigned at the end of the previous session. In that activity, they were asked to put together a “TLD Career Plan” by answering the following questions:
    - What TLD job(s) do I want to pursue?
    - Have I done the research necessary to identify available jobs, requirements of those jobs, and information about possible employers?
    - Have I prepared an effective resume?
    - Have I assembled necessary licenses, diplomas, certificates, etc.?
    - Have I prepared a “script” to refer to in my job interview?
    - Have I contacted potential employers to send them resumes, fill out job applications, and set up job interviews?
    - Have I practiced my job interviewing skills (by watching videos, participating in mock interviews)?
    - Have I prepared to go to a job interview or job fair appropriately dressed and groomed, with necessary documents (resumes, credentials, etc.), a “script,” etc.?
    - What else do I need to do to prepare to get the TLD job I want?
  - Go through these questions with the participants as a large group and record their responses on a series of flipcharts. This allows the entire group to learn from their classmates about how they might approach creating a “TLD Career Plan.”

### **Activity 10.b.: Wrapping Up**

- Congratulate participants for their work in this course.
- As appropriate, encourage them to stay connected to relevant resources (e.g., courses, counselors, workshops, web sites, job fairs) to use in their job search and after they have attained a job.
- If time permits, remain available (perhaps with other staff) to respond on an individual or small group basis to additional questions that participants might have.