



*Sharing the Power of Learning*

**The Minnesota Literacy Council created this curriculum with funding from the Saint Paul Community Literacy Consortium. We invite you to adapt it for your own classrooms.**

**Advanced Level (CASAS reading scores of 221-235)**

## **Career Exploration Unit:**

### **Unit Overview**

This is a 2-week unit in which students will learn about currently available entry-level work that is in high-demand, pays over minimum wage, and doesn't require a high school credential. Learners will practice the English and employment preparedness skills necessary to obtain this type of work.

### **Focus of Week 1**

- Exploring in-demand jobs that pay \$15 per hour or more with minimal credential requirements (in the Minneapolis and St. Paul metro area)
- Identifying personal skills which can be used in employment (both hard skills and soft skills)
- Stating accomplishments using specific and descriptive language
- Exploring tools in order to find out if a job is a good fit for one's skills and interests
- Carefully reading challenging texts to understand key ideas

### **Focus of Week 2**

- Listing the qualities of a good cover letter for the jobs explored in this unit
- Listing the qualities of a good resume for the jobs explored in this unit
- Identifying language, format, style and tone for successfully applying to jobs
- Identifying and demonstrating successful behavior during an interview for the jobs explored in this unit

## Career Exploration Unit: Week 1, Lesson 1

Which jobs pay \$15 per hour or more with minimal credential requirements?

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>define and use key vocabulary related to this unit</li> <li>list jobs that pay \$15 per hour or more</li> <li>give an example of an inference</li> <li>refer to details and examples in a text when drawing inferences from the text (CCRS Reading Anchor 1)</li> <li>participate effectively in a range of conversations with diverse partners...expressing their own ideas clearly (CCRS Speaking/Listening Anchor 1)</li> </ul>	<p><u>Print Copies for Learners</u></p> <ul style="list-style-type: none"> <li>Handout: <b>Making Inferences about Jobs</b></li> <li>Handout: <b>Job Matching Activity</b></li> </ul> <p><u>Make Single Copies or Reference:</u></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><u>Props, Technology, or Other Resources</u></p> <ul style="list-style-type: none"> <li>Whiteboard, dry erase markers, projector</li> </ul>
Lesson Plan	
<p><b>Unit Introduction</b>  <u>Description:</u> Explain the skills and focus of this unit and explore prior knowledge related to this unit.  <u>Materials/Prep:</u> None</p> <p><b>Activity 1:</b>  <u>Description:</u> Introduce unit vocabulary.  <u>Materials/Prep:</u> Whiteboard, dry erase markers</p> <p><b>Activity 2:</b>  <u>Description:</u> Make inferences about the jobs in this unit based on pictures.  <u>Materials/Prep:</u> <b>Making Inferences about Jobs, whiteboard, dry erase markers or projector</b></p> <p><b>Activity 3:</b>  <u>Description:</u> Match unit vocabulary terms with definitions using inferencing.  <u>Materials/Prep:</u> <b>Job Matching Activity, Jobs and Definitions (teacher copy), whiteboard, dry erase markers</b></p> <p><b>Activity 4:</b>  <u>Description:</u> Share and explain inferences.  <u>Materials/Prep:</u> None</p>	

## Unit Introduction

Share the reasons why this unit will be relevant to your students' current needs and interests. Possible reasons are:

- To learn about jobs that pay a salary high enough to meet a family's basic needs (at least \$15 per hour)
- To explore jobs which don't require a college education, some don't even require a high school diploma
- To learn the process and skills needed to get any job(not just the ones in this unit)
- To get a job now or in the future; or to share this information with family or friends.
- To learn and use skills that are important for reading and writing
- To learn new vocabulary that can be used in many situations

### Activity 1: Introduce Unit Vocabulary

Introduce and discuss the terms *living wage*, *specialized skill*, and *labor*.

Adapt this process as needed to introduce vocabulary.

1. Write the term on the board
2. Pronounce the words, breaking them up into syllables and repeating them several times
3. Ask students if they have heard this term before. Do they know what it means? Can they use it?
4. Give a definition and repeat it (provided below)
5. Give an example sentence (provided below)
6. Ask a question to apply the term in a familiar context (provided below)

*Living wage*: the amount of money earned is enough to cover basic needs (housing, food, water, clothing, transportation)

*Most people agree that \$15 per hour or higher is a living wage.*

What kinds of jobs pay a living wage?

*Skill*: an ability that learned through practice or experience

*Her skills include speaking three languages, typing, email, and customer service.*

What skills do you practice in English class?

*Specialized Skill*: a skill that is necessary to do a job, and might be used only for that job

*Specialized skills are learned on the job or in a training program.*

What specialized skills do tailors use?

*Labor:* (n.) work that takes effort; (v.) working hard

*The road construction team labored in the hot sun.*

Labor can be paid or unpaid. What are some examples of labor that is paid? What are some examples of labor that is unpaid?

## Activity 2: Making Inferences about Jobs

Write or project the unit job titles on the board:

- Cement Masons and Concrete Finishers
- Tile and Marble Setters
- Cooks: Institution and Cafeteria
- Drywall and Ceiling Tile Installers
- Industrial Truck and Tractor Operators
- Insulation Workers: Floor, Ceiling and Wall
- Laborers, and Freight, Stock, and Material Movers
- Landscaping and Groundskeeping Workers
- Tailors, Dressmakers and Custom Sewers
- Painters: Construction and Maintenance Workers

Practice the pronunciation of each word.

Talk through an example of inferring what the jobs in the list do:

“Which words in this job title do you know? What do they mean?”

“What do we guess someone with this job does? Why?”

“We just practiced making an inference. To make an inference, think about what you already know, think about what you read, and make a guess. This is an important skill because you don’t need to know every word to understand an idea. You can use what you know to make a good guess.”

Next to the Top 10 jobs, write these questions:

- 1) Where is this work done?
- 2) What skills are used to do this work?
- 3) What tools are used to do this work?

Students work in pairs to infer the answers to the three questions based on the job titles. Provide encouragement and support as needed. At this stage, learners may not know much about these jobs and may skip a few of the more challenging ones.

Complete the **Making Inferences about Jobs** worksheet.

## Activity 3: Matching Activity

Pass out the **Jobs Matching Activity Worksheet**. Learners match the jobs and job descriptions by drawing lines to connect them.

Write this sentence frame on the board while learners are working:

*I think that \_\_\_\_\_ matches \_\_\_\_\_ because \_\_\_\_\_.*

“Let’s practice using this sentence frame to show evidence for our answers, which means we explain how we got our answers.”

Learners discuss their evidence with a partner using the sentence frame.

### **Activity 4: Wrap Up**

Discuss which of the jobs the class read about today require specialized skills.

Ask learners to hold their thumbs up, sideways, or down to indicate if they can do the following:

- I can list at least three jobs that pay \$15 or more per hour.
- I can give some information about these three jobs.
- I can give an example of an inference.
- I can use a sentence frame to give evidence for an answer.

Remind learners to bring all of today’s worksheets back tomorrow and for the next two weeks.

# Making Inferences about Jobs

## 1. Cement Masons and Concrete Finishers

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



## 2. Tile and Marble Setters

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



## 3. Cooks: Institution and Cafeteria

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



## 4. Drywall and Ceiling Tile Installers

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



### 5. Industrial Truck and Tractor Operators

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



### 6. Insulation Workers: Floor, Ceiling, and Wall

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



### 7. Laborers, and Freight, Stock, and Material Movers

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



### 8. Landscaping and Groundskeeping Workers

Where is this work done??	What skills are used to do this work??
What tools are used to do this work?	



### 9. Tailors, Dressmakers and Custom Sewers

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	



### 10. Painters: Construction and Maintenance Workers

Where is this work done?	What skills are used to do this work?
What tools are used to do this work?	





# Jobs Matching Activity

Directions: Draw lines to match the job titles with the job descriptions.

Laborers, and Freight, Stock, and Material Movers



Landscape or maintain grounds using hand or power tools or equipment.

Landscaping and Groundskeeping Workers



Operate trucks or tractors to move materials around a warehouse, storage yard, factory, or construction site.

Industrial Truck and Tractor Operators



Design, make, alter, repair or fit garments.

Tailors, Dressmakers and Custom Sewers



Prepare and cook large quantities of food for institutions, such as schools, hospitals, or cafeterias.

Cooks: Institution and Cafeteria



Manually move freight, stock, or other materials or perform other general labor.

Insulation Workers: Floor, Ceiling, and Wall



Smooth and finish surfaces of poured concrete such as floors, walks, sidewalks, roads, or curbs using hand and power tools.

Painters: Construction and Maintenance



Line and cover structures with insulating materials. May work with batt, roll, or blown insulation materials.

Cement Masons and Concrete Finishers



Paint walls, equipment, buildings, bridges, and other structural surfaces using brushes, rollers, and spray guns.

Tile and Marble Setters



Put sheets of material on ceilings and walls of buildings.

Drywall and Ceiling Tile Installers



Apply tile to walls, floors, ceilings, and roofs.

# Career Exploration Unit: Week 1, Lesson 2:

*What skills do these living wage jobs require?*

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• identify some of their professional skills</li> <li>• form sentences using descriptive and specific verbs to describe accomplishments</li> <li>• Choose words and phrases to convey ideas precisely (<i>CCRS Language Anchor 3Ca</i>)</li> <li>• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (<i>CCRS Speaking/Listening Anchor 6C</i>)</li> </ul>	<u>Make Student Copies:</u> <ul style="list-style-type: none"> <li>• Handout: <b>Find Someone Who Is...</b></li> <li>• Handout: <b>Past Tense Verbs</b></li> <li>• Handout: <b>Descriptive and Specific Verbs</b></li> <li>• Handout: <b>Forming Accomplishment Statements</b></li> </ul>
	<u>Make Single Copies or Reference:</u> <ul style="list-style-type: none"> <li>• None</li> </ul>
	<u>Props, Technology or Other Resources:</u> <ul style="list-style-type: none"> <li>• Whiteboard and Dry Erase markers</li> </ul>
Lesson Plan	
<p><b>Warm up for today's Lesson:</b>  <u>Description:</u> Learners mingle and identify each other's skills  <u>Materials/Prep:</u> <b>Find Someone Who Is...</b>, whiteboard, markers</p> <p><b>Activity 1:</b>  <u>Description:</u> Define skills and accomplishments  <u>Materials/Prep:</u> Whiteboard, markers</p> <p><b>Activity 2:</b>  <u>Description:</u> Review the past tense  <u>Materials/Prep:</u> <b>Past Tense Verbs, Whiteboard, markers</b></p> <p><b>Activity 3:</b>  <u>Description:</u> Discuss the difference between neutral verbs and descriptive, specific verbs  <u>Materials/Prep:</u> <b>Descriptive and Specific Verbs, Past Tense Verbs</b>, whiteboard, markers</p> <p><b>Activity 4:</b>  <u>Description:</u> Form accomplishment statements  <u>Materials/Prep:</u> <b>Forming Accomplishment Statements</b>,</p> <p><b>Wrap Up:</b>  <u>Description:</u> Learners share personal accomplishment statements  <u>Materials/Prep:</u> <b>Forming Accomplishment Statements</b></p>	

## Warm Up: What is a Skill?

Complete the **Find Someone Who Is...** worksheet.

If learners are new to this type of activity, explain or model the instructions:

Write on the board: *Are you \_\_\_\_\_?*

“Talk to your classmates. Ask the question on the board with one of the skills from the worksheet. If your classmate is good at the activity, write his or her name in the box. Keep going until you have filled all of the boxes.”

For smaller classes, learners can write the same name in multiple boxes.

## Activity 1: Define *Skills* and *Accomplishments*

Ask the class about one *skill* that connects to their experiences. Explain what a skill is and why it is important. For example:

“Who speaks two languages? You are bilingual. How can being bilingual help you in your daily life? How can being bilingual help you at work?”

Being bilingual is a skill. *A skill is an ability that you learn through practice or experience.* (This is review from yesterday)

Knowing AND sharing skills is important when looking for a job. Employers look at skills when they decide who to hire.”

Elicit more examples of skills:

“What is one skill that you have had for a long time? What is one skill that you have learned?”

“What is one skill that you have used in your work? Remember: work can be paid (cooking every day for your job) or unpaid (cooking every day for your family).”

Introduce and discuss the term *accomplishment*.

Adapt this process as needed to introduce vocabulary.

1. Write the term on the board
2. Pronounce the words, breaking them up into syllables and repeating them several times
3. Ask students if they have heard this term before. Do they know what it means? Can they use it?
4. Give a definition and repeat it (provided below)
5. Give an example sentence (provided below)
6. Ask a question to apply the term in a familiar context (provided below)

*Accomplishment*: something you have done well in the past

*His accomplishments include installing drywall in several large commercial buildings.*

Why do employers want to know about applicants' accomplishments?

“Today, we will practice using verbs that are descriptive and specific to talk about our accomplishments.

For example, a nurse might say: “I treated a sick child”, and an artist might say: “I painted a picture.” Today’s lesson will help you talk and write about your accomplishments.”

## Activity 2: Past Tense Review

Learners reflect on and make a class list of some of their skills (written as verbs).

For example, write the following sentence frames on the board and as learners use the sentence frames to share their skills, write a list of specific verbs they use on the board, numbering them as you write them.

- I know how to \_\_\_\_\_
- I \_\_\_\_\_ well.
- I like to \_\_\_\_\_

“Let’s change these verbs from present tense to the past tense. Who can help me with number 1?” etc.

“Usually, when speaking about accomplishments, we use the past tense. Let’s practice writing some descriptive and specific verbs in the past tense.”

Learners complete **Past Tense Verbs**.

## Activity 3: Identifying Descriptive, Specific Verbs

Write on the board:

- I did some painting.
- I painted two to three houses per week.

“Which statement would be better on a resume? Why?”

“Do employers expect formal or informal language in a resume? What are other situations where people expect formal language?”

Write on the board:

- Do, Make, Be, Have
- Build, Finish, Sew, Maintain

“The first list has general verbs. We use them a lot in our daily lives, but there are some situations, like applying for a job, when it is better to use descriptive, specific verbs like the ones in the second line.”

Learners complete **Descriptive and Specific Verbs**, working through the example question together to check understanding. Refer to the **Past Tense Verbs** worksheet as needed.

## Activity 4: Forming and Writing Accomplishment Statements

“Let’s practice writing sentences with accomplishments. You can use sentences like these in a cover letter, an interview, a college application, or in a recommendation letter.”

Write on the board, leaving room at the bottom:

*When I operated the forklift carefully and efficiently, I finished my work safely and on time.*

“Let’s split this sentence into parts.”

Write on the board:

When I (responsibility that was done well) + (benefit)

Part 1	Part 2
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Discuss:

“What is the work responsibility in our sentence?” (operated the forklift)

“What words show that the responsibility was done well?” (carefully, efficiently)

“What are the benefits?” (safely and on time)

“What is the tense of the verbs in the sentence?” (Past tense)

If needed, learners brainstorm a list of adverbs that can be used to positively describe responsibilities.

Choose another of the jobs in this unit and collaboratively write another example accomplishment statement.

Complete **Forming Accomplishment Statements.**

## Wrap Up

Ask learners to hold their thumbs up, sideways or down to indicate if they can do the following:

- I can name at least two of my skills.
- I can use specific, descriptive verbs to describe work.
- I can write an accomplishment statement.

Remind learners to bring all of today's worksheets back tomorrow and for the next two weeks.

## Find Someone Who Is...

Directions: Talk to classmates to find people who are good at the skills in the boxes below. Write the name of one student who is good at the skill in each box.

Cooking <hr/>	Leading <hr/>	Listening <hr/>
Caring for children <hr/>	Able to speak more than two languages <hr/>	Math <hr/>
Being a student <hr/>	Organizing <hr/>	Driving <hr/>

## Past Tense Verbs

A. These verbs describe types of work. Which jobs do these types of work? Discuss with a partner.

Maintain  
Build  
Collaborate  
Discuss  
Prepare

Operate  
Repair  
Assist  
Install  
Lift  
Listen

Manage  
Produce  
Read  
Explain  
Write  
Calculate

B. Write the past tense form of verbs below:

Verb	Past Tense
Maintain	
Build	
Collaborate	
Discuss	
Prepare	
Operate	
Repair	
Assist	
Install	
Lift	
Listen	
Manage	
Produce	
Read	
Explain	
Write	
Calculate	



## Descriptive and Specific Verbs

a) I did construction.    b) I constructed houses.

Which sentence would be better to use when applying for a job? Why?

Using descriptive and specific verbs to talk about skills and experiences gives more information to employers.

**Part 1:** Which sentences would be better when applying for a job? Why?

- 1) I cleaned and organized dishes at a busy restaurant. **OR** I was a dish-washer.
- 2) I did tile work. **OR** I installed both ceramic and wood tiles in ten business offices.

**Part 2:** Use the past tense to talk or write about work experiences. Write a past-tense, descriptive and specific verb in each blank below:

Example: When I worked as a cement mason, I fixed (fix) dangerous roads.

- 1) As a manager, I \_\_\_\_\_ (collaborate) with my coworkers as a team.
- 2) I \_\_\_\_\_ (lift) materials weighing 50 pounds or more daily.
- 3) I \_\_\_\_\_ (operate) machinery like cranes, bulldozers, and tractors.
- 4) I \_\_\_\_\_ (manage) my time carefully in order to arrive at work on time every day.
- 5) As a landscaper, I \_\_\_\_\_ (plant) and \_\_\_\_\_ (maintain) 20 gardens every summer.

**Part 3:** Replace the verb in each sentence below with a descriptive and specific verb:

1. In my last job, I used trucks and tractors.  
In my last job, I \_\_\_\_\_ trucks and tractors.  
a) cut                      b) rode                      c) operated
2. As a machine feeder, I put heavy materials onto conveyor belts.  
As a machine feeder, I \_\_\_\_\_ heavy materials onto conveyor belts.  
a) reached              b) made                      c) lifted

3. When I worked at ABC Tiles, I was a tile installer.  
When I worked at ABC Tiles, I \_\_\_\_\_ tiles onto floors and walls.  
a) worked      b) installed      c) removed

**Part 4:** Choose the descriptive and specific verb to write in the blanks below:

1. Tran was the accountant for her family tailoring business in Vietnam.  
Tran \_\_\_\_\_ her family's taxes.  
a) prepared    b) did    c) read
2. Angel put insulation into new houses.  
Angel \_\_\_\_\_ houses  
a) insulated    b) finished    c) built
3. Hasan planted flowers and trees at the White House  
Hasan \_\_\_\_\_ the White House gardens.  
a) built    b) landscaped    c) did

**Part 5:** Complete the sentences below using descriptive and specific verbs in the past tense:

1. Maryam wants to be a cook. Help her write a strong sentence about her experience by filling in the blank with a descriptive, specific verb:  
  
I \_\_\_\_\_ meals for my elderly grandmother for 5 years.
2. Ricardo listens to and fixes customer complaints as a manager at a construction site. Write a sentence using the verb "to resolve" to describe his work:  
  
Ricardo \_\_\_\_\_.
3. Write sentences about work experience using the verbs provided:  
a) (assist) \_\_\_\_\_  
b) (collaborate) \_\_\_\_\_  
c) (repair) \_\_\_\_\_
4. Write a sentence or two using descriptive and specific verbs that describes your experiences.  
\_\_\_\_\_  
\_\_\_\_\_

# Forming Accomplishment Statements

**Formula: When I (responsibility done well) + (benefit)**

## Part 1: Choose Verbs

**Directions:** Fill in information to describe the responsibilities of these jobs. Use the past tense.

Job	Responsibilities (use specific, descriptive verbs)	Adverbs to show the responsibility is done well	What are benefits of this working being done well?
Farmer	planted, sold, drove, planned, calculated	Carefully, safely, thoughtfully, efficiently	grow more food, save money, grow food faster, save time
Painter			
Landscaper			
Laborers and Freight, Stock and Material Movers			
One of your roles or jobs:			

## Part 2: Write Accomplishment Statements

**Directions:** use the information from the chart in Part 1 to write accomplishment statements below:

- Farmer: When I correctly calculated how much seed corn to buy, I saved money for the farm.
- Painter: When I \_\_\_\_\_
- Landscaper: When I \_\_\_\_\_
- Stock Mover: When I \_\_\_\_\_
- Write an accomplishment statement about YOUR work:  
\_\_\_\_\_

# Career Exploration Unit: Week 1, Lesson 3:

*What are my skills, strengths, challenges, and interests related to the jobs in this unit?*

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• <i>identify and differentiate between hard and soft skills (TIF LS Skill 2-Sub Skill b)</i></li> <li>• <i>explicitly teach/demonstrate soft skills through role play (TIF EC Skill 1-Sub Skill a)</i></li> <li>• <i>match hard skills and soft skills with job titles. (TIF CT Skill 1- Sub Skill a)</i></li> <li>• <i>analyze and interpret job postings (CCRS Reading Anchor 2)</i></li> </ul>	<p><u>Make Student Copies:</u></p> <ul style="list-style-type: none"> <li>• <b>Graphic Organizer T-Chart</b></li> <li>• <b>Hard Skills Sorting</b></li> <li>• <b>Soft Skills Sorting</b></li> <li>• <b>Hard Skill or Soft Skill?</b></li> <li>• <b>Example Job Postings</b></li> </ul>
	<p><u>Make Single Copies or Reference:</u></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
	<p><u>Props, Technology or Other Resources:</u></p> <ul style="list-style-type: none"> <li>• White board, dry erase markers</li> <li>• Stackable materials (cards/books/dominoes/etc.)</li> </ul>

## Lesson Plan

### Warm up for today's Lesson:

Description: Build a structure in teams to demonstrate hard and soft skills in action

Materials/Prep: Set of sturdy objects for stacking, **Graphic Organizer T-Chart** (for teacher reference), whiteboard, markers

### Activity 1:

Description: Identify hard and soft skills

Materials/Prep: **Graphic Organizer T-Chart**, whiteboard, markers

### Activity 2:

Description: Match hard and soft skills with job titles

Materials/Prep: **Hard Skills Sorting, Soft Skills Sorting**

### Activity 3:

Description: Differentiate between hard and soft skills

Materials/Prep: **Hard Skill or Soft Skill?**

### Activity 4:

Description: Interpret job postings

Materials/Prep: **Example Job Postings**

### Wrap Up:

Description: Check for understanding

Materials/Prep: None

## Warm up: What are Hard and Soft Skills?

Form teams of 4 or 5 people at a table with a collection of stackable materials.

“This activity is to help us recognize the skills we use every day when we are working with other people. After we finish this activity, we will name and explore these skills.”

“You have exactly two minutes to build the tallest tower you can as a team. Begin!”

While learners are working, replicate the T-chart shown in the **Graphic Organizer T-Chart** hand-out on the board.

### Activity 1: Introduction to Hard vs. Soft Skills

Pass out the **Graphic Organizer T-Chart** handout.

“While I was watching you make your towers, I saw X group using teamwork to build their tower. Nicely done!”

Model writing “teamwork” under the right-hand column of the T-Chart on the board, then instruct learners to copy you on their handouts.

“Which other skills did your group use to build your tower?”

Without labeling the columns or explaining the key words yet, in the left-hand column, write down any *hard skills* mentioned by learners. In the right-hand column, write down any *soft skills*.

- *Examples of hard skills*: design, bilingual skills, lifting/ moving materials, measuring, etc
- *Examples of soft skills*: leadership, problem solving, time management, listening, etc

Label the left-hand column *Hard Skills*. Label the right-hand column *Soft Skills*.

Fill in the definitions as a class at the bottom of the handout:

- Hard Skills: skills that are necessary for doing your job duties. You can see somebody using these skills.
- Soft Skills: skills that are necessary for working with others.

### Activity 2: Matching Skills

Learners complete the **Hard Skills Sorting** handout. When going through the answers, ask learners to explain their responses.

Repeat with the **Soft Skills Sorting** worksheet.

### Activity 3: Differentiating Hard and Soft Skills

Learners complete the **Hard Skill or Soft Skill?** worksheet.

“Discuss your answers with a partner. Did you agree on all your answers? Which questions were difficult?”

### Activity 4: Interpreting Job Postings

Review the terms *living wage* and *specialized skills*.

Project a copy of **Example Job Postings** and preview the text. For example:

- “What are the titles?”
- “What type of information is in these texts?”
- “Have you seen a text like this before? Where?”
- “What is the purpose of texts like these?”

“These postings are from a website called minnesotaworks.net. This website is a great place to find postings for jobs that pay a living wage. You can use this website to search for a job for free if you create an account online\*.”

“You may not want the jobs that we are reading about today, and that’s okay. You may have a family member or friend who would be interested in these jobs. Today you will also practice the skills you need to read a challenging text, learn new vocabulary, and have conversations in English. ”

Learners complete Part A in **Example Job Postings**. If learners struggle with the text, pause after each job posting to address the unfamiliar words that learners circle.

Learners work in pairs to discuss questions in Part B. After pairs discuss, answer the questions in Part C as a class.

\*The registration process for Minnesotaworks.net is lengthy and students will likely require assistance to complete it. The site is operated by the Department of Employment and Economic Development (DEED).

### Wrap Up

Learners turn and talk to each other to discuss the difference between hard skills and soft skills. If time allows, follow up with: “The jobs in this unit are living wage jobs that don’t require a college degree. What do they require instead?”

Remind learners to bring all of today’s worksheets back tomorrow and for the next two weeks.

## Graphic Organizer T-Chart

Definition:

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Definition:

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## Hard Skills Sorting

### Hard Skills

- A) Line and cover structures with insulation materials
- B) Maintain grounds properly using hand or power tools or equipment
- C) Feed materials into or remove materials from machines
- D) Perform tasks involving physical labor at construction sites
- E) Apply plasterboard or other wallboard to ceilings or interior wall of buildings
- F) Manual move freight, stock, or other materials or perform other general labor
- G) Paint walls, equipment, buildings, bridges, and other structural surfaces
- H) Smooth and finish surfaces
- I) Operate industrial trucks or tractors
- J) Prepare and cook large quantities of food

Directions: Write the letter of each skill next to a job that uses that skill.




### Jobs





- \_\_\_\_ Laborers, and Freight, Stock, and Material Movers
- \_\_\_\_ Landscaping and Groundskeeping Workers
- \_\_\_\_ Industrial Truck and Tractor Operators
- \_\_\_\_ Painters:Construction and Maintenance
- \_\_\_\_ Cooks: Institutions and Cafeteria
- \_\_\_\_ Insulation Workers: Floor, Ceiling, and Wall
- \_\_\_\_ Cement Masons and Concrete Finishers
- \_\_\_\_ Tailors, Dressmakers and Custom Sewers
- \_\_\_\_ Drywall and Ceiling Tile Installers
- \_\_\_\_ Tile and Marble Setters






## Soft Skills Sorting

<u>Soft Skills</u>		
Teamwork	Adaptability	Time Management
Positive Attitude	Attention to Detail	Leadership
Communication	Problem-solving	Self-Direction

	Job	Responsibilities	Two soft skills used in this job	How do you know?
1	Cooks: Institution and Cafeteria 	Prepare and cook large quantities of food for institutions, such as schools, hospitals, or cafeterias.		
2	Painters: Construction and Maintenance 	Paint walls, equipment, buildings, bridges, and other structural surfaces, using brushes, rollers, and spray guns.		
3	Drywall and Ceiling Tile Installers 	Apply tiles, blocks, strips, or sheets of other material to ceilings and walls of buildings.		

4	<p>Landscaping and Groundskeeping Workers</p> 	Landscape or maintain grounds using hand or power tools or equipment.		
5	<p>Laborers, and Freight, Stock, and Material Movers</p> 	Manually move freight, stock, or other materials or perform other general labor.		
6	<p>Cement Masons and Concrete Finishers</p> 	Smooth and finish surfaces of poured concrete, such as floors, walks, sidewalks, roads, or curbs using hand and power tools.		
7	<p>Tile and Marble Setters</p> 	Apply hard tile, marble, and wood tile to walls, floors, ceilings, and roof decks.		

8	<p>Industrial Truck and Tractor Operators</p> 	<p>Operate trucks or tractors to move materials around a warehouse, storage yard, factory, or construction site.</p>		
9	<p>Tailors, Dressmakers and Custom Sewers</p> 	<p>Design, make, alter, repair or fit garments.</p>		
10	<p>Insulation Workers: Floor, Ceiling, and Wall</p> 	<p>Line and cover structures with insulating materials.</p>		

## Hard Skill or Soft Skill?

**Hard Skills:** Skills that are necessary for doing individual job duties.

**Soft Skills:** Skills that are necessary for working with others.

**Write H for Hard Skills and S for Soft Skills.**

- 1) Cleaning people's teeth \_\_\_\_\_
- 2) Resolving a conflict with a customer \_\_\_\_\_
- 3) Making a spreadsheet on the computer \_\_\_\_\_
- 4) Writing a letter in English \_\_\_\_\_
- 5) Managing the schedules of 5 children \_\_\_\_\_
- 6) Doing 2 tasks at the same time \_\_\_\_\_
- 7) Being honest when you make a mistake \_\_\_\_\_
- 8) Dealing with difficult personalities at work \_\_\_\_\_
- 9) Doing the accounting for your family business \_\_\_\_\_
- 10) Painting pieces of art \_\_\_\_\_
- 11) Having a positive attitude on a bad day \_\_\_\_\_
- 12) Getting a license to drive a bus \_\_\_\_\_
- 13) Staying on task \_\_\_\_\_
- 14) Working respectfully with people from other backgrounds \_\_\_\_\_
- 15) Computer programming \_\_\_\_\_
- 16) Active listening \_\_\_\_\_
- 17) Counting change from a cash register \_\_\_\_\_
- 18) Discussing a mistake you made at work with your boss \_\_\_\_\_
- 19) Mixing two colors of paint to get the correct shade \_\_\_\_\_
- 20) Unloading materials from delivery trucks \_\_\_\_\_
- 21) Planting a flowerbed \_\_\_\_\_
- 22) Working as a team \_\_\_\_\_
- 23) Operating heavy machinery \_\_\_\_\_
- 24) Leading an organization \_\_\_\_\_
- 25) Replying to phone messages and emails in a timely manner \_\_\_\_\_
- 26) Baking a customer's wedding cake \_\_\_\_\_

**Discuss your answers with a partner:** "I chose \_\_\_\_\_ because \_\_\_\_\_."

## Example Job Postings

**Part A:** Read each job description and circle any words that are new to you. Check the vocabulary boxes to see if a definition is provided.

**Part B:** Answer these questions with a partner:

1. Where is this job located? Which section did you find your answer in?
2. What can someone apply for this job? Which section did you find your answer in?
3. What kind of education, certifications, and experience are needed for this job? Where did you find your answer?
4. What are some hard skills needed in order to get this job?
5. What are some soft skills needed in order to get this job?

**Part C:** Discuss as a class

1. Which jobs require specialized skills? How might someone learn these skills?
2. Which jobs pay a living wage?

**Job Title:** Commercial  
Sewer

**Job Location:** Atterro  
New Hope, MN 55428

**How to Apply:** **Website:** <http://ipc.us/t/37972BD37C0F483A>

**Work Type:** Shift: Other, Hours Per Week: 40, Work Type: Regular

**Salary Offered:** \$16-20 per hour

**Job Description:** Do you have previous experience as a Commercial Sewer? Pro Staff in Plymouth is hiring for a Commercial Sewer for a company located in New Hope. This position features a Monday through Friday schedule with hours between 7am-5pm. Interested candidates must have previous commercial sewing experience. Interested candidates should apply now, email your resume to [plymouth@prostaff.com](mailto:plymouth@prostaff.com) or call/text us at 763-785-5352 and reference job number 542573.

**Job Duties:**  
Commercial sewing of products  
Must be able to hand sew and operate sewing machines

**Job Requirements:**  
Must have previous commercial sewing experience  
Must be able to meet client pre-screening requirements

Based on job ID 10669055: <https://www.minnesotaworks.net/ViewJob.aspx>

### Vocabulary

Commercial: a business that sells something

## Job Title: Cement Mason

Job ID: 10294676

Job Description: Ebert Construction is seeking a Cement Mason for various sized projects in the commercial construction field.

Job Location: Ebert Construction  
23350 County Rd 10  
Corcoran, MN 55357

How to Apply: Email: [employment@ebertconst.com](mailto:employment@ebertconst.com)  
Website: <https://www.ebertconst.com>

Job Title: Cement Mason

Work Type: Weekdays  
Hours Per Week: 40

Salary Offered: \$19.94-\$29.41 / hour

### Vocabulary

Mason: someone who works and builds with stone

Grade concrete: make a strong mix

Finish concrete: making concrete even

Commercial construction field: buildings owned by businesses

**Job Location:** Dominos  
Eagan, MN 55121

**How to Apply:** **Website:** <https://nlx.jobsyn.org/ed1e526d350242ad9f3b5642b99...>

**Job Title:** Driver-in-Training

**Work Type:** Hours Per Week: 40, Work Type: Permanent

**Salary Offered:** \$32,000-\$55,000 per year

**Benefits:** See Job Description section

**Education Required:** See Job Description section

**Required Skills:** See Job Description section for any required skills.

**Job Description:** The "Domino's Pizza Services Driver Development Program" provides an opportunity for truck drivers that have recently gotten their Class A Commercial Driver's License to become a Delivery Service Driver, which includes training. We offer a competitive salary and benefits package including full medical, dental, and vision, 401k, and bonus program and an exceptional opportunity for professional growth. Domino's Truck Drivers safely drive company trucks on established route(s) to unload product and give customer service to Domino's Pizza store locations. Some overnight stays may be required. Safely deliver product by sliding tray and product from truck bed to ramp on dollies. Check trailer temperatures at each stop. Listen to and resolve customer complaints. Required to wear and follow Domino's Pizza uniform standards at all times. Attend scheduled safety team meetings and training sessions. Follow all safety rules and guidelines. Use on-board computer system.

### Vocabulary

Professional growth: getting a raise or promotion

Established route: Using the same streets to get to a place

Product: something that is made to be sold or used

Trailer: see picture

Truck bed: the floor inside a trailer



trailer



dolly

## Career Exploration Unit: Week 1, Lesson 4

*What tools and resources can I use to find out if I am a good fit for these jobs?*

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• <i>use a graphic organizer to brainstorm likely places to find job postings (TIF Skill 2, Sub Skill b)</i></li> <li>• <i>compare predictions with outcomes</i></li> <li>• <i>generate questions to explore an unfamiliar job</i></li> <li>• <i>point to evidence in the text to support a conclusion (CCRS Reading Anchor 1)</i></li> <li>• <i>make use of background knowledge to understand new information (TIF LS Skill 1, Sub Skill a)</i></li> </ul>	<p>Make Student Copies:</p> <ul style="list-style-type: none"> <li>• <b>Asking Questions to Explore a Job: Landscapers</b></li> <li>• <b>Asking Questions to Explore a Job: Insulation Workers Video</b></li> <li>• <b>CareerForce Centers</b></li> <li>• <b>Resources List</b></li> </ul> <p>Make Single Copies for Reference:</p> <ul style="list-style-type: none"> <li>• <b>Insulation Workers Transcript</b></li> </ul> <p>Props, Technology or Other Resources:</p> <ul style="list-style-type: none"> <li>• White board, dry erase markers</li> <li>• Learner notebooks/ lined paper</li> <li>• Internet connected device, projector, speakers</li> </ul>
<b>Lesson Plan</b>	
<p><b>Warm up for today's Lesson:</b>  <u>Description:</u> Job Posting Brainstorm. Learners brainstorm likely places to find job postings.  <u>Materials/Prep:</u> whiteboard, dry erase markers</p> <p><b>Activity 1: Asking Questions to Explore a Job: Landscapers</b>  <u>Description:</u> Students generate questions to ask about unfamiliar jobs and then read to find the answers  <u>Materials/Prep:</u> <b>Handout: Landscaping and Groundskeeping Workers.</b></p> <p><b>Activity 2: Asking Questions to Explore a Job: Insulation Workers</b>  <u>Description:</u> Students generate questions to ask about an unfamiliar job and then watch a video to find answers  <u>Materials/Prep:</u>  <b>Tech Option:</b> For each student: computer; <b>for teacher:</b> computer, projector and speakers  <b>Non-Tech Option:</b> <b>Insulation Workers Dictation Transcript</b> for teacher reference. One computer for teacher, projector, speakers.  <b>Handout for both options:</b> <b>Exploring a Job with Questions: Insulation Workers Video</b></p> <p><b>Activity 3: Understanding CareerForce Centers</b>  <u>Description:</u> Read a text about CareerForce Centers while answering test-prep style questions  <u>Materials/Prep:</u> <b>Handouts: CareerForce Centers and CareerForce Center Questions</b></p> <p><b>Wrap Up:</b>  <u>Description:</u> Discussion methods of and preferences for ways to finding information  <u>Materials/Prep:</u> <b>Handout: Career and Training Resources</b></p>	

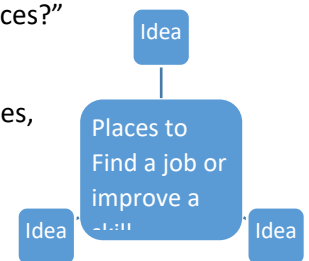


## Warm Up: Job Posting Brainstorm

“If I want a job, or to improve my job skills, where can I go to find some helpful resources?”

(CareerForce Centers, word of mouth, online, newspaper ads, calling/visiting companies, at school, public bulletin boards (libraries, grocery stores, community centers, etc.))

Write learners’ ideas in a mind map on the board:



## Activity 1: Asking Questions to Explore a Job: Landscapers

Project the “Landscaping and Groundskeeping” page of **Exploring Jobs with Questions: Landscapers**. Ask learners questions to help them predict what they’ll read about, such as: “What’s the title? Where is the text from?”

Work through **Exploring Jobs with Questions: Landscapers** first as a class. When creating the list of questions about jobs, let students take the lead. There are no wrong questions at this stage. This activity helps them learn to ask helpful questions as well as explore an unfamiliar job. For more guidance on this type of activity, refer to [rightquestion.org](http://rightquestion.org).

If possible, pair students who choose similar questions to work with as they read the text to find answers. Focus on finding the answers, rather than understanding all of the vocabulary in the text.

For challenging questions, work as a class to see if the answer can be found.

To wrap up, tell learners you’ll give them a resource handout at the end of the lesson for more places that they can get information about jobs.

## Activity 2: Asking Questions to Explore a Job: Insulation Workers Video

### Step 1: Prep (Tech Option):

Go to <https://www.careeronestop.org/Toolkit/Careers/Occupations/Occupation-profile.aspx?keyword=Insulation%20Workers,%20Floor,%20Ceiling,%20and%20Wall&onetcode=47213100&location=UNITED%20STATES>

Alternatively, go to [careeronestop.org](http://careeronestop.org) and under *Explore Careers*, type “Insulation Workers, Floor, Ceiling and Tile” into the *Career* search box. Find and prepare the video in the upper right-hand corner of the webpage.

### Step 1: Prep (Non-Tech Option):

Prepare to read the transcript from the **Insulation Workers Dictation Transcript**. If possible, use an internet connected device to search for and show a few images of insulation workers to help show the environment and tools these workers use.

“The text we read about landscapers was from [careeronestop.org](http://careeronestop.org). This website also has videos. This is another great way to explore a job.”

Work through **Explore a Job with Questions: Insulation Workers Video**, using a similar process as for Activity 1, using either the online video (preferred) or the by reading the transcript.

The first time or two watching the video, watch without the sound to see if students can visually find answers to their questions.

### Activity 3: Understanding CareerForce Centers

“Does anyone know what a CareerForce Center is? Have you or someone you know been to one? What do you think you could do at a CareerForce Center?”

“This text is difficult. One way to read a difficult text is too keep reading all of it so that you can get more ideas that you understand and skip the ones that you don’t understand.”

Learners read the entire text in **CareerForce Centers** without using dictionaries, in order to get context for what the text is about.

Postpone discussing challenging vocabulary.

“What do you remember from the text?”

Learners complete the **CareerForce Center Questions**. Learners read the CareerForce Centers text again and then discuss answer the questions with partners to build their understanding of the text.

Prompt learners to share the sentences where they found their answers.

“Were our first ideas about CareerForce Centers correct? What else do we know about CareerForce Centers now that we didn’t know before?”

### Wrap Up: Resources List

“Would you prefer to go online, or go to a career services organization to learn more about careers? Why?”

Hand out the **Resources List** handout.

“This is a list of websites and resources that you can explore (by yourself, with a family member, with a tutor, with a Navigator, with a friend, etc.) to find more information about careers that are available right now based on your skills.”

Explore Careers ▼

Find Training ▼

Job Search ▼

Find Local Help ▼

Toolkit ▼

Resources For ▼

Occupation Profile



  
New  
Search

## Landscaping and Groundskeeping Workers

1. Creating and maintaining outdoor spaces is the work of grounds maintenance workers. Under the direction of a manager, they **ensure** that both public and private grounds are beautiful and healthy. Landscaping workers are typically employed by homeowners, apartment or office buildings, shopping malls, and hotels to plant and trim trees, flowers, and other plants. Some maintain permanent fixtures, such as walkways, patios, and decks, or install lighting and sprinkler systems.
2. Groundskeeping workers keep properties, such as parks and businesses, looking good through every season. In summer, they care for plants, grass, and trees; in fall, they rake and mulch leaves; and in winter, they clear snow. They also may maintain parking lots, fountains, swimming pools, and fences. Athletic field groundskeepers keep natural and **artificial turf** in top condition. They mark out boundaries, and paint turf with **team logos** and names. At cemeteries, groundskeepers also dig graves.
3. Greenskeepers maintain golf courses, from intensive turf maintenance, to keeping other materials in good repair. Other workers also help keep grounds **accessible**: pesticide workers apply chemicals to handle weeds, insects, and diseases. Tree trimmers and pruners work high off the ground to cut away excess branches—keeping roads and sidewalks safe, and clearing **utility lines**.
4. Many grounds maintenance jobs are seasonal, although year-round positions may be available. Work is generally outdoors in all weather conditions, and involves frequent bending, kneeling, lifting and shoveling. Grounds maintenance workers typically do not require any formal education and are trained on the job. Workers who apply pesticides or fertilizers typically need a high school diploma or equivalent and must obtain a license.

### Vocabulary:

**Ensure:** make sure

**Artificial turf:** fake grass

**Accessible:** easy to use/ move through

**Team Logo:** an image that represents a sports team

**Utility Lines:** pipes or wires carrying electricity, water, gas, etc

Adapted from source: <https://www.careeronestop.org/Toolkit/Careers/Occupations/Occupation-profile.aspx?keyword=Landscaping%20and%20Groundskeeping%20Workers&onetcode=37301100&location=UNITED%20STATES>

## Exploring a Job with Questions: Landscapers and Groundskeepers

- a) If you're curious about a job, what do you want to know about it? Work with your classmates to **make a list of questions** to ask about a job. You can ask anything you like.
- b) Next, find the questions in that list that have a one word answer, like *yes* or *no*. For example: *Is it full time?* Your teacher will put a star next to these questions.
- c) Do you want to change these questions so they have a longer answer? For example: *What is the schedule like?* It is up to you. Decide the type of question that will help you learn what you want to know about the job.

- d) Choose three of the questions you want to find the answer to. Write the three questions here:

Q1: \_\_\_\_\_

Q2: \_\_\_\_\_

Q3: \_\_\_\_\_

- e) Read "Landscaping and Groundskeeping Workers" to see if you can find the answer to your Q1. If yes, what is the answer?

A1: \_\_\_\_\_

- f) Read "Landscaping and Groundskeeping Workers" to see if you can find the answer to your Q3. If yes, what is the answer?

A2: \_\_\_\_\_

- g) Read "Landscaping and Groundskeeping Workers" to see if you can find the answer to your Q2. If yes, what is the answer?

A2: \_\_\_\_\_

- h) What are two (or more) other interesting things you learned about groundskeepers and landscapers?

## Exploring a Job with Questions: Insulation Workers Video

- a) Work with your classmates to make a new list of questions to ask about insulation workers. You can ask anything you like. They can be the same questions you used about landscapers, or they can be new questions.
- b) Next, find the questions in that list that have a one word answer, like *yes* or *no*. For example: *Is it full time?* Your teacher will put a star next to these questions.
- c) Do you want to change these questions so they have a longer answer? For example: *What is the schedule like?* It is up to you. Decide the type of question that will help you learn what you want to know about the job.

- d) Choose three of the questions you want to find the answer to. Write the three questions here:

Q1: \_\_\_\_\_

Q2: \_\_\_\_\_

Q3: \_\_\_\_\_

- e) Watch the video about insulation workers to see if you can find the answer to your Q1. If yes, what is the answer?

A1: \_\_\_\_\_

- f) Watch the video about insulation workers to see if you can find the answer to your Q2. If yes, what is the answer?

A2: \_\_\_\_\_

- g) Watch the video about insulation workers" to see if you can find the answer to your Q3. If yes, what is the answer?

A2: \_\_\_\_\_

- h) What are two (or more) other interesting things you learned about insulation workers?

## **Insulation Workers Transcript**

### **For Non-Tech Option**

**Part 1:** "Listen to this description and see the insulation workers in your head. Think about the questions you chose while you listen to the description."

*Scene 1:* It's winter and a house is covered in snow. Now it's summer and its 80 degrees inside a house.

*Scene 2:* A man is standing on a ladder, wearing a mask and gloves. He puts insulation into a wall.

*Scene 3:* Two people are measuring and writing on a large piece of paper with a map of a house on it, called a blue print.

*Scene 4:* A man measures around a window while a woman watches and another man works behind them to cut some wood.

*Scene 5:* A person sprays a ribbon of insulation around a window.

*Scene 6:* A person wears gloves and unrolls new insulation into an attic.

*Scene 7:* A person wears a full face mask and protective clothing while using a machine to spray foam insulation in a wall.

**Part 2:** "Listen to the information that goes with the description we listened to in Part 1.

1. Insulation keeps out the winter chill and keeps it cool inside when it's hot out. Insulation maintains conditions at the right temperature and humidity both for human comfort and safe operation of equipment.
2. Insulation workers install and replace insulation materials for buildings and mechanical systems - to balance temperatures and save on energy.
3. These workers remove old insulation and safely dispose of it. Using blueprints to guide their work, they use math skills to figure out the insulation needed, and to measure and cut it accurately.
4. Insulation workers are skilled with both power and manual tools for cutting materials, welding fittings and stapling insulation in place.

5. They work full time, spending much of the day on their feet, bending, or kneeling in confined spaces. When needed, they wear suits, masks, and respirators to protect against hazards.
6. There are two types of insulation workers: floor, ceiling, and wall insulators install insulation indoors— in attics, under floors, and behind walls in homes and other buildings. Most work for drywall and insulation contractors. These workers learn on the job— no formal education is required. Mechanical insulators apply insulation both indoors and outdoors to equipment, pipes, or duct work at commercial buildings.
7. Most work for building equipment contractors, or drywall and insulation contractors. Mechanical insulation workers typically complete a 4-year apprenticeship after earning a high school diploma or equivalent.

Source: <https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Insulation%20Workers,%20Floor,%20Ceiling,%20and%20Wall&onetcode=47213100&location=55103>

## CareerForce Centers



CareerForce in Saint Paul  
540 Fairview Avenue North,  
Suite 103

With close to 50 CareerForce locations throughout the state, you're sure to find one that fits your career development or talent matching needs. CareerForce is committed to helping:

- Individuals start, advance or change their career
- Employers attract, develop and retain talent, and
- Minnesota thrive economically

As a collaborative group of private, public and nonprofit partners, we offer an impressive range of innovative services, including one-on-one guidance, training, networking, labor market information and much more. We are a rich resource for anyone, from any walk of life, at any career or recruitment stage.

Whether you're looking to make a career change or simply update your resume, CareerForce can also provide basic one-on-one sessions remotely via email, telephone, or through Skype. These services are delivered virtually and include:

1. Resume review and/or cover letter writing
2. Interview preparation
3. Skills assessment
4. Online training opportunities
5. Job searching

Photo and Article Source: <https://www.careerforcemn.com/saintpaul>



## CareerForce Center Questions

*Discuss these questions with a partner to help you understand the text about CareerForce centers. Share why you chose your answers.*

1. Based on this article, which answer best explains what CareerForce is?

- a) A group of organizations that work together to help anyone with their career, including changing careers, finding a new job, finding employees, and learning new skills.
- b) A business in Saint Paul that helps the economy.
- c) A place where job seekers can write resumes and look for jobs.

2. What does the word *impressive* mean in this sentence?

As a collaborative group of private, public and nonprofit partners, we offer an impressive range of innovative services, including one-on-one guidance, training, networking, labor market information and much more.

- a) small
- b) people should give attention and respect to this fact or idea
- c) working together

3. What is the purpose of this text?

- a) to teach job seekers how to find a job
- b) to entertain readers with surprising facts about CareerForce centers
- c) to persuade employers and job seekers to use CareerForce centers to help them

4. Which sentence from the text *best* supports your answer to question 3?

- 1. We are a rich resource for anyone, from any walk of life, at any career or recruitment stage.
- 2. CareerForce can also provide basic one-on-one sessions remotely via email, telephone, or through Skype.
- 3. These services are delivered virtually and include:
  - 1. Resume review and/or cover letter writing
  - 2. Interview preparation
  - 3. Skills assessment
  - 4. Online training opportunities
  - 5. Job searching

## Career and Training Resources

### Job/Career Openings and Information:

The Occupations in Demand Tool: <https://mn.gov/deed/data/data-tools/oid/>

The Occupations in Demand tool allows you to find out what jobs are in high-demand in each region of the state. The typical wage, long-term employment outlook, training (or degree) required and schools that offer training programs for each occupation are also listed.

Career and Education Explorer: <https://mn.gov/deed/data/data-tools/career-education-explorer/>

Wide range of occupational information in a simple and easy-to-use online tool. After you select a region and occupation, an overview page for that job appears, giving you a job description, typical job titles, typical wages, current demand, expected 10-year openings, education requirements, and top industries for your selected occupation. Much of the data starts from censuses and surveys conducted and processed by Minnesota Labor Market Information, the U.S Census Bureau, the U.S. Bureau of Labor Statistics, and other state and federal agencies.

CareerOneStop: <https://www.careeronestop.org/>

Source for career exploration, training and job resources.

O\*Net Online: <https://www.onetonline.org/>

Narrow down your career search based on your skills, your industry, and other data. “For use by job seekers, workforce development and HR professionals, students, researchers”, etc.

MinnesotaWorks.net: <https://www.minnesotaworks.net/>

No-fee online job bank. Create an account on minnesotaworks.net in order to find job postings in your area. You must be able to legally work in the US to use this resource. Information that you provide is shared with the federal government, but you are not required to share your social security number. You must have your resume in electronic format in order to create an account. You can do a general job search OR search for jobs based on your uploaded resume to narrow down jobs you are qualified for now.

### Job/Career Training and Education:

Goodwill Easter Seals: <https://www.goodwilleasterseals.org/services/training-education>

“Training to prepare individuals for careers within a variety of industries, including Automotive Services, Banking & Finance, Construction and Electronics Soldering. Students earn a certificate upon meeting the graduation requirements of the course, along with placement and support services to obtain employment and career advancement.”

CareerForce Center(s) (Saint Paul): <https://www.careerforcemn.com/saintpaul>

“One-on-one guidance, training, networking, labor market information and much more. We are a rich resource for anyone, from any walk of life, at any career or recruitment stage.”

Article on skills-based hiring: <https://www.edsurge.com/news/2019-06-24-talent-analytics-skills-based-hiring-and-the-potential-disruption-of-the-degree>

## Career Exploration Unit: Week 1, Lesson 5

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>Describe and discuss the purpose of a cover letter (TIF Critical Thinking Skill 4- Sub Skill a)</li> <li>Analyze a cover letter (CCRS Reading Anchor 5)</li> <li>Identify and describe the elements of a cover letter; put them in order. (TIF Critical Thinking Skill 1- Sub Skill a)</li> <li>Peer edit and check each other's work for accuracy. (TIF Effective Communication Skill 1- Sub Skill a)</li> <li>Compare strong and weak cover letters</li> <li>Practice Writing a Cover Letter (CCRS Writing Anchor 4)</li> </ul>	<p>Make Student Copies:</p> <ul style="list-style-type: none"> <li>Handout: <b>Cover Letter Sample 1</b></li> <li>Handout: <b>Elements of a Cover Letter</b></li> <li>Handout: <b>Sort the Elements of a Cover Letter</b></li> <li>Handout: <b>Cover Letter Sample 2</b></li> <li>Handout: <b>Cover Letter Sample 3</b></li> <li>Handout: <b>Practice Writing a Cover Letter</b></li> </ul> <p>Make Single Copies or Reference:</p> <ul style="list-style-type: none"> <li><b>Cover Letter Sample 1 Teacher Reference</b></li> </ul> <p>Props, Technology or Other Resources:</p> <ul style="list-style-type: none"> <li>Whiteboard, dry erase markers</li> </ul>
<b>Lesson Plan</b>	
<p><b>Warm up for today's Lesson:</b>  <u>Description:</u> Describe and discuss the purpose of a cover letter  <u>Materials/Prep:</u> <b>Cover Letter Sample 1</b>, whiteboard, dry erase markers</p> <p><b>Activity 1:</b>  <u>Description:</u> Read and discuss a cover letter  <u>Materials/Prep:</u> <b>Cover Letter Sample 1</b></p> <p><b>Activity 2:</b>  <u>Description:</u> Label the elements of a cover letter and put them in order  <u>Materials/Prep:</u> <b>Elements of a Cover Letter, Cover Letter Sample 1, Cover Letter Sample 1 Teacher Reference, Sort the Elements of a Cover Letter, Cover Letter Sample 2</b></p> <p><b>Activity 3:</b>  <u>Description:</u> Compare strong and weak cover letters  <u>Materials/Prep:</u> <b>Cover Letter Sample 3</b></p> <p><b>Activity 4:</b>  <u>Description:</u> Practice writing a cover letter  <u>Materials/Prep:</u> <b>Practice Writing a Cover Letter, Cover Letter Sample 1</b></p> <p><b>Activity 5:</b>  <u>Description:</u> Peer edit a cover letter  <u>Materials/Prep:</u> <b>Elements of a Cover Letter</b></p> <p><b>Wrap Up:</b>  <u>Description:</u> Identify and describe elements of a cover letter  <u>Materials/Prep:</u> none</p>	

## Warm up: Discussion

Pass out the **Sample Cover Letter 1** to learners

“Have you seen a letter like this before?”

On the board, write:

### Cover Letters

- A) *Introduce you to the hiring manager*
- B) *Guarantee you an interview*
- C) *Explain which job you are applying for*
- D) *List your most relevant skills and accomplishments*
- E) *Are the same as a job application*

Learners discuss in pairs which statements on the board are true or false and why.

Discuss the answers as a class.

### Answer key:

- A) Introduce you to the hiring manager- **TRUE**
  - A good cover letter lets the employer know who you are and how to contact you.
- B) Guarantee you an interview- **FALSE**
  - A strong cover letter can get you an interview, but it is not guaranteed.
- C) Explain which job you are applying for- **TRUE**
  - This lets the employer know that you’ve done your research on which positions are available. It is important to name the specific job you are applying for.
- D) Lists your most relevant skills and accomplishments- **TRUE**
  - Employers are looking for a strong match between the position duties and the applicant’s skills and abilities. Being too general will make the employer question whether you are qualified for the position.
- E) Are the same as a job application- **FALSE**
  - Cover letters are the first step in applying for a job, but not the only one.

## Activity 1: Reading a Cover Letter

Referencing the **Sample Cover Letter 1**, ask learners the following questions as a class:

- Who is the applicant for this job? (Learner note: applicant = person applying)
- How does she introduce herself?
- Which job is she applying for?
- What is one of her skills? (ex: computer skills/Microsoft Access)
- What is one of her accomplishments? (ex: Assisted with transferring all paper documents to new computerized system using Microsoft Access)

## Activity 2: Elements of a Cover Letter

### Step 1: Label elements of a cover letter

Pass out **Elements of a Cover Letter** and read it through together as a class, stopping for questions and clarifications. Use the **Sample Cover Letter 1** for reference.

Refer to the **Sample Cover Letter 1 Teacher Reference**

“Point to the header in this cover letter.” Learners label the header.

Continue in a similar manner until learners have labeled all sections in the letter.

### Step 2: Organize a cover letter

Pass out **Sort the Elements of a Cover Letter**. This is a jumbled version of the **Sample Cover Letter 2**, which you will use later to correct learners’ work.

Learners work in pairs.

“This cover letter is written out of order. Put the six sections in the correct order by numbering them 1-6.”

Pass out the **Sample Cover Letter 2** and, as a class, compare learners’ answers to the correct order.

### Step 3: Evaluate a cover letter

Walk through the Cover Letter Checklist at the bottom of the **Elements of a Cover Letter** handout to determine whether the **Sample Cover Letter 2** is strong or needs work.

## Activity 3: Comparing Strong and Weak Cover Letters

Pass out **Cover Letter Sample 3**.

Give learners time to complete the worksheet individually. Once all are finished, discuss the answers together as a class.

## Activity 4: Practice Writing a Cover Letter

Hand out **Practice Writing a Cover Letter**.

Give learners time to complete this worksheet individually, using **Sample Cover Letter 1** for reference.

If time allows, learners can type their sample cover letters.

## Activity 5: Cover Letter Editing Workshop

Pair learners. Write on the board:

*"This area needs some work. Here are some ideas..."*

*"Can you try \_\_\_\_\_ instead?"*

*"This area is strong because \_\_\_\_\_. Nice work!"*

"Use the **Elements of a Cover Letter** handout to check each other's work. Try using the phrases on the board to share your comments with your partner."

### **Wrap Up: Check for understanding**

Each learner identifies and describes one element of a cover letter on the way out of the door.

\*\*\*Remind learners to bring all of their handouts and materials back tomorrow

## Sample Cover Letter 1

August 7, 2018

From: Beth Good

23 Work Street

St. Paul, MN 55114

To: Jill Smith (or Hiring Manager)

Green Lawns, Inc.

2244 Hire Street

Minneapolis, MN 54303

Attn: Hiring Manager

I am writing to apply for the position of Cook at Cute Kids Childcare, Inc. posted in MinnesotaWorks.net. I enjoy both cooking for large groups and interacting with children. It would be my pleasure to work for an organization like yours that focuses equally on nutritional and educational services for children, and I believe that I would be a great fit in both areas. Some of my most relevant skills and experiences include:

- Completed food safety training
- Prepared meals for up to 40 people, three times per year
- Four years of babysitting experience
- Four years' experience preparing food for a child with nut allergies

Enclosed is my resume for your review. I am looking forward to discussing my skills and abilities and how I can serve Cute Kids Childcare in greater detail. I can be reached at 651-423-3333.

Sincerely,

Beth Good

Inspired by "Beth Good Cover Letter" by Saint Paul CareerForce Center

## Elements of a Cover Letter

A cover letter introduces a job seeker to an employer. Cover letters usually have six elements.

1. Header
  - includes the job seeker's name, contact information, and the name (or title) and contact information of the person or organization with the job opening
2. Salutation
  - begins the letter respectfully
3. Introduction
  - lets the employer know which position the job seeker is applying for and often also includes how the job seeker found this position
4. Express enthusiasm for the job
  - gives a reason why the job seeker is interested in this specific job
5. Skills and Accomplishments
  - tells the employer know the most important skills and experience the job seeker has that are related to the job
6. Next Steps
  - the job seeker tells the employer that he or she is interested in learning more about the position and the best way to get in contact with him or her
7. Professional Closing
  - a respectful way to sign off the letter that includes the job seeker's name

### Cover Letter Checklist

When you write a cover letter, check that you have all of these elements below.

1. ☐ Header
2. ☐ Salutation
3. ☐ Introduction
4. ☐ Express enthusiasm for the job
5. ☐ Skills and Qualifications
6. ☐ Next Steps
7. ☐ Professional Closing



## Sample Cover Letter 1 Teacher Reference

August 7, 2018

From: Beth Good

23 Work Street

St. Paul, MN 55114

**[HEADER]**

To: Jill Smith (or Hiring Manager)

Green Lawns, Inc.

2244 Hire Street

Minneapolis, MN 54303

Attn: Hiring Manager **[SALUTATION]**

**[INTRODUCTION]** I am writing to apply for the position of Cook at Cute Kids Childcare, Inc. posted in MinnesotaWorks.net. **[1-2 SENTENCES SHOWING ENTHUSIASM FOR THE POSITION]** I enjoy both cooking for large groups and interacting with children. It would be my pleasure to work for an organization like yours that focuses equally on nutritional and educational services for children, and I believe that I would be a great fit in both areas. Some of my most relevant skills and experiences include:

**[SKILLS AND ACCOMPLISHMENTS]**

- Completed food safety training
- Prepared meals for up to 40 people, three times per year
- Four years of babysitting experience
- Four years' experience preparing food for a child with nut allergies

**[NEXT STEPS]** Enclosed is my resume for your review. I am looking forward to discussing my skills and abilities and how I can serve Cute Kids Childcare, Inc. in greater detail. I can be reached at 651-423-3333.

**[PROFESSIONAL CLOSING]**

Sincerely,

Beth Good

Inspired by "Beth Good Cover Letter", Saint Paul CareerForce Center

## Sort the Elements of a Cover Letter

**Directions:** Put the elements of this cover letter in order by labeling each section with numbers 1-6.

#\_\_\_\_\_ I believe that my qualifications make me a strong candidate for this position. They include, but are not limited to the following:

- 1 year of experience managing 12 employees
- 3 years of experience painting houses at Benson and Sons Paint Inc.
- Customer Service skills including scheduling appointments, explaining and meeting company quality standards and assessing customer satisfaction
- 12 months of on-the-job training through Benson and Sons Paint Inc.

#\_\_\_\_\_

January 1, 2019

From: Armando Essex

83 City Street

St. Paul, MN 55103

To: Hiring Manager

Painter's Paradise Company

62442 Spark Street

Minneapolis, MN 55111

#\_\_\_\_\_ To Whom it May Concern,

#\_\_\_\_\_

Please see my resume for further details. I am available at your earliest convenience to discuss how my qualifications can be a good fit for Painter's Paradise Company. Please don't hesitate to reach me at 612-807-3482.

#\_\_\_\_\_ All the best,

Armando Essex

#\_\_\_\_\_ It is my pleasure to apply for the position of Facilities Painter Team Lead at your company.

## Sample Cover Letter 2

**(#1)** Armando Essex

83 City Street

St. Paul, MN 55103

January 1, 2019

Hiring Manager

Painter's Paradise Company

62442 Spark Street

Minneapolis, MN 55111

**(#2)** To Whom it May Concern,

**(#3)** It is my pleasure to apply for the position of Facilities Painter Team Lead at your company. **(#4)** I believe that my qualifications make me a strong candidate for this position. They include, but are not limited to the following:

- 1 year of experience managing 12 employees
- 3 years of experience painting houses at Benson and Sons Paint Inc.
- Customer Service skills including scheduling appointments, explaining and meeting company quality standards and assessing customer satisfaction
- 12 months of on-the-job training through Benson and Sons Paint Inc.

**(#5)** Please see my resume for further details. I am available at your earliest convenience to discuss how my qualifications can be a good fit for Painter's Paradise Company. Please don't hesitate to reach me at 612-807-3482.

**(#6)** All the best,

Armando Essex

## Sample Cover Letter 3

Hi,

I am looking for work. I found your company on MinnesotaWorks.net. I would like to apply to work for you.

Over the past few years, I have gained experience in:

- Childcare
- Sales
- Marketing
- Running a business

Please tell me when I can come in for an interview so we can discuss the opportunity further. My number is 952-726-9361.

Carl Patterson

1. Is this a strong cover letter? Does it include all 6 elements on the Checklist below?

*Cover Letter Checklist:*

- ☐ Header
- ☐ Salutation
- ☐ Introduction
- ☐ Enthusiasm for the Job
- ☐ Skills and Qualifications
- ☐ Next Steps
- ☐ Professional Closing

2. What are 3 things that this cover letter does well?

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3. What are 3 things in this letter that could be improved?

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## Practice Writing a Cover Letter

**Directions:** Use the information to help Sahar write a cover letter that will impress the hiring manager, Ms. Stella Cosmos.

Sahar Abidi lives at 4216 West 7<sup>th</sup> St., Brooklyn Park, 55311. Her phone number is 312-897-2783. She is applying for a position called “Drywall and Ceiling Tile Installer” at a company called Construction and Maintenance Inc (#90 Willow Drive, Brooklyn Park, MN 55369). She believes that she is qualified for this position because she has experience working with power tools, she passed her math GED test, and at her last job in construction, she received training in how to build metal and wood frames.

Write a **Header**:

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Write a **Salutation**:

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Write an **Introduction** and **1-2 Enthusiastic sentences about why she wants the job**:

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Describe her **Skills and Accomplishments**:

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Write some **Next Steps**:

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Include a **Professional Closing**:

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## Career Exploration Unit: Week 1, Lesson 6

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• Rewrite and strengthen a weak resume</li> <li>• Analyze resumes for purpose or aim (TIF Critical Thinking Skill 4-Sub Skill a)</li> <li>• Analyze a resume using a rubric</li> <li>• Draft a resume using appropriate format/style/tone (CCRS Reading Anchor 5).</li> </ul>	<u>Make Student Copies:</u>
	<ul style="list-style-type: none"> <li>• Carla Brown Resume</li> <li>• Ali Hassan Resume</li> <li>• Resume Writing Rubric</li> <li>• How to Write a Resume</li> <li>• Blank Resume Template</li> </ul>
	<u>Make Single Copies or Reference:</u>
	<u>Props, Technology or Other Resources:</u> <ul style="list-style-type: none"> <li>• None.</li> <li>• White board, dry erase markers</li> <li>• Learner notebooks/ lined paper</li> </ul>
Lesson Plan	
<p><b>Warm up for today's Lesson</b>  <u>Description:</u> Accomplishment Statements Review  <u>Materials/Prep:</u> whiteboard, dry erase markers</p> <p><b>Activity 1: Comparing Resumes</b>  <u>Description:</u> Compare a strong resume with a weak resume  <u>Materials/Prep:</u> Carla Brown Resume, Ali Hassan Resume</p> <p><b>Activity 2: Qualities of a Good Resume</b>  <u>Description:</u> Analyze a resume using a rubric  <u>Materials/Prep:</u> Carla Brown Resume, Ali Hassan Resume, Resume Writing Rubric</p> <p><b>Activity 3: Strengthening a Resume</b>  <u>Description:</u> Strengthen a weak resume  <u>Materials/Prep:</u> Ali Hassan Resume, How to Write a Resume, Blank Resume Template</p> <p><b>Activity 4: Write a Resume</b>  <u>Description:</u> Practice writing a resume  <u>Materials/Prep:</u> Blank Resume Template</p>	

## Warm-up: Accomplishment Statements Review

### Review Accomplishment Statements

“Who can tell me what an “accomplishment” is? (Something you have done well in the past)

“How many parts are there in an accomplishment statement?” (Two)

“What does the first part tell us?” (work responsibility done well)

“What does the second part tell us?” (benefits of the work done well)

Write on the board:

When I \_\_\_\_\_, \_\_\_\_\_

“You attend English class. Is this a responsibility (part 1), or a benefit (part 2)?” (responsibility)

Write on the board:

When I attended English class, \_\_\_\_\_

“What have you accomplished by attending English class?”

Fill in the second blank with a learner suggestion.

## Activity 1: Comparing Resumes

Preview the **Carla Brown Resume**. For example, project it and ask what it is and what it is for. If relevant, note that a CV has no length limits, while a resume must be 1-2 pages long at max.

Pass out the **Carla Brown Resume** handout and the **Ali Hassan Resume**.

“Take 5 minutes with your partner to compare these two resumes. Which one would you rather give to an employer? Why?”

While learners are working, draw a T-Chart on the board, labeling the sides “Carla” and “Ali”.

As a class, list strengths of each resume. Note that side ‘Carla’ is fuller. Guide the class to the conclusion that the **Carla Brown Resume** is stronger than the **Ali Hassan Resume**.

## Activity 2: Qualities of a good resume

Walk students through using the **Resume Writing Rubric** first on Carla's resume and then on Ali's resume.

Possible questions to help students use the Part 2 of the Rubric are:

- What does this mean?
- Why do you think this is this important?
- Can you find an example?
- Why is this applicant's purpose for applying? Is this purpose appropriate? (Note: Ali is aiming for a pay raise, while Carla is aiming to add value to her organization.)

**\*\*Note:** this is one possible format for a resume. There are other formats that are also correct.

## Activity 3: Strengthening a resume

Pass out the **How to Write a Resume** handout. For this activity, learners will also need **Ali Hassan Resume** and the **Blank Resume Template**

"You are going to complete the **Ali Hassan Resume** by re-writing his information on the **Blank Resume Template**."

"First, read **How to Write a Resume** to see which information you need to find in Ali's resume. Next, find that information and write it down on the **Blank Resume Template**."

If necessary, do an example as a class.

## Activity 4: Practice writing a resume

Using a second copy of the **Blank Resume Template**, learners create their own resumes.

Need a challenge? For learners who already have a resume, either use this time to update it, or work with a tutor/Navigator/solo to proofread or edit.

## Wrap Up: Review

Form one accomplishment statement about work you have done in the past on your way out the door.



Carla Brown [A]  
4545 East Lake Street  
Minneapolis, Minnesota 55111  
651-232-6789, [cbrown@gmail.com](mailto:cbrown@gmail.com)

Experienced in food preparation, delivery and customer care, skilled at fostering an environment of positivity, dignity, and efficiency.

### Work Abilities and Experience:

- Worked two years at a Mexican-style restaurant in Saint Paul.
- Satisfied customers by preparing meals efficiently during rush hour.
- Took restaurant inventory of kitchen supplies. Ordered supplies when stock was low.
- Volunteered 3 summers at a nursing home- cleaned bedpans, helped with programming, and served meals.
- Experience preparing meal schedules for senior residents
- Trained new staff
- Resolved resident and customer conflicts

### Skills:

- Proficient in 3 languages: English, French, Kinyarwanda
- Ability to establish and maintain trust with management.
- Skilled at communicating with customers, residents and employees by phone, and in person.
- Typing speed: 60 words per minute
- Computer skills: Microsoft Word, Excel and Powerpoint

### Work History:

- |                                   |                           |                 |       |
|-----------------------------------|---------------------------|-----------------|-------|
| • First Cook<br>2018              | Doña Isabella Restaurant  | New York, NY    | 2016- |
| • Server<br>2016                  | Green Mountain Restaurant | New York, NY    | 2014- |
| • Resident Care Volunteer<br>2018 | Prosper & Thrive Facility | Minneapolis, MN | 2014- |

### Education and Training:

- |   |                                      |              |       |
|---|--------------------------------------|--------------|-------|
| • High School Diploma                       | Ruli High School                     | Rwanda       | 2009  |
| • ESL Classes (Levels 2-5)<br>2018          | Open Door Rondo                      | St. Paul, MN | 2011- |
| • Pre-Service Care & Comfort Training       | Prosper & Thrive Facility            | Minneapolis  | 2014  |
| • Kitchen Training and Orientation          | Los Ocampos                          | St. Paul     | 2016  |
| • Northstar Digital Literacy Certification- | Microsoft Word, Excel and Powerpoint |              |       |

# Ali Hassan

Interested in increasing my salary

## Work Abilities and Experience

- Working at a shoe store in Minneapolis.
- Customer service
- Handled money transactions with customers
- Made phone calls to customers
- Trained in personal finance (family business) and trained in accounting

## Work History

Sales Associate- 1 year

Finance experience with Accounting Inc. (family business)- 3 years

## Education and Training

Studied English at Minnesota Literacy Council

Passed GED Language Arts and Math Tests (State of Minnesota)

1 year of Business English classes at Addams English Academy

1212 Page Road, Minneapolis, MN, 55108

651-472-2869, [ahassan@gmail.com](mailto:ahassan@gmail.com)

## Resume Writing Rubric

**Part 1:** Use this list to make sure that a resume is complete:

### Elements of a Resume

- ☐ Name and Contact information (including address, phone number and email (if you have one))
- ☐ Self-summary statement
- ☐ List of Work Abilities and Experience
- ☐ Work History
- ☐ Education and Training

**Part 2:** Use this rubric to determine if a resume is strong or weak.

Strong Resume	Weak Resume
<ul style="list-style-type: none"><li>• All elements of a resume are included (use the <u>list above</u>)</li><li>• Lists <i>only</i> skills and experiences directly related to the one the job seeker is applying for</li><li>• Uses accomplishment statements</li><li>• Hard skills are listed</li><li>• Soft skills are listed</li><li>• Career specific vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Resume is missing one or more elements (use the <u>list above</u>)</li><li>• Skills and abilities are not listed or are not specific to the job the job seeker is applying for</li><li>• Does not use accomplishment statements</li><li>• Hard skills not listed or too few</li><li>• Soft skills not listed or too few</li><li>• No career specific vocabulary</li></ul>

# How to Write a Resume

## Name and Contact Information

First and Last Names  
Address Line 1  
Address Line 2  
Phone number (and email)

## Self-Summary Statement

## Work Abilities and Experience

List of Accomplishment Statements describing your past work/volunteer duties and experiences

## Skills

List of your Hard and Soft Skills

## Work History

<u>Most Recent</u> Work Title Dates	Place of Employment	City/State of Employment	Empl.
<u>Less Recent</u> Work Title Dates	Place of Employment	City/State of Employment	Empl.

*Include other relevant work in this section.*

## Education and Training

Diploma/Certificate/Class Taken	Name of School	Location of School	Date Graduated
Training	Name of Training Org.	Location of Training Org.	Date of Training

# Blank Resume Template

## Name and Contact Info

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## Self-Summary Statement

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## Work Abilities and Experience

- 
- 
- 
- 
- 
- 
- 
- 

## Work History

<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
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## Education and Training

<hr/>	<hr/>	<hr/>	<hr/>
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## Career Exploration Unit: Week 2, Lesson 7

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• <i>Suggest edits on a classmate's writing (CCRS Writing Anchor 5)</i></li> <li>• <i>Read and listen for the main idea (TIF Learning Strategies Skill 1- Sub Skill d)</i></li> <li>• <i>List the elements of a job application</i></li> <li>• <i>List qualities of a good reference</i></li> <li>• <i>Listen for missing information (TIF Learning Strategies Skill 1- Sub Skill e)</i></li> <li>• <i>Use transition words appropriately (CCRS Writing Anchor 2)</i></li> </ul>	<p><u>Make Student Copies:</u></p> <ul style="list-style-type: none"> <li>• <b>Resume Writing Rubric</b> (from lesson 6)</li> <li>• <b>Job Application Elements</b></li> <li>• <b>Rules for Finding References Dictation</b></li> <li>• <b>True or False?</b></li> <li>• <b>Carla Brown's Working History Worksheet</b></li> </ul> <p><u>Make Single Copies or Reference:</u></p> <ul style="list-style-type: none"> <li>• <b>Rules for Finding References (Full Text)</b></li> </ul> <p><u>Props, Technology or Other Resources:</u></p> <ul style="list-style-type: none"> <li>• White board, dry erase markers</li> <li>• Learner notebooks/ lined paper</li> <li>• A container for holding paper strips</li> </ul>
<b>Lesson Plan</b>	
<p><b>Warm Up for today's lesson:</b>  <u>Description:</u> Resume Writing Peer Review Workshop  <u>Materials/Prep:</u> <b>Resume Writing Rubric</b>, whiteboard, dry erase markers, pencils, paper</p> <p><b>Activity 1:</b>  <u>Description:</u> Introduce and practice note taking  <u>Materials/Prep:</u> whiteboard, dry erase markers, pencils, paper</p> <p><b>Activity 2:</b>  <u>Description:</u> Parts of a Job Application  <u>Materials/Prep:</u> <b>Job Application Elements</b></p> <p><b>Activity 3:</b>  <u>Description:</u> References Dictation  <u>Materials/Prep:</u> <b>Rules for Finding References Dictation</b>, <b>Rules for Finding References (Full Text)</b></p> <p><b>Activity 4:</b>  <u>Description:</u> References- True or False?  <u>Materials/Prep:</u> Cut apart <b>True or False?</b> into strips and place in a container</p> <p><b>Activity 5:</b>  <u>Description:</u> Pros, Cons and Transition Words  <u>Materials/Prep:</u> <b>Carla Brown's Working History Worksheet</b></p> <p><b>Wrap Up:</b>  <u>Description:</u> Recap of knowledge learned  <u>Materials/Prep:</u> None.</p>	

## Warm Up: Resume Writing Peer Review Workshop

Learners work in pairs to continue where they left off from the previous lesson and correct each other's resumes using the **Resume Writing Rubric**.

### Activity 1: Introducing Notetaking

Introduce/review why and how to take notes, connecting it to a relevant context for students. For example:

"If you are on a phone call and someone is giving you important information, like what to bring to an appointment, what do you do to help you remember that information later?"

"In college, the teachers give a lot of information by telling it to the class in a lecture and they expect the students to take notes."

"When taking notes, how do you choose which information to write? When you are listening, you must ask yourself which words are the most important. Write the important words, nothing else."

The class practices taking notes from a simple text with a familiar context, such the one below, which the teacher can write on the board. Ask students to underline the important information.

*It is very important for every person to eat vegetables and fruits every day because they give you a lot of energy, a good amount of strength, and they provide your body with vitamins and minerals.*

Use the underlined information to take notes. If necessary, practice with another simple text.

### Activity 2: Parts of a Job Application

Source: <https://careerwise.minnstate.edu/jobs/practice-online-job-application.html>

Pass out and preview the title and sections of **Job Application Elements**.

"I am going to give you some information about section number one, and you are going to take notes. For now, just listen and read. You can put your pencils down."

One at a time, write the information for each section (listed below) on the board, stopping after each section to decide together what the most important information is. Underline that information. Learners will write the underlined information on their papers.

1. Contact Information
  - Write your full names and personal contact information.
2. General
  - Previous relevant work experiences, especially with this company
  - Naming which position you are interested in specifically
  - Work eligibility- are you allowed to work in the U.S. legally?

- Salary requirements- you will be asked how much you expect to make in this position. Write “Negotiable” in this space if you don’t know.
  - Share how you heard about this job.
  - Your cover letter and resume.
3. Education History
    - Where you will list any education experiences like high school, college, ESL, etc.
  4. Other Skills
    - Summarize any job-related training, skills, licenses, certifications and/or other qualifications
  5. Employment
    - Write your most recent to least recent employment, usually asks for a specific number of last employers or history over a certain number of years. You will need to know dates about when you were hired and left, hours you worked per week and beginning pay. Reason for leaving this position, supervisor’s name and contact info.
  6. References
    - References are people who know you very well professionally or personally. People who can give examples of your hard skills and soft skills to an employer.

### Activity 3: References Dictation

Use **Rules for Finding References (Full Text)** to dictate to learners as they complete **Rules for Finding References**. Alternatively, a learner with strong reading abilities can read the dictation script.

### Activity 4: References- True or False?

Place the cut out strips from the **True or False?** Handout in a bowl/box/in the middle of the table.

Learners take turns selecting and reading each question aloud to the rest of the class. The learner answers first, followed by a class discussion.

Possible answers to each of the questions include:

- **You should list at least two references on any job application.** *(True.)*
- **As a personal reference, which person is better to ask and why? Your mother or your neighbor?** *(Your neighbor. Your mother may know you better, but she cannot be your reference because in the professional world, family members are considered too biased to give an employer a fair representation of who you are).*
- **You are positive that the colleague you have listed as your reference will say good things about you. Should you still contact him to tell him that you put him down as a reference? Why?** *(Yes- your colleague may be travelling or busy with another commitment. It is always best to ask. Furthermore, your colleague will be able to give you a better reference if he*



- knows which position you are applying for and why you think you are a good fit. Also, you should ask him how he prefers to be contacted so that you don't list a bad phone number or an email he doesn't check.)*
- **As a student, you had a good relationship with one of your teachers. You want to use this teacher as a reference, but you struggled in her class. Should you list her as a reference?** *(It depends. If you think that this teacher will support you even though you struggled in her class, you can simply reach out and ask. It is better to ask and hear 'no' than it is to lose a valuable reference.)*

## Activity 5: Pros, Cons and Transition Words

Prep:

Draw a line down the middle of the board to create two columns. Label one side 'topics', and the other side 'transition words'.

Under 'topics', write a list of (not too controversial) topics that learners can take opposing sides on. For example: TV for children, fast food, school uniforms, driving/public transportation, exercising, etc.

Under 'transitions', list these additional transition words: *furthermore, also, likewise, first, second, last*. Explain that these are words that we use to connect pros.

Practice transitions for adding an idea:

Discuss the words 'pro' (for) and 'con' (against). Give learners an example of one pro and one con related to one of the topics (exercise pro: important for health, exercise con: takes time away from other tasks).

Choose another topic and ask learners for one pro and one con.

Choose a topic and ask for a learner to volunteer 3 pros to support that topic.

Model how to connect those 3 pros using transition words (ex: fast food is delicious, furthermore it is inexpensive, and also it is convenient)

Pick learners one by one and ask them to choose a topic and list 3 pros connected by transition words.

Repeat this activity using cons instead of pros:

Erase the addition transition words written on the board. Replace them with these contrasting transition words: *however, but, actually, yet*

Using an example topic, list one pro and one con (exercise pro: important for health, exercise con: takes time away from other tasks).

Model connecting the pro and the con using a contrasting transition word (ex: exercise is important for health, however it takes time away from other tasks).

Choose another topic and ask for a volunteer to model using a transition word to connect the pro and the con.

Choose learners one by one to connect pros and cons with contrasting transition words.

## Review

Read through **Rules for Finding References (Dictation Page)** one more time and underline all of the transition words.

## Activity 5: Carla Brown's Working History

Pass out the **Carla Brown's Working History Worksheet**. Give learners time to complete it individually.

When learners are finished, elicit learners' answers to each question and discuss as a class, using the suggested answers below to guide the class discussion.

### Comprehension Questions: Suggested Answers

1. **On her job application, which position should Carla list first? Why?** *(Answer: Doña Isabella Restaurant, because it is her most recent position.)*
2. **Carla had a good relationship with her supervisors at Green Mountain Restaurant and Prosper & Thrive Facility, but did not get along with her supervisor at Doña Isabella Restaurant. Using this information, which two people should Carla ask for professional references from? Explain your answer.** *(Answer: She should list Aleco Buros and Anna Johnson because they will be more likely to give her positive, professional references.)*
3. **Should Carla put her volunteer position on her job application even though she didn't make any money there? Why or why not?** *(Answer: Yes, she should. Carla earned valuable skills working as a volunteer, and an employer will want to know about these skills.)*
4. **Carla would like to ask her roommate to be one of her references. Should she ask her to be a personal reference or a professional reference? Why?** *(Answer: Personal reference- her roommate knows her skills and abilities outside of her job.)*

## Wrap Up: Recap

"What is one thing you learned today, and why is it important?"

## Job Application Elements

### 1. Contact Information

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### 2. General

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### 3. Education History

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### 4. Other Skills

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### 5. Employment

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### 6. References

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### Rules for Finding References Dictation

A reference is a person who knows you well enough to describe your \_\_\_\_\_ and \_\_\_\_\_ to an employer. There are two kinds of references- \_\_\_\_\_ references and \_\_\_\_\_ references. A professional reference is someone that you know \_\_\_\_\_ who has seen you use your skills and abilities to do good work. For example, a professional reference can be a past or present coworker, a former employer or a client. A personal reference is someone who has seen you do good work with your skills and abilities \_\_\_\_\_ of your job. A classmate, a roommate, a teacher, a good friend, or a former co-worker who you still keep in touch with as a friend or acquaintance are all good examples of strong personal references. Often, employers will ask you to list only \_\_\_\_\_ references in a job application, but some prefer a mix of the two. It is important to only ask people who you are sure will write you a \_\_\_\_\_, \_\_\_\_\_ reference. If you and your former supervisor did not have a good relationship, it is better to ask someone else for a reference. Listing a few good references is better than listing many bad references. Always ask the people you would like to list as references for \_\_\_\_\_ to do so; also ask them which phone number or email address they would prefer to be contacted at. Furthermore, it is a good idea to tell your references a little bit about the position you are applying for so that they can be prepared to \_\_\_\_\_ about how you will use your skills and abilities to do good work at your new job. Last, \_\_\_\_\_ your references after you finish the application process. A short note by mail or email is fine.

### **Rules for Finding References (Full Text)**

A reference is a person who knows you well enough to describe your hard skills and soft skills to an employer. There are two kinds of references- professional references and personal references. A professional reference is someone that you know from your job who has seen you use your skills and abilities to do good work. For example, a professional reference can be a past or present supervisor, coworker, or a client. A personal reference is someone who has seen you do good work with your skills and abilities outside of your job. A classmate, a roommate, a teacher, a good friend, or a former co-worker who you still keep in touch with as a friend or acquaintance are all good examples of strong personal references. Often, employers will ask you to list only professional references in a job application, but some prefer a mix of the two. It is important to only ask people who you are sure will write you a positive, professional reference. If you and your former supervisor did not have a good relationship, it is better to ask someone else for a reference. Listing a few good references is better than listing many bad references. Always ask the people you would like to list as references for permission to do so; also ask them which phone number or email address they would prefer to be contacted at. Furthermore, It's a good idea to tell your references a little bit about the position you are applying for so that they can be prepared to answer questions about how you will use your skills and abilities to do good work at your new job. Last, thank your references after you finish the application process. A short note by mail or email is fine.

## True or False?

Directions: Cut out one set of these prompts, place in a container in the middle of the room to select one at a time, and discuss as a class.

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True or false: You should list at least two references on any job application.
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As a personal reference, which person is better to ask and why: your mother or your neighbor?
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You are positive that the colleague you have listed as your reference will say good things about you. Should you still contact him to tell him that you put him down as a reference? Why?
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As a student, you had a good relationship with one of your teachers. You want to use this teacher as a reference, but you struggled in her class. Should you list her as a reference?
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## **Carla Brown's Working History**

Directions: Read Carla Brown's Personal Background and her Working History, then answer the questions below.

Personal Background: Carla Brown is 35 years old. She just moved to Minnesota from New York, where she was born on 3/1/1984. Carla is applying for the job of Institutional Cook at the South Side Elderly Care Facility in Minneapolis, Minnesota. She heard about the job from her new roommate, who she gets along with very well. She has never worked for South Side Elderly Care Facility before. Carla went to high school at Western High School in New York City, New York, and has never gone to college. However, she does have a certificate in CPR.

### Carla Brown's Working History

Most Recent Employer: Doña Isabella Restaurant, New York, New York

Position: First Cook

Starting Date: September, 2016

Ending Date: June 2018

Starting Salary: \$14.00

Ending Salary: \$17.50

Reason for Leaving: Moved to Minnesota

Hours Per Week at this Company: 30

Supervisor's Name, Title and Phone Number: Isabella Hernández, Owner, 718-229-2724

Previous Employer: Green Mountain Restaurant, New York, New York

Position: Server

Starting Date: May, 2014

Ending Date: June 2018

Starting Salary: \$8.00

Ending Salary: \$10.00

Reason for Leaving: Was hired at Doña Isabella Restaurant

Hours Per Week at this Company: 22

Supervisor's Name, Title and Phone Number: Aleco Buros, Manager, 718-528-8462

Volunteer Position: Prosper & Thrive Facility

Supervisor: Maggie Smith, New York, New York

Position: Resident Care Volunteer

Starting Date: January 2014

Ending Date: June 2018

Starting Salary: \$0

Ending Salary: \$0

Reason for Leaving: Moved to Minnesota

Hours Per Week at this Company: 6

Supervisor's Name, Title and Phone Number: Anna Johnson, Supervisor, 718-628-3857

## Questions about Carla Brown's Working History

1. On her job application, which position should Carla list first? Why?

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2. Carla had a good relationship with her supervisors at Green Mountain Restaurant and Prosper & Thrive Facility, but not with her supervisor at Doña Isabella Restaurant. Which two people should Carla ask for professional references from? Why?

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4. Should Carla put her volunteer position on her job application even though she didn't make any money there? Why or why not?

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5. Carla would like to ask her roommate to be one of her references. Should she ask her to be a personal reference or a professional reference? Why?

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## Career Exploration Unit: Week 2, Lesson 8

Objectives: Learners will be able to...	Materials
<ul style="list-style-type: none"> <li>• <i>Identify appropriate professional and personal recommendations (TIF Critical Thinking Skill 3-Sub Skill d)</i></li> <li>• <i>Recognize meaning of gestures and body language in a particular context (TIF Effective Communication Skill 2-Sub Skill a)</i></li> <li>• <i>Analyze and evaluate an interviewees' body language (TIF Effective Communication Skill 2-Sub Skill a)</i></li> <li>• <i>Demonstrate appropriate body language in a mock interview (TIF Effective Communication Skill 2-Sub Skill a)</i></li> <li>• <i>Initiate research using career-related resources (TIF, Defining a Future Pathway Skill 2, Subskill c)</i></li> </ul>	<p><b>Make Student Copies:</b></p> <ul style="list-style-type: none"> <li>• <b>Carla Brown's Working History</b></li> <li>• <b>Body Language Images</b></li> <li>• <b>Mock Interview Questions</b></li> <li>• <b>Carla Brown Resume</b></li> </ul> <p><b>Make Single Copies or Reference:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Props, Technology or Other Resources:</b></p> <ul style="list-style-type: none"> <li>• White board, dry erase markers</li> <li>• Learner notebooks/lined paper</li> <li>• Internet connected computer, projector, speakers</li> <li>• Class set Internet connected devices to access practice online application</li> </ul>
<b>Lesson Plan</b>	
<p><b>Warm up for today's Lesson:</b>          Description: Review recommendations          Materials/Prep: <b>Carla Brown's Working History</b></p> <p><b>Activity 1:</b>          Description: Mock interview demonstrations          Materials/Prep: costume clothing/accessories such as a hat, sunglasses, chewing gum. Teacher chooses a job to "apply" for and a few qualities that would make her/him a good candidate</p> <p><b>Activity 2:</b>          Description: Body language          Materials/Prep: <b>Body Language Images</b></p> <p><b>Activity 3:</b>          Description: Analyze a mock interview          Materials/Prep: Internet connected computer ( <a href="https://www.youtube.com/watch?v=SieNfcIN274">https://www.youtube.com/watch?v=SieNfcIN274</a>), projector, speakers, <b>Body Language Images</b></p> <p><b>Activity 4:</b>          Description: Mock interview role play          Materials/Prep: <b>Mock Interview Questions, Body Language Images</b></p> <p><b>Possible Extension Activity:</b>          Description: Filling out a job application online          Materials/Prep: <b>Carla Brown Resume</b> from lesson 6, <b>Carla Brown Working History</b> from lesson 7, class set internet connected computers to access online application at <a href="https://careerwise.minnstate.edu/jobs/practice-online-job-application.html">https://careerwise.minnstate.edu/jobs/practice-online-job-application.html</a></p>	

## Warmup: Review Recommendations

Pass out **Carla Brown's Working History** worksheet to learners who were absent yesterday.

Pose the following questions; after each, give learners time to discuss each scenario in pairs, then share out their answers as a class.

- "If you were helping Carla apply to a job at a restaurant, which two people would you advise her to ask for references? Why?"
- "Which two people would you advise Carla to ask for references for a job at a nursing home? Why?"

## Activity 1: Mock Interview Demonstrations

"I am going to show you two example interviews. After, we will discuss which one was better."

Leave the learning space and put on 'unprofessional' interview props like a hat, sunglasses, chewing gum, or other accessories. Re-enter the space, don't shake hands, and share why you want a job of your choosing with bad eye contact, a bad mood/bored facial expressions.

Leave the space again and return without the 'unprofessional' accessories. Shake hands with a learner, share why you want the job with good eye contact, a smile, and strong information about yourself.

As a class, discuss which example was better and why. Validate all reasonable answers.

## Activity 2: Body Language

"Does anyone know what body language is? Who can give me an example?"

"What were some good examples of body language that I used in the second interview example?"

Validate all answers while listening for those corresponding to the **Body Language Images**. Tape these images on the board as learners name them, one by one.

Continue prompting learners until all images are on the board.

*Note: you may want to ask learners if it is appropriate in their culture/religion to shake hands. In some religions and cultures, shaking hands with members of the opposite sex is inappropriate. It can be helpful to let learners know that is okay not to shake hands during an interview, but instead say "I'm glad to meet you, but I don't shake hands for religious reasons.."*

## Activity 3: Analyze a Mock Interview

On a computer, go to: <https://www.youtube.com/watch?v=SieNfciN274>

Play the video one time to give learners a chance to observe the interviewer's body language. Evaluate the quality of her body language as a class using the **Body Language Images**. Play the video a second time, asking learners to pay attention to the questions that the interviewer asks.

"What were some of the questions that the interviewer asked?" Make a list on the board:

1. Tell me a little bit about yourself.
2. Why are you applying for this position?

3. What are some of your strengths?
4. What is something you've been working on improving about yourself?
5. Why do you think you are a good fit for this position?
6. What questions did you have about this position?

"Why do you think that the interviewer asks the applicant each of these questions? What information is she looking for in question 1? Question 2?" (Continue through question 6).

#### Activity 4: Mock Interview Role Play

"Now, everyone will get a chance to practice interviewing."

"Who can remind me where cooks work? What work do they do? What tools do they use?"

Split the class into pairs. Assign one person to be 'A' and one person to be 'B'. Pass out the **Mock Interview Questions** handout.

"Partner A will ask Partner B the **Mock Interview Questions**, and Partner B will answer, using appropriate body language."

"Now, Partner A, look at the **Body Language Images** on the board and tell Partner B which ones he/she did well, and which ones he/she could improve on for a real interview."

Partners switch and repeat the process.

"Is there a volunteer who can demonstrate their interview skills for the class?"

After the demonstration, go through the body language images as a class and give the volunteer feedback.

Clap for the volunteer as a class. Ask the volunteer how it felt to be interviewed. Nerves are normal, and mean that you care about your performance. Congratulate the learner on being brave and on their new interviewing skills.

Ask for other volunteers. Learner pairs can also volunteer to perform mock interviews together for the class.

#### Possible Extension Activity: Filling Out a Job Application Online

"Where are some places that you can find a job application?"

"What is the most common method of submitting a job application these days?" (Online)

"Today, we're going to practice submitting a job application as a class."

Pass out the **Carla Brown Resume** from lesson 6 and **Carla Brown Working History** worksheet from yesterday.

As a class, either go to <https://careerwise.minnstate.edu/jobs/practice-online-job-application.html> or print out each page from this website for learners to practice with.

Use the **Carla Brown Resume** and **Carla Brown Working History** worksheet to practice filling out a job application online as a class for a position called “Institutional Cook” at the South Side Elderly Care Facility.

## **Wrap Up**

“Congratulations on completing the Career Exploration unit! I hope you found it useful.”

## Carla Brown's Work History

Part 1: Read the biography of Carla Brown, then answer the questions below.

### Carla Brown's Biography

Carla Brown just moved to Minnesota from New York, where she was born. Carla is applying for the job of Institutional Cook at the South Side Elderly Care Facility in Minneapolis, Minnesota. She heard about the job from her new roommate, who she gets along with very well. She has never worked for South Side Elderly Care Facility before. Carla went to high school at Western High School in New York City, New York, and has never gone to college. However, she does have a certificate in CPR.

1. From this information, what is one of Carla's hard skills?

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2. Write an accomplishment statement about this hard skill below:

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3. Carla would like to ask her roommate to be one of her references. Should she ask her to be a personal reference or a professional reference? Why?

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Part 2: Read Carla Brown's Working History, then answer the questions below.

### Carla Brown's Work History

Most Recent Employer: Doña Isabella Restaurant, New York, New York

Position: First Cook

Starting Date: September, 2016

Ending Date: June 2018

Starting Salary: \$14.00

Ending Salary: \$17.50

Reason for Leaving: Moved to Minnesota

Hours Per Week at this Company: 30

Supervisor's Name, Title and Phone Number: Isabella Hernández, Owner, 718-229-2724

Previous Employer: Green Mountain Restaurant, New York, New York

Position: Server

Starting Date: May, 2014

Ending Date: June 2018

Starting Salary: \$8.00

Ending Salary: \$10.00

Reason for Leaving: Was hired at Doña Isabella Restaurant

Hours Per Week at this Company: 22

Supervisor's Name, Title and Phone Number: Aleco Buros, Manager, 718-528-8462

Volunteer Position: Prosper & Thrive Facility  
Supervisor: Maggie Smith, New York, New York  
Position: Resident Care Volunteer  
Starting Date: January 2014  
Ending Date: June 2018  
Starting Salary: \$0  
Ending Salary: \$0  
Reason for Leaving: Moved to Minnesota  
Hours Per Week at this Company: 6  
Supervisor's Name, Title and Phone Number: Anna Johnson, Supervisor, 718-628-3857

Part 2 Questions:

6. On her job application, which position should Carla list first? Why?

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7. Carla had a good relationship with her supervisors at Green Mountain Restaurant and Prosper & Thrive Facility, but did not get along with her supervisor at Doña Isabella Restaurant. Using this information, which two people should Carla ask for professional references from? Explain your answer.

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8. Should Carla put her volunteer position on her job application even though she didn't make any money there? Why or why not?

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## Body Language Images



Source: <https://www.caracaschronicles.com/2016/01/29/roadmap-part-vi-no-drama/kozy-shaking-hands-black-and-white-in-the-office-1711-x-1226/>



Source: <https://smallbusiness.chron.com/establish-open-communication-work-25071.html>





Source: <https://work.chron.com/shake-interviewers-hand-after-interview-13010.html>



Source: <https://blogs.dal.ca/mcs/2014/09/what-to-wear-to-work-and-career-events/>



Source: <https://nakedsecurity.sophos.com/2018/08/29/listening-watch-sounds-out-security-idea-with-websites-that-listen/>

### **Mock Interview Questions**

1. Tell me a little bit about yourself.
  2. Why are you applying for this position?
  3. What are some of your strengths?
  4. What is something you've been working on improving about yourself?
  5. Why do you think you are a good fit for this position?
  6. What questions did you have about this position?
- 

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