

NHEP

Planning for Success

Job Readiness Portfolio



"Ready, Set, Lift-Off"



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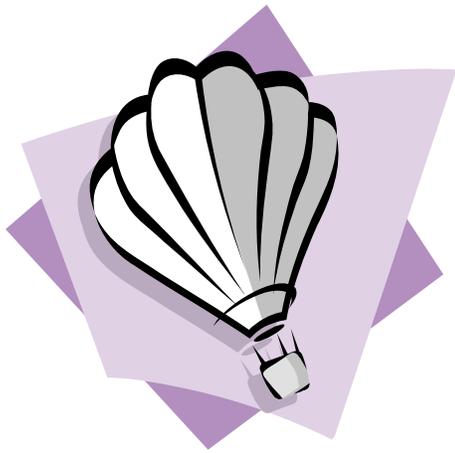
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Planning for Success: Job Readiness Portfolio



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NHEP

Planning for Success: Job Readiness Portfolio

About This Portfolio

Welcome to the NH Employment Program (NHEP). Our goal is to help you find a job – better yet, a career – one that you will enjoy and pays you enough to support your family now and in the future.

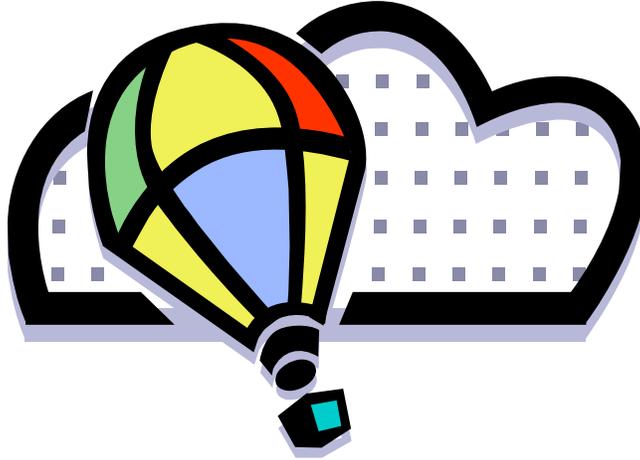
Many people never take time to think about what they would really like to do for work, nor do they learn the best way to look for a job and be successful in a job interview. As a participant in NHEP, you have been given a chance to do just that and it begins with this *Planning for Success Portfolio*. This Portfolio is designed for you to work on alone. Most sections can be done without a computer. We hope you will work hard to make the most of it.

At your NHEP Orientation, you learned about the need to complete a certain number of hours each week in an approved activity. This Portfolio can serve as one of those activities, as approved by your NHEP Employment Counselor Specialist (ECS). Not only is this Portfolio a tool to help you get the job that is best for you; it is also a tool for you to meet your weekly NHEP work participation hours!

Begin working on this Portfolio no later than the day you receive your Notice of Decision (NOD) informing you that you will be receiving Financial Assistance to Needy Families (FANF). Do the following:

1. Start with Section A and continue through each section in that order.
2. Work at your own pace and keep track of the time you spend on each section by completing the *Job Readiness Activity Verification Forms* (Form NHEP267) given to you with the Portfolio. Your ECS will need this information.
3. If you have any questions at anytime, call your ECS.
4. If you do not have a computer and Internet access for those activities that require it, use a computer at your local library or NH Works office.
5. Work on the Portfolio during the days before meeting with your ECS and also on the days when you are unable to attend another activity. This will help you meet your work participation requirements.

Section A



Getting Ready

Assessing Your Skills, Interests, Abilities, and Needs

Every journey begins with making decisions and planning. The planning includes deciding where you want to go, what you want to do and see, how far you want to travel, what type of climate do you want, etc. How you answer these questions and decide where and what you will do has much to do with your interests and your abilities. For example: Physically fit people who love the outdoors might plan a trip that includes hiking. People who like to relax and read a book might plan a week at the beach. A fun-filled journey is usually the result of lots of individual research and planning, and then following through on that plan.

Your career and job search should be no different. It can also be more fun if you think of it as a journey. Begin by thinking about things like: What do you know how to do? What do you like to do? Do you want to learn something new? What type of setting do you want to work in? How far do you want to travel to work? How much money do you need to make?

The activities in this section are designed to help you answer these questions and more. As you complete this section, your answers will direct you toward the type of job and career that will be best for you. You will then use these answers to plan and begin your career and job search.

***“NHEP has helped me
decide what to do for a
career.”***
Heather

Assessing My Skills, Interests and Abilities

The more you know about yourself – what you like and dislike, your strengths and weaknesses – will help you know what work you will enjoy most and be most successful doing.

This section will help you create a profile of yourself based on various assessments. These assessments will include accessing the NH Job Matching System via computer and Internet access. If you do not have a computer, you can use a computer at the NH Employment Security office or a local library.

Your profile will help you and your NHEP Employment Counselor Specialist (ECS) learn more about you. This information will be used to help both of you know what NHEP activities are best for you and what type of work would be best for you.

The assessments are arranged in the following order:

1. **Think Like An Employer:** Here, you will think about what impressions you have about the personalities of other people based on their appearances and behaviors. This is an opportunity for you to "**think like an employer.**"
2. **Learning Styles:** This will help you know how you learn best. Is it by seeing? Hearing? Doing? Talking? A combination? Knowing this helps you learn your job faster by asking for the type of instruction and supervision that works best for you.
3. **Internet Activities using the NHWorks Job Match website:** Here you will be using computer-based activities to identify types of jobs that would be best suited for you based on your skills and interests. You can then learn more about those jobs such as the wages, whether or not the job is in demand, what type of training is needed, and how many of those types of jobs are found in your area.
4. **My Profile:** This form brings information together that becomes the foundation of your job and career search. You will bring this information to your first appointment with your ECS. It will help you and your ECS decide your next steps.

Does this all sound confusing?

An example might help. Generally, people understand the importance of job skills and experience in hiring. However, the role of *personality traits* and *transferable skills* is often less clear. On the next page is an example of how all of these work together.

Whom Would You Hire?

This exercise will help you understand how job skills, personality traits, transferable skills, and experience work together in creating impressions and making decisions to hire.

Imagine that a member of your family is *very* ill and will die without an operation. The operation is complex and takes six hours. Your family has asked you to choose the surgeon. Your choice is between surgeon A and surgeon B.

Compare the background of each surgeon below and decide which surgeon you would choose:

Surgeon A

Job Skills

Completed all required training.

Personality Traits

Is caring and honest. Seems to work hard for the patient.

Transferable Skills

Decisive, coordinates well, communicates clearly.

Job Experience

Has performed this surgery before.

Surgeon B

Job Skills

Completed all required training.

Personality Traits

Doesn't seem to care about the patient and family.

Transferable Skills

Indecisive, doesn't listen well, communicates poorly.

Job Experience

Has performed this surgery before.

My Choice: Surgeon _____

It is safe to say that surgeon A would probably be your first choice to perform the surgery. It's not always just experience and training; Surgeon A's personality traits and transferable skills probably give you greater confidence that the surgery will be done correctly.

Your decision to hire surgeon A or surgeon B is like the decision that all employers make when hiring a new employee. Which person will probably do the better job? It is a decision that is not just about job skills. It is also about personality traits and transferable skills.

COMMUNITY OBSERVATIONS

Now let's briefly look at how we use appearances to decide what other people's personality traits are. Appearances are how people "advertise" their personality traits.

The next time you are out running errands, observe how employees of businesses act. When you come home, answer the following: Think back on how you saw employees behave. What did they do that left a positive impression on you? Briefly describe 3 examples below (don't name the business or the employee). The first one is an example.

1. An employee in the hardware store offered to carry my package out to the car. She smiled when she said it and really seemed to mean it. I didn't need the help, but the offer made me feel like she cared about me.

2.

3.

4.

The appearance and behavior of the employees that you described in these examples were clues to the **personality traits** of the employees. In the first example, the clues left a good impression on you about the employee's personality and make you look forward to coming back and doing business with that person or company again. People with these kinds of behavior and appearance clues were hired by the employer for their personality traits as well as for their skills and experience.

Appearance + Behavior = Clues to what the personality traits are.

When you interview for a paid (or volunteer) job, what clues do you give the interviewer about your personality traits?

Remember, the clues are **appearance** and **behavior**. Since interviews are fairly brief, it is all a matter of **first impressions**.

Think Like An Employer: First Impressions

Imagine you are an employer interviewing applicants for a job as a clerk in one of your stores. List 3 things about a person's appearance that might make a *good* impression on you. List those things in column A. In column B, write in what it might tell you about the person. The first item is done as an example.

Column A
Appearance and behavior (clues):
1. <u>Clothing neat and clean.</u>
2. _____
3. _____
4. _____

Column B
What those clues might tell me about the person's personality traits:
1. <u>The person is organized and careful.</u>
2. _____
3. _____
4. _____

Now list 3 things that might make a *bad* impression and what it might tell you about the person's personality.

Column A
Appearance and behavior (clues):
1. <u>Will not make eye contact.</u>
2. _____
3. _____
4. _____

Column B
What those clues might tell me about the person's personality traits:
1. <u>Sneaky.</u>
2. _____
3. _____
4. _____

Fitting-in skills are extremely important because a business can be successful only when its employees work well with their other employees and with their customers. When hiring, employers *look* for people with personality traits that indicate that the person will fit in well with both employees and customers.

NH Works Job Match System Career Research Activities

Using a computer with Internet access, go to the following website: www.nhworks.org and follow the steps below:

1. Click on the icon (box) that looks like this:



2. Then click on “Register or Sign In Here” in the upper left corner. At the registration screen, select Option #2, click on “Register,” and follow the prompts to create your own login information. **DO NOT USE YOUR NAME** as the User Name – use something unique as explained on the screen. Record your user name and password somewhere so that you will always have it available.

Career Exploration

Finding Jobs That Interest Me

1. Once you have registered, then select or click on “Career Services.”
2. Select “Career Explorer” and then select “Match Your Interests and Work Values.”
3. Click on “Your Interests” and complete the “Work Interest Analyzer.” Go through each of the 15 Work Interest screens selecting whether you like to do the tasks, are unsure, or dislike doing the task.
4. At the end of Screen 15, select: “View Score.” This will give your results using the Holland Interest Themes: Realistic, Investigative, Artistic, Social, Conventional and Enterprising. Print a copy of your Work Interest results, if possible. Also, record your Work Interest Scores on your Service Determination Appointment (SDA) “My Profile” form on page A19-20.
5. Then select “Strong Correlation to Your Work Interests” and click on “Find Matching Occupations” to see what type of occupations might interest you. Print and review this list if possible. Spend some time here looking at the different jobs listed. For now, focus on those that require “little,” “some,” or “medium” preparation. Explore the jobs by selecting: “Summary,” “Details” and “Report.” Explore job openings for these occupations that might be listed in your county or anywhere in the state. Research wages paid either by looking at job openings posted. If no wages are posted, click on “View Labor Market Wage Rates” to get an average wage.
6. Select 3 occupations that appeal to you and that have a “Strong” correlation to your Work Interests. Record those on your SDA “My Profile” along with entry-level wages.

Finding Work that is Important to Me

This exercise will help you learn about your work values and what is important to you in a job. We all know that getting paid is important, however, there are other things that are important to

our overall job satisfaction, such as working conditions, opportunities for advancement, or to be able to work independently, to name a few. Let's find out what's important in a job to you.

1. Select "What's Important." Read through Option 1 and then follow the prompts to begin the Work Importance Analyzer. Print a copy of your Work Values Scores, if possible. Also write them down on the SDA "My Profile" on page A19-20.
2. Then select "Strong Correlation to Your Work Values" and click on "Find Matching Occupations" to see what type of occupations might interest you. Print and review this list. Spend some time here looking at the different jobs listed. Look for jobs that may also have appeared on the list that matched your interests above. Again, focus on those that require "little," "some," or "medium" preparation. Explore the jobs by selecting: "Summary," "Details" and "Report." Explore job openings for these occupations that might be listed in your county or anywhere in the state. Research wages paid either by looking at job openings posted. If no wages are posted, click on "View Labor Market Wage Rates" to get an average wage.
3. Select 3 occupations that appeal to you and that have a "Strong" correlation to your Work Values. Choose at least one that matches your work interests above as well as your work values and what's important to you. Record those on your SDA "My Profile" along with entry-level wages.

Matching Your Skills

This exercise will help you identify the job skills and personal skills you have and match them with various types of jobs for you to consider.

1. While still in the Career Explorer section, click on "Match Your Skills." Then click on "Your Job Skills." Next, select Option 1, "Identify and Match Your Job Skill Set." There are 14 Skill Set screens, skip those industries that you have no experience in and only complete those that contain job skills you have. You will receive a listing of all the skills you checked off. From there, click on Option 1: "Match Your Saved Job Skill Set." You will then receive a list of jobs in order of highest "Match Level %."
2. Print and review the list of jobs provided which match your Job Skills. Look for jobs that may have also appeared on the list that matched your work interests and your work values. Again, focus on those that require "little," "some," or "medium" preparation. Explore the jobs by selecting: "Summary," "Details" and "Report." Explore job openings for these occupations that might be listed in your county or anywhere in the state. Research wages paid either by looking at job openings posted. If no wages are posted, click on "View Labor Market Wage Rates" to get an average wage.
3. Select 3 occupations that appeal to you and that have a "Strong" correlation to your Job Skills. If you can, choose at least one that matches your job skills as well as your work interests above, your work values, and what's important to you. Record those on your SDA "My Profile" along with entry-level wages.
4. Go back to "Career Explorer" and select "Match Your Skills." This time select: "Your Personal Skills." Read through the lists of Personal Skills and check off those that you feel you are able to do. Click on "Save" and then click on "Find Matching Occupations."
5. Print, if you can, and review the list of jobs provided which match your Personal Skills. Look for jobs that may have also appeared on your other lists (work interests, your work values, and job skills). Again, focus on those that require "little," "some," or "medium" preparation. Explore the jobs by selecting: "Summary," "Details," and "Report." Explore job openings for

these occupations that might be listed in your county or anywhere in the state. Research wages paid either by looking at job openings posted. If no wages are posted, click on “View Labor Market Wage Rates” to get an average wage.

6. Select 3 occupations that appeal to you and that have a “Strong” correlation to your Personal Skills. If you can, choose at least one that also appears on some or all of your other lists. Record those on your SDA “My Profile” along with entry-level wages.

My Top 3 Job Choices

You have now had an opportunity to see many types of jobs that meet your interests, work values, job skills and personal skills. You may have seen some jobs appear on more than one list, which would indicate that they may suit you better than other choices. You have also researched wages and availability of jobs in your area. As you review the jobs you have recorded, select the top 3 that you would like to explore further and discuss with your ECS. Record those in the space provided on the SDA “My Profile” on page A19-20.

KNOWLEDGE AREAS

Identifying Your Knowledge Areas

Let's begin with your formal education. Using the space below, write the name of the institution on the left. To the right of the name, write in the dates you attended and what activities, projects, and courses you liked.

Name of Institution	Dates and What I Liked
High School:	
Other:	
Other:	

In addition to the knowledge you got from formal education, you may have had other sources of learning. These include training provided by employers, volunteer agencies, sports organizations, etc. This is all important information. Write all of it down.

Name of Organization	Dates and What I Learned

Review all of your notes in this section. Choose **5** areas of knowledge that you would like to build on and write them in the "My Profile" chart on page A19-20 under "My 5 Main Knowledge Areas." If you have 3 or 4, that's OK!

Adapted with permission from Career Services, University of Waterloo / Source:
Career Development eManual www.cdm.uwaterloo.ca

IDENTIFYING YOUR LEARNING STYLE

“Learning style” refers to how people learn. Understanding how you learn can help you have more control of your own career development and learning. To discover how you learn, think about the experiences you have had in your life in which you felt you learned a great deal. Learning styles can explain why you did well in certain courses in school and not in others. It can explain what kind of on-the-job supervision works best for you. Complete the following activity to learn what kinds of learning seem to work best for you.

The VAK Learning Styles Self-Assessment

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Take the VAK Learning Style Assessment below. Circle the answer that most represents how you behave most of the time.

1. When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and try it out because I can figure it out as I use it

2. When I need directions for travelling I usually:

- a) look at a map
- b) ask for spoken directions
- c) follow my nose and find my way as I go along

3. When I cook a new dish, I like to:

- a) follow a written recipe
- b) call a friend for an explanation
- c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:

- a) write instructions down for them
- b) give them a verbal explanation
- c) demonstrate first and then let them try

5. I tend to say:

- a) watch how I do it
- b) listen to me explain
- c) you have a try

6. During my free time I most enjoy:

- a) going to museums and galleries
- b) listening to music and talking to my friends
- c) playing sports or doing projects

7. When I go shopping for clothes, I tend to:

- a) imagine what they would look like on me
- b) discuss them with the store staff
- c) try them on and see how they feel and look on me

8. When I am choosing a vacation I usually:

- a) read lots of brochures
- b) listen to recommendations from friends
- c) imagine what it would be like to be there

9. If I were buying a new car, I would:

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

- a) watching what the instructor is doing
- b) talking with the teacher about what exactly I'm supposed to do
- c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

- a) imagine what the food will look like
- b) talk about the choices in my head or with my partner
- c) imagine what the food will taste like

12. When I listen to a band, I can't help:

- a) watching the band members and other people in the audience
- b) listening to the lyrics and the beats
- c) moving in time with the music

13. When I concentrate, I most often:

- a) focus on the words or the pictures in front of me
- b) discuss the problem and the possible solutions in my head
- c) move around a lot, fiddle with pens and pencils, and touch things

14. I choose household furnishings because I like:

- a) their colors and how they look
- b) the descriptions the salespeople give me
- c) their textures and what it feels like to touch them

15. My first memory is of:

- a) looking at something
- b) being spoken to
- c) doing something

16. When I am anxious, I:

- a) visualize the worst-case scenarios
- b) talk over in my head what worries me most
- c) can't sit still, fiddle, and move around constantly

17. I feel especially connected to other people because of:

- a) how they look
- b) what they say to me
- c) how they make me feel

18. When I have to study for an exam, I generally:

- a) write lots of study notes and diagrams
- b) talk over my notes, alone or with other people
- c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

- a) show them what I mean
- b) explain to them in different ways until they understand
- c) encourage them to try and talk about my idea as they do it

20. I really love:

- a) watching films, photography, looking at art or people watching
- b) listening to music, the radio or talking to friends
- c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:

- a) watching television
- b) talking to friends
- c) doing physical activity or making things

22. When I first contact a new person, I usually:

- a) arrange a face-to-face meeting
- b) talk to them on the telephone
- c) try to get together while I'm doing something else, such as an activity or a meal

23. I first notice how people:

- a) look and dress
- b) sound and speak
- c) stand and move

24. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors, and physically demonstrate my anger

25. I find it easiest to remember:

- a) faces
- b) names
- c) things I have done

26. I think that you can tell if someone is lying if:

- a) they avoid looking at you
- b) their voices changes
- c) they give you funny vibes

27. When I meet an old friend:

- a) I say “it’s great to see you!”
- b) I say “it’s great to hear from you!”
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practicing the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or mailing it back

30. I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

Now let’s score your answers.

Add up how many **A**’s, **B**’s and **C**’s you selected.

A’s = _____ **B**’s = _____ **C**’s = _____

If you chose mostly **A**’s you have a **VISUAL** learning style.

If you chose mostly **B**’s you have an **AUDITORY** learning style.

If you chose mostly **C**’s you have a **KINESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles. When you have identified your learning style(s), read about the styles that apply to you in the explanation below and consider how this might help you to identify learning and supervision that best suits you.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows:

- Someone with a **Visual** learning style prefers seeing or observing things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, and ‘let’s see that.’ They are best able to perform a new task after reading the instructions or watching someone else do it first. These people will work from lists, written directions and instructions.
- Someone with an **Auditory** learning style prefers getting information through listening and hearing. These people will use phrases such as ‘tell me’ and ‘let’s talk about it.’ They are best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a **Kinesthetic** learning style prefers touching, feeling, holding, and doing. They learn best through practical hands-on experiences. These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

Although people commonly have a main preferred learning style, there is no right or wrong learning style! Some people have a very strong preference; other people have a more even mixture of two styles, or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

Some adults, when they were younger, did not do well in school because teachers do not generally teach to all three of the learning styles. People with a kinesthetic learning style, for example, tend to have a more difficult time in traditional classrooms where instructions are given verbally or in writing. These learners want to “do,” so sitting and listening to instructions or reading directions is more challenging for this type of learner!

Enter *your* preferred learning style(s) into the “My Profile” chart on page A19-20.

What Do I Need to Earn?

When making a career choice and beginning a job search, it is important to know the amount of money you need to earn to support your family. You might learn that the job you would like to do does not pay enough. Therefore, it would not be a good choice for you right now. Perhaps that job would be a better choice later in your life when your children are older and your income needs are less. You may also learn you need to receive training to develop skills necessary to get a job that will pay what you need to earn. Employers may ask you how much pay you are seeking. This exercise will also help you answer these questions.

To determine what you need to earn, you first need to identify how much your expenses are. By completing the chart below, you will see approximately how much you spend each month. By identifying how much your expenses are, you will then see how much your income needs to be. This will be to just cover your expenses. In order to have money for extras and savings, you will need to either make more or spend less.

This exercise will also show you where you need to cut back in order to live within your income or have money for the extras we all enjoy. The little things that we spend money on each week can add up to more money than we realize we're spending.

My Monthly Expenses Worksheet	
Write the amount you spend each month for each expense in the column below. For some things, you will want to think about what you spend each week and then multiply by four for your monthly costs.	
Rent/mortgage (if homeowner, include property taxes)	
Groceries (include EBT payments) (weekly: x 4 = \$\$\$)	
Non-Food Household Products (weekly: x 4 = \$\$\$)	
Eating Out, Snacks, Coffee, Cigarettes (weekly: x 4 = \$\$\$)	
Utilities – Electricity, Heat	
Water/Sewer	
Telephone (land line, cell, Internet access)	
Day Care/Babysitting	
Child Support or Alimony payments paid to others	
Car Payment	
Medical Payments	
Credit Card Payment	
Student Loan Payment	
Automobile Gasoline/Oil (weekly: x 4 = \$\$\$)	
Other Transportation Costs (taxi/bus) (weekly x 4 = \$\$\$)	
Cable TV/Video/Movie Rentals	
Personal Grooming/Fitness (hair, nails, health club fee, etc.)	
Gifts/Donations	
Miscellaneous Expenses	
TOTAL MONTHLY EXPENSES	

You should now have an idea of what it costs each month to take care of yourself, your family and your financial responsibilities.

To find out how this relates to what you need to earn, complete the following:

Total Monthly Expenses	Multiplied by 12	Total Yearly Expenses
-------------------------------	-------------------------	------------------------------

Now you have an **approximate** total of your yearly expenses. Remember, there are many other expenses that come up along with regular bills that we have not have included in the first exercise so this is just an estimate of basic expenses. Other expenses not included that come up are things like insurance payments, car repairs, clothing, gifts, etc. Therefore, this is a low estimate. Record this amount in the “Annual Salary Needed for Full-time Job” on the chart on page A20 as approximate amount.

The yearly salary of a job you are thinking about should be more than your estimated yearly expenses. Also, with taxes being withheld from your paycheck, what you are paid is not what you take home and have available to spend each week or month.

To determine what you need to earn per hour, do the following exercise:



Total Monthly Expenses:	Divided by 173 for 40-hour week 152 for 35-hour week 130 for 30-hour week	Hourly Wage Needed:
--------------------------------	---	----------------------------

Again, remember this does not include many other expenses mentioned above that come up throughout the year. Record this amount in the “Hourly Wage Needed for Full-time Job” on the chart on page A20. This is an approximate amount.

There are things you can do to help increase the amount of money you take home. The first and best option is the Earned Income Tax Credit, which is explained below.

Earned Income Tax Credit (EITC) Advance Payment Option



Did you know that rather than waiting until you file a tax return to get a refund that you can get some of your earned income tax credit throughout the whole year? It’s a great way to add more dollars to an already tight monthly budget!

A worker earning between \$490 and \$1,300 a month can get about \$50-\$60 extra in each bi-weekly paycheck. That means getting an **extra \$100 to \$120 a month** in your paycheck.¹ This could be just the money you need to help pay for those unexpected expenses that come up.

Up to about half of your Earned Income Tax Credit can be paid to you in your paychecks. You would then receive the remainder at the end of the year when you file a Schedule EIC with your

¹ University of NH Cooperative Extension, 2008 Advance Earned Income Tax Credit Brochure

tax return.

You must meet certain qualifications to qualify for the EITC. Taking the Advance Earned Income Tax Credit is not the right choice for everyone. Those who should not take it include:

- Workers who hold more than one job;
- Workers with a working spouse, unless both spouses take advance payments;
- Workers who get married during the year and both spouses work;
- Workers who are expecting a big increase in income during the year.²

Go to this website to learn if the EITC is something you can use:

www.nheitc.org/pages/About/About_FAQ.htm

Read the frequently asked questions and answers regarding the EITC to help you know if this is a tax credit you should be receiving. If you find that it is a tax credit that you would qualify for, you will then need to remember to ask your employer for a W-5 form, called the “Earned Income Tax Credit Advance Payment Certificate” to fill out. The bottom portion of the form is given to your employer. This form needs to be filled out each year that you want to receive the advance payment.

Living Within Your Income

Whether or not you are able to receive the EITC Advance Payment, it is always wise to live within our income. While managing on a tight budget is not always easy, there often are many things that we can do to help. When trying to balance a home budget, you can look at two areas:

1. How can I make more money?
2. How can I cut back on what I am spending?



On the next page you will see many ideas for increasing the amount of money you have and also for ways of saving or cutting back on what you spend.

² University of NH Cooperative Extension, 2008 *Advance Earned Income Tax Credit* Brochure

Money-Making Ideas

Read over the list below. Some of these ideas are things you may be able to do and some will not be. Check off those that you think you could do to help bring in more money to your household.



1. Hold a garage sale.
2. Sell unwanted items on eBay, Craig’s List, radio “Swap Shops,” or flea markets.
3. Turn a hobby into a cash – make and sell hand-made crafts, clothing, etc.*
4. Offer to mow lawns, rake leaves, shovel driveways, wash windows, paint, clean houses, etc. Distribute flyers to advertise your services.
5. Offer to baby sit, elder sit, pet sit/walk, house sit or run errands (distribute flyers).
6. Grow and sell vegetables or flowers during summer months.

Other ideas??

1. _____
2. _____
3. _____
4. _____



50 Money-Saving Ideas

The list below contains many ideas for cutting costs and saving money. Some of these ideas will not be fun, popular, or easy to do or accept. Just remember these are money-saving ideas you can do temporarily while money is tight or you may choose to adopt them as a regular way of living within your means in order to save more money. Check off as many as you believe you could begin doing. By saving money in one area, you may find you have more money to spend on more important needs.

1. Use coupons for groceries and drug store items (wisely, for things you need).
2. Shop around for best buys, pay attention to store flyers.
3. Shop at thrift stores and garage sales.
4. Don’t shop at convenience stores, corner markets or gas stations where prices are always much, much higher than grocery stores.
5. Buy only what you need and not what you want or wish you could have.
6. Use store or no-name brand items whenever possible, including generic options for Tylenol and other over-the-counter medicines.
7. Shop in bulk only when it is really cheaper. Examine unit costs – bigger is not always less costly.
8. Stop or cut back on buying junk food, it’s expensive and not good for you.
9. Cut back on your use of paper products, such as paper plates, cups, napkins.
10. Prepare simple, nutritious meals.
11. Cut back on pre-packaged, boxed or processed foods; learn to make more from scratch. It’s cheaper and healthier.
12. Grocery shop with a list (and without your children, if possible).
13. Shop at second-hand stores and enjoy great bargains!
14. Use a pay-as-you-go cell phone and get rid of extra fees.

15. Eliminate extras on phone bill such as call waiting, voice mail, and caller ID.
16. Use your cell phone and cancel your home phone service.
17. Use the library for a source of entertainment – books, movies, computer games, magazines, music.
18. Stop eating out – eating at home saves money and calories.
19. Make and take your own coffee in the morning.
20. Call the utility companies and ask about programs for low-income households.
21. Stop playing the lottery or buying scratch tickets.
22. Give up expensive habits, like cigarettes, alcohol and/or drugs.
23. Stop using payday loan companies and rent-to-own companies.
24. Pack lunches and snacks for work or school instead of buying at vending machines or eating lunches out.
25. Carpool whenever possible.
26. Winterize your home – increase insulation and/or caulk/seal windows, doors and foundations, install regular or plastic storm windows.
27. Turn off lights when not in a room.
28. Use energy-efficient light bulbs.
29. Lower your heat at night or install a programmable thermostat.
30. Cut back on hot water by turning off the faucet while using the sink and/or using a timer in the bathroom to discourage long showers.
31. Pay credit cards off at the end of the month so you pay no interest.
32. Form a baby-sitting co-op.
33. Rethink your travel – combine errands with other trips – save time and gas.
34. Shop sale and clearance racks only whenever possible.
35. When eating out, drink water instead of costly soft drinks and alcohol.
36. Check with insurers for savings for home/auto alarms, low mileage, clean record.
37. Recycle and/or reuse items: plastic grocery bags for trash can liners or aluminum cans for cash.
38. Pay bills on time to avoid expensive late fees.
39. Kick the bottled water habit – bottle your own at home in reusable bottles.
40. Pack food or snacks when leaving home to avoid buying from stores/restaurants.
41. Make gifts or give a gift of service rather than an item (use your talents!).
42. Only buy discounted or on-sale laundry detergent and softeners; never buy single-use products from laundromat vending machines.
43. Install a clothesline in or outside your home for drying clothes.
44. Substitute meat meals with vegetarian options, like beans, at least once a week.
45. Rent upstairs apartments – they tend to be warmer in colder months.
46. Learn to color your own hair, do your own nails, and cut your children's hair.
47. Grow vegetables in your own garden, community gardens, or pots on a deck/porch.
48. If you want a pet, go for low-maintenance pets such as a gold fish, gerbil, guinea pig or hamster; hold off for now on cats or dogs that require costly vet care and food.
49. Choose affordable child care services and pay co-payments on time.
50. Stay healthy – wash hands often, eat healthy meals, exercise.

SERVICE DETERMINATION APPOINTMENT (SDA) MY PROFILE

The first appointment you will have with your Employment Counselor Specialist (ECS) is the Service Determination Appointment (SDA). You and your ECS will review the results of your self-assessment and profile. Bring this Portfolio and this Profile to the SDA appointment.

Participant Name: _____

Work Interests Scores: Next to each Work Interest area, write the Work Interest Score you received when taking the Interest Analyzer.	
Realistic:	
Investigative:	
Artistic:	
Social:	
Enterprising:	
Conventional:	
My Work Interest Code: ____ _	
(Starting with the highest number, list the first letters of each interest area, for example, if Enterprising was your highest number, followed by Social, and then Investigative, the first 3 letters of your code would be: ESI)	
List 3 jobs that strongly meet your Work Interest Code and require little, some, or medium preparation. Include entry-level wages.	
1.	Wages:
2.	Wages:
3.	Wages:
List 2 jobs that strongly meet your work interests but require considerable preparation	
1.	Wages:
2.	Wages:
My Work Values Scores: Write in the Work Values from the Work Importance Analyzer, starting with the one that received the highest score.	
1.	
2.	
3.	
4.	
5.	
6.	
List 3 Jobs that: strongly meet your work values, require little, some, or medium preparation, and would be something that interests you. Include entry-level wages.	
1.	Wages:
2.	Wages:
3.	Wages:
List 2 jobs that strongly meet your work values but require considerable preparation:	
1.	Wages:
2.	Wages:

Identifying and Matching Your Job Skills: List 3 jobs that strongly match your job skills:
1.
2.
3.
Identifying and Matching your Personal Skills: List 3 jobs that strongly match your personal skills:
1.
2.
3.
Preferred Learning Style(s)

Hourly Wage Needed for Full-time Job	Annual Salary Needed for Full-time Job

Top 3 Job Choices:	
1.	Wages:
2.	Wages:
3.	Wages:

Notes or Questions to discuss with my ECS:

Section B



Choosing Your Future Exploring and Setting Career Goals

You are on your way! You have now learned many things about yourself – your work interests, your work values, your job skills, and your personal skills. This information has led you to three jobs you might like to choose as a career.

However, just like planning a trip, once you've identified where you think you want to go, you usually spend a little more time finding out about what type of activities are offered and available there, just to make sure it is the right choice for you. The same is true for your job search. You now need to explore these three jobs further so you can decide if they would, in fact, be a good career choice for you. You will also begin setting career goals.

As you explore each job, you will learn what skills are required, what training is required, what the job pays, if the job is available in your area, and what type of career growth that job may offer. You will need to use a computer and the Internet. If you do not have a computer and Internet access, you can do this research using a computer at your local NH Works office or your local library.

For each job you selected, you will research it using the NHWorks Job Match site. For each of the three jobs you have selected, you will complete a Job Profile (see pages B2 - 4). You will then choose the Job Profile you and your ECS feel fits you best and begin developing career and life goals.

*NHEP has helped me to further
my education in a career of my
choice.*

Michael

Using NH Works Job Match System for Completing the Job Profile Activities

This section will help you further explore your Top 3 Job Choices as recorded on your SDA “My Profile.” The following pages contain questions to be researched and answered for each of the three jobs you have selected. The information you will need to research can be found through the NH Works Job Match System that you used in Section A.

Using a computer and Internet, go to: www.nhworks.org and follow the steps below:

1. Click on the icon (box) that looks like this:



2. Then click on “Register or Sign In Here” in the upper left corner. Select Option 1 “Already Registered” and enter your User ID and Password.
3. Select “Career Services” and then select “Career Informer.”
4. Select “NH Statewide.”
5. Select Option #1 and enter the job title or key word, such as: Office Clerks.
6. From the list provided, click on the job title that best fits the type of work you desire.
7. Read through the information provided on the next screen. At the bottom of the information, you can click on “Display in Numeric Format.” This will break down the paragraph into sections that provide much of the information you need to complete the Job Profiles. Print this information out if you have a printer available.
8. Based on the information provided, fill in the answers to the Job Profile questions as they relate to your current skills.
9. To research information on education and training required for this job, go to the bottom of the screen and click on: “Display More Information About This Occupation.” From there, select: “Preferred Education Level” and complete the information requested for educational requirements for this occupation and training you might need for this job.
10. To research how this job matches your work styles, click on “Display More Information About This Occupation,” and then select “Work Values and Needs.” Compare the ranking of Work Values to your own Work Values on the SDA “My Profile” form. Explore further by selecting “Work Interests” further down under “Work Values and Needs.” Compare the ranking of Work Interests against your own work interests on “My Profile.”
11. Select the “Wages” category to learn the average pay for this job in NH.
12. Go back to the information screen (or print-out) that you researched in Step #7. There you will find information about the percentage of change for this job and the anticipated number of openings per year.
13. To learn about what schools in NH provide training for this type of job, click on: “Display More Information About This Job,” then “Training Programs,” and click on the job title for a listing of schools around NH. Chose some that are close to you to answer question 9.

Repeat each of these steps for the three Job Profiles based on your Top # Jobs on “My Profile.” Plan to share this with your ECS at your SDA.

Job Profile 1

Occupation: _____

1. Can I do all of the tasks? All Some

If "some," which are the tasks that I cannot do? _____

2. How much of the required knowledge do I have? All Some

If "some," what knowledge do I need? _____

3. Do I have all of the skills and abilities? All Some

If "some," what skills and abilities do I need? _____

4. What are the educational requirements for this occupation?

- High School or GED Apprenticeship
- Other (describe) _____

What training do I need to qualify for this position? _____

5. Work styles. This refers to Personality Traits.

Do I have the personality traits to match the work styles of this occupation? Yes No

What are the work styles for this occupation that I might find difficult? _____

6. What is NH's average (median) pay for this job: Hourly: \$ _____ Yearly Salary \$ _____

7. What is NH's percentage of change for this job: _____%

8. What is NH's anticipated number of openings per year for this job: _____

9. What NH schools offer training for this job: _____

Job Profile 2

Occupation: _____

1. Can I do all of the tasks? All Some

 If "some," which are the tasks that I cannot do? _____

2. How much of the required knowledge do I have? All Some

 If "some," what knowledge do I need? _____

3. Do I have all of the skills and abilities? All Some

 If "some," what skills and abilities do I need? _____

4. What are the educational requirements for this occupation?

- High School or GED Apprenticeship
 Other (describe) _____

What training do I need to qualify for this position? _____

5. Work styles. This refers to Personality Traits.

 Do I have the personality traits to match the work styles of this occupation? Yes No

 What are the work styles for this occupation that I might find difficult? _____

6. What is NH's average (median) pay for this job: Hourly: \$ _____ Yearly Salary \$ _____

7. What is NH's percentage of change for this job: _____%

8. What is NH's anticipated number of openings per year for this job: _____

9. What NH schools offer training for this job: _____

Job Profile 3

Occupation: _____

1. Can I do all of the tasks? All Some

If "some," which are the tasks that I cannot do? _____

2. How much of the required knowledge do I have? All Some

If "some," what knowledge do I need? _____

3. Do I have all of the skills and abilities? All Some

If "some," what skills and abilities do I need? _____

4. What are the educational requirements for this occupation?

- High School or GED Apprenticeship
 Other (describe) _____

What training do I need to qualify for this position? _____

5. Work styles. This refers to Personality Traits.

Do I have the personality traits to match the work styles of this occupation? Yes No

What are the work styles for this occupation that I might find difficult? _____

6. What is NH's average (median) pay for this job: Hourly: \$ _____ Yearly Salary \$ _____

7. What is NH's percentage of change for this job: _____%

8. What is NH's anticipated number of openings per year for this job: _____

9. What NH schools offer training for this job: _____

Setting Career and Life Goals

Taking time to think about and write down your career and life goals is a powerful first step toward achieving those goals. Many people have goals but only a few have taken the time to write their goals down. Simply writing down your goals can have a huge impact on whether or not they ever happen. Consider this:

In 1979 at Harvard University, 84 percent of the graduates receiving Master's Degrees in Business Administration had no specific goals. However, 13 percent of them had goals but **did not write them down**. Only 3 percent **had written down their goals**. Ten years later in 1989, this same group was researched and it was found that the 3 percent that had written down their goals ten years earlier were now earning wages of 10 times more than all of the others! (Source: Brian Tracy, *Goals!*, p.12.)

Based on this example, it pays to write goals down! Why does this work? Many believe that writing goals down results in a commitment to us in our mind. As a result, our subconscious mind starts working towards achieving those goals. Your written career goal plan is your roadmap to success. Unwritten goals are just wishes.

When writing goals, it is important to write goals the “SMART” way:

- S** – Specific: clearly defined so anyone who reads it would understand it.
- M** – Measurable: includes a way to be measured. Think: How many? How much?
- A** – Achievable: is the goal within your reach given your current situation?
- R** – Realistic: is the goal something you are willing and able to work toward?
- T** – Timely: the goal needs to have a timeframe. When will it happen?

One reason why some people don't write their goals is a fear of failing to achieve it within the time frame they have set. Missing the date is not a failure, it just means you underestimated the time it would take to achieve the goal and you can just move your deadline to a more realistic date.

Goals should be broken down into long and short-term goals. Long-term goals are those that you want to achieve over the next 3 to 10 (or more) years. Short-term goals are those you want to achieve within the next year or two.

You will also want to make sure the goals you set are based on things over which you have as much control as possible, including your situation and skill level. To help with this, your goals should be focused on what you plan **to do** and not what you plan to achieve. You can only control your own actions; therefore, your goals should describe what actions you will take. Example of a “SMART” goal: “Every week I will make 10 new employment contacts until I have accepted a job offer.” Setting goals that are unattainable – usually due to situations beyond your control or they are just unrealistic – will only cause you to be discouraged and de-motivated. This is not the result you want from goal setting!

Writing down your goals will not replace working on them. The best way to work toward a goal is to break it down into small action steps – and then take action!

Life Goal Worksheet

This activity will help you begin setting personal/life and career goals. Personal or life goals might also be referred to as family goals. They are the “bigger picture” type goals that involve the type of life you want to have for yourself and your family. Career goals often involve the way by which you will achieve a life goal. For example, if a life goal is to own your own home, then you will need the financial resources to purchase and maintain that home. For most people, this would be a good paying, steady job, which would result from a career goal.

Let’s begin working on your life goals. You may have one major life goal or you may have more than one that you’d like to work on – you decide. Use SMART tips below in writing your goals.

- S** – Specific: clearly described so anyone who reads it would understand what you want to achieve.
- M** – Measurable: includes a way to be measured, such as: How many? How much?
- A** – Achievable: is the goal within your reach given your current situation?
- R** – Realistic: is the goal something you are willing and able to work toward?
- T** – Timely: the goal needs to have a timeframe. When will it happen?

Life Goal #1: What do you want your life to be like and/or include over the next 5-10 years?

I will _____
(name what you would like to have or do)

by _____
(name a specific date or timeframe within which you will achieve this goal)

by doing _____
(name what actions you will take to achieve this goal)

Life Goal #2: What do you want your life to be like and/or include over the next 5-10 years?

I will _____
(name what you would like to have or do)

by _____
(name a specific date or timeframe within which you will achieve this goal)

by doing _____
(name what actions you will take to achieve this goal)

Life Goal #3: What do you want your life to be like and/or include over the next 5-10 years?

I will _____
(name what you would like to have or do)

by _____
(name a specific date or timeframe within which you will achieve this goal)

by doing _____
(name what actions you will take to achieve this goal)

Now that you have identified at least one life goal, it is time to work on long and short-term career goals that will help you achieve your life goal. Use the following worksheets for each goal.

Long-Term Career Goal Worksheet

Long-Term Career Goal _____

(This is the career goal you have selected from the 3 Job Profiles on pgs. B2-4 that best fits your skills, interests and abilities.)

“SMART” Check:

- **Specific:** What exactly will you accomplish? _____

- **Measurable:** How will you know when you have reached this goal? _____

- **Achievable:** Can you really achieve this given your resources and skills? _____

- **Realistic:** Are you willing and able to do what you need to do to achieve this? _____

- **Timely:** When will this goal be achieved? _____

Action Plan:

List potential barriers that could hold you back from reaching this goal:

List possible solutions to the barriers you have listed.

Action Steps: What actions do you need to take to achieve this goal?

(Specific action you need to take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you need to take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you need to take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you need to take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you need to take to get closer to this goal.)

(Date to be done by)

(Date Completed)

Short-Term Career Goal Worksheet

Short-Term Career Goal #1 _____
(This could be training or education that you need to reach your long-term career goal or an entry-level job in that field.)

“SMART” Check:

- **Specific:** What exactly will you accomplish? _____
- _____
- **Measurable:** How will you know when you have reached this goal? _____
- _____
- **Achievable:** Can you really achieve this given your resources and skills? _____
- _____
- **Realistic:** Are you willing and able to do what you need to do to achieve this? _____
- _____
- **Timely:** When will this goal be achieved? _____
- _____

Action Plan:

List potential barriers that could hold you back from reaching this goal:

List possible solutions to the barriers you have listed.

Action Steps: What actions do you need to take to achieve this goal?

_____	_____	_____
(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)

_____	_____	_____
(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)

_____	_____	_____
(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)

_____	_____	_____
(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)

_____	_____	_____
(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)

Short-Term Career Goal Worksheet

Short-Term Career Goal #2 _____

(This could be training or education that you need to reach your long-term career goal or an entry-level job in that field.)

“SMART” Check:

- **Specific:** What exactly will you accomplish? _____

- **Measurable:** How will you know when you have reached this goal? _____

- **Achievable:** Can you really achieve this given your resources and skills? _____

- **Realistic:** Are you willing and able to do what you need to do to achieve this? _____

- **Timely:** When will this goal be achieved? _____

Action Plan:

List potential barriers that could hold you back from reaching this goal:

List possible solutions to the barriers you have listed.

Action Steps: What actions do you need to take to achieve this goal?

(Specific action you will take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you will take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you will take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you will take to get closer to this goal.)

(Date to be done by)

(Date Completed)

(Specific action you will take to get closer to this goal.)

(Date to be done by)

(Date Completed)

Short-Term Career Goal Worksheet

Short-Term Career Goal #3 _____
 (This could be training or education that you need to reach your long-term career goal or an entry-level job in that field.)

“SMART” Check:

- **Specific:** What exactly will you accomplish? _____

- **Measurable:** How will you know when you have reached this goal? _____

- **Achievable:** Can you really achieve this given your resources and skills? _____

- **Realistic:** Are you willing and able to do what you need to do to achieve this? _____

- **Timely:** When will this goal be achieved? _____

Action Plan:

List potential barriers that could hold you back from reaching this goal:

List possible solutions to the barriers you have listed.

Action Steps: What actions do you need to take to achieve this goal?

(Specific action you will take to get closer to this goal.)	Date to be done by)	(Date Completed)
---	---------------------	------------------

(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)
---	----------------------	------------------

(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)
---	----------------------	------------------

(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)
---	----------------------	------------------

(Specific action you will take to get closer to this goal.)	(Date to be done by)	(Date Completed)
---	----------------------	------------------

Developing A Career Action Plan

A Career Action Plan is like your road map or “to-do” list that outlines the goals or steps you need to accomplish in order to reach your **long-term** career goal. Depending on what your long-term career goal is, it could take five to ten years or even longer to get there – and that’s okay! What you are doing and plan to do between now and then is what makes up your Career Action Plan. Your plan may change along the way also as you acquire more skills and interests. That’s okay, too! The important thing is that you have a plan.

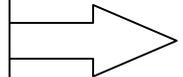
On the next page, you will find some *Sample* Career Action Plan forms for you to read over before completing one of your own. Following the samples is your Career Action Plan form to complete for yourself. Read over the *Sample* Career Action Plans so that you get an understanding of how to complete the form for yourself.

Note: Extra blank copies of the Career Action Plan are provided in the Resource Section (Section G) of this workbook for your convenience, if needed.

How to Complete the Career Action Plan:

As you will see on the *Sample* Career Action Plan form, there is room to record six steps that you will need to take to get to your long-term career goal. It is likely that you will have more than six things you need to do in order to reach this goal, so you will need to select the six **major** steps you need to take to get to your long-term goal. Select these steps from your Short-Term Career Goal Worksheets as well as your Action Steps identified on the bottom of your Long-Term Career Goal Worksheet. Good luck and have fun with this...remember you are planning your own journey and designing your future.

*Check out
the form and
some samples*

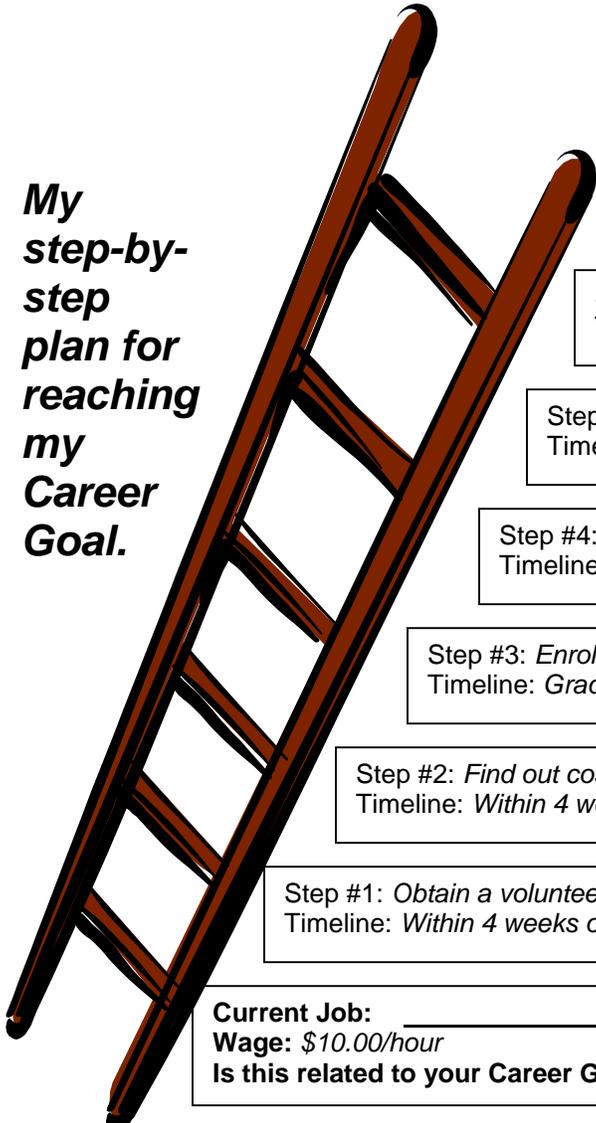


Sample Career Action Plan 1



**The Sky's
the Limit!
Dream It...
Achieve It!**

**My
step-by-
step
plan for
reaching
my
Career
Goal.**



My Long-Term Career Goal: *Registered Nurse*
NH's average wage (2007): \$27.73/hour (\$57,700/year)
NH's anticipated number of yearly openings: 610

(This information is found using: www.careerinfonet.org)

Step #6: *Receive an Associate's degree in Nursing and pass RN exam.*
 Timeline: *Within 4 years of beginning nurses training.*

Step #5: *Enrolled in Nursing School part-time while working as LNA.*
 Timeline: *Within 2 years of starting work as an LNA.*

Step #4: *LNA position with an employer who provides tuition assistance.*
 Timeline: *Within 2 months of graduating from LNA training.*

Step #3: *Enroll in and graduate from LNA training.*
 Timeline: *Graduate within 12 months of 1st meeting with my Employment Counselor.*

Step #2: *Find out cost and ways to pay for LNA training.*
 Timeline: *Within 4 weeks of my 1st meeting with my Employment Counselor.*

Step #1: *Obtain a volunteer position within a medical or health-related office.*
 Timeline: *Within 4 weeks of my 1st meeting with my Employment Counselor.*

Current Job: _____ **If not employed, goal:** *Licensed Nursing Assistant*
Wage: \$10.00/hour
Is this related to your Career Goal? Yes

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. The following are examples of actions you may need to take but not necessarily in this order:

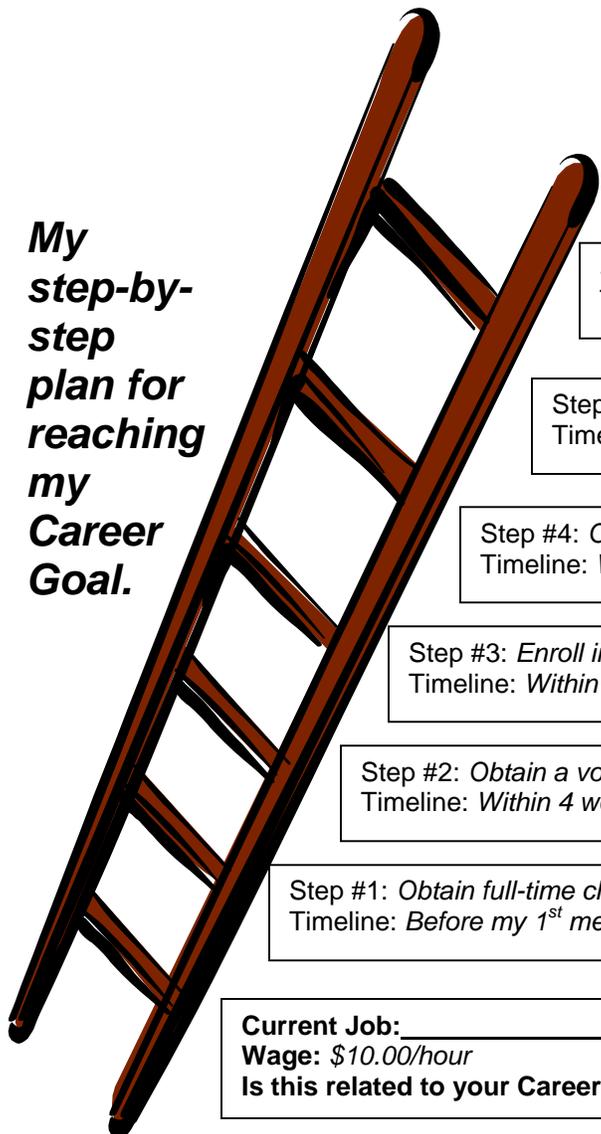
- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field – name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

Sample Career Action Plan 2



**The Sky's
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**My
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step
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My Long-Term Career Goal: *Computer Network Administrator*
NH's Average Wage (2007): \$29.28/hour (\$60,900/year)
NH's anticipated number of yearly openings: 70

Step #6: *Full-time computer job & enroll p/t in Bachelor of Science studies.*
 Timeline: *Within 6 months of receiving AS degree & continue for 4 years.*

Step #5: *Graduate with an AS degree in Computer Science.*
 Timeline: *2 years from enrollment date.*

Step #4: *Obtain a part-time job using computers and new skills.*
 Timeline: *Within 12-24 months of enrolling in college.*

Step #3: *Enroll in Computer Science AS degree program at NH Community College.*
 Timeline: *Within 6 months of my 1st meeting with my Employment Counselor.*

Step #2: *Obtain a volunteer position using computers.*
 Timeline: *Within 4 weeks of my 1st meeting with my ECS.*

Step #1: *Obtain full-time childcare coverage for my 2-year-old son.*
 Timeline: *Before my 1st meeting with my ECS.*

Current Job: _____ **If not employed, goal:** *Office Clerk/Computer Operator*
Wage: *\$10.00/hour*
Is this related to your Career Goal? *Yes, uses technology*

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. The following are examples of actions you may need to take but not necessarily in this order:

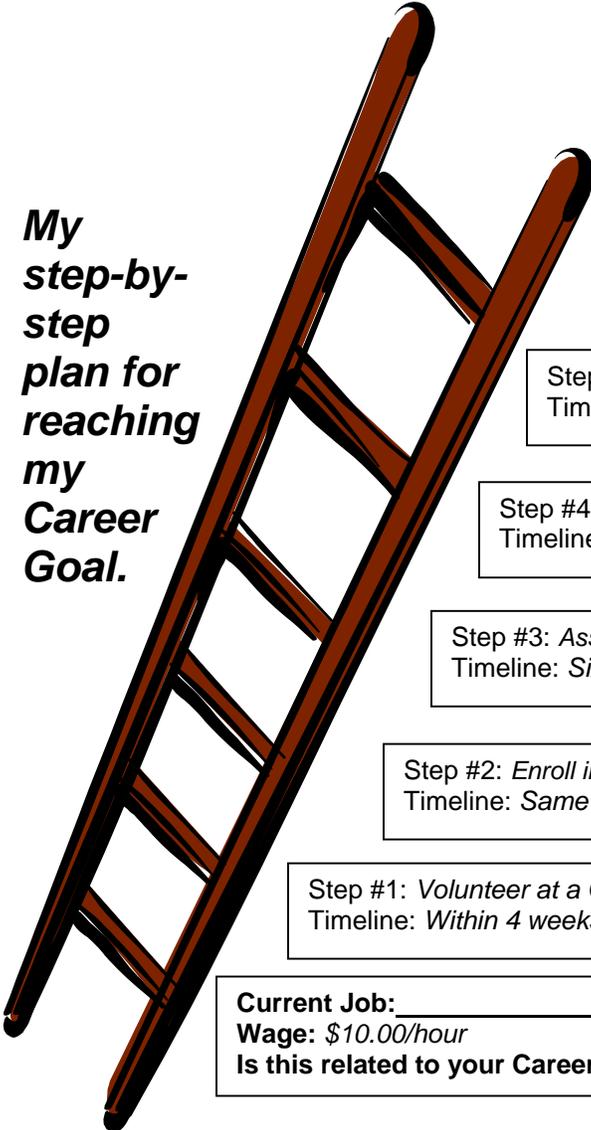
- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field – name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

Sample Career Action Plan 3



**The Sky's
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**My
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Goal.**



My Long-Term Career Goal: *Child Care Director*
NH's Average Wage (2007): \$18.31/hour (\$38,100/year)
NH's anticipated number of yearly openings: 20

Step #6: *Receive B.S. degree and new job as Assistant Director.*
 Timeline: *Within 5 years of hire as Associate Teacher.*

Step #5: *Enroll in B.S. studies; promote to Lead Teacher upon receiving 18 credits.*
 Timeline: *Within 12 months of hire as Assoc. Teacher - continue 2-3 yrs.*

Step #4: *Continue as Associate Teacher while pursuing 6 more ECE credits.*
 Timeline: *Complete within one year of beginning as an Associate Teacher.*

Step #3: *Associate Teacher's job through CCS/OJT upon receiving 3 ECE credits.*
 Timeline: *Six months to one year from beginning as a volunteer.*

Step #2: *Enroll in Early Childhood Education (ECE) classes to receive 3 required credits.*
 Timeline: *Same as below volunteer activity; continue for 6 months.*

Step #1: *Volunteer at a Child Care Center through the Child Care Solutions (CCS) program.*
 Timeline: *Within 4 weeks of my 1st meeting with my ECS.*

Current Job: _____ **If not employed, goal:** *Associate Teacher/Child Care*
Wage: \$10.00/hour
Is this related to your Career Goal? Yes

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. The following are examples of actions you may need to take but not necessarily in this order:

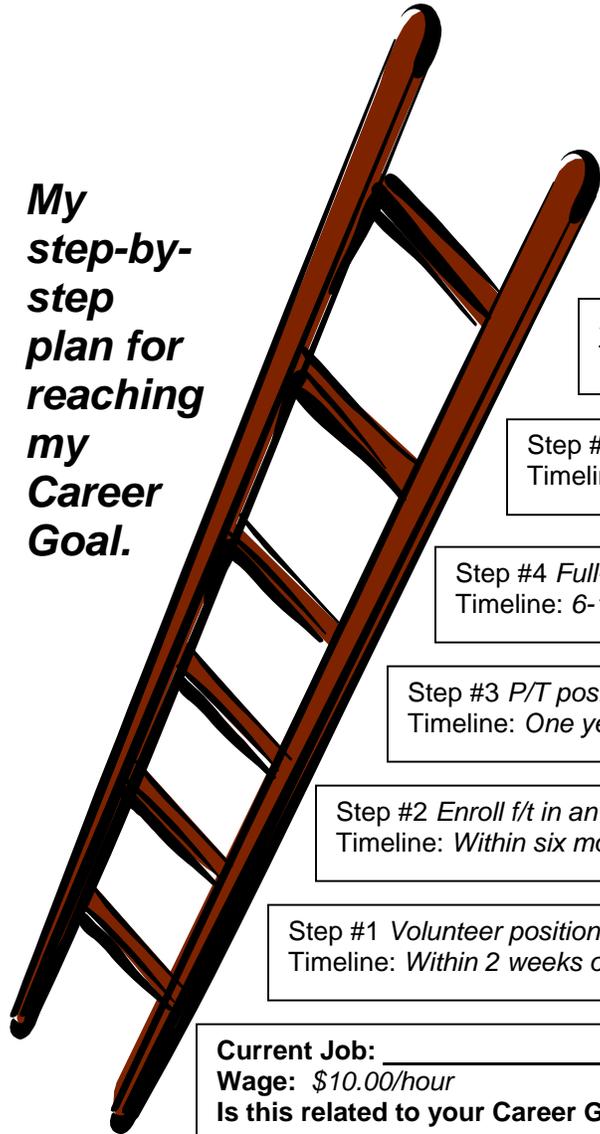
- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field – name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

Sample Career Action Plan 4



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**My
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My Long-term Career Goal: *Social Worker*
NH's average wage: \$19.89/hour (\$41,400/year)
NH's anticipated number of yearly openings: 40
 (This info can be found using: www.careerinfonet.org)

Step #6 *Complete BS degree and secure f/t Social Worker position.*
 Timeline: *Within 4 years of beginning B.S. studies.*

Step #5 *Enroll in Bachelor of Science studies p/t; Continue working f/t.*
 Timeline: *Immediately upon completing AS. Degree.*

Step #4 *Full-time position as Human Service Assistant; complete AS degree.*
 Timeline: *6-18 months from starting p/t employment.*

Step #3 *P/T position as Human Service Assistant; continue school p/t for AS.*
 Timeline: *One year from beginning Associate's Degree classes.*

Step #2 *Enroll f/t in an Associate's Degree program in Human Services.*
 Timeline: *Within six months of my 1st meeting with my ECS.*

Step #1 *Volunteer position work for a non-profit organization.*
 Timeline: *Within 2 weeks of my 1st meeting with my ECS.*

Current Job: _____ **Job Goal:** *Human Service Assistant*
Wage: *\$10.00/hour*
Is this related to your Career Goal? Yes

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. The following are examples of actions you may need to take but not necessarily in this order:

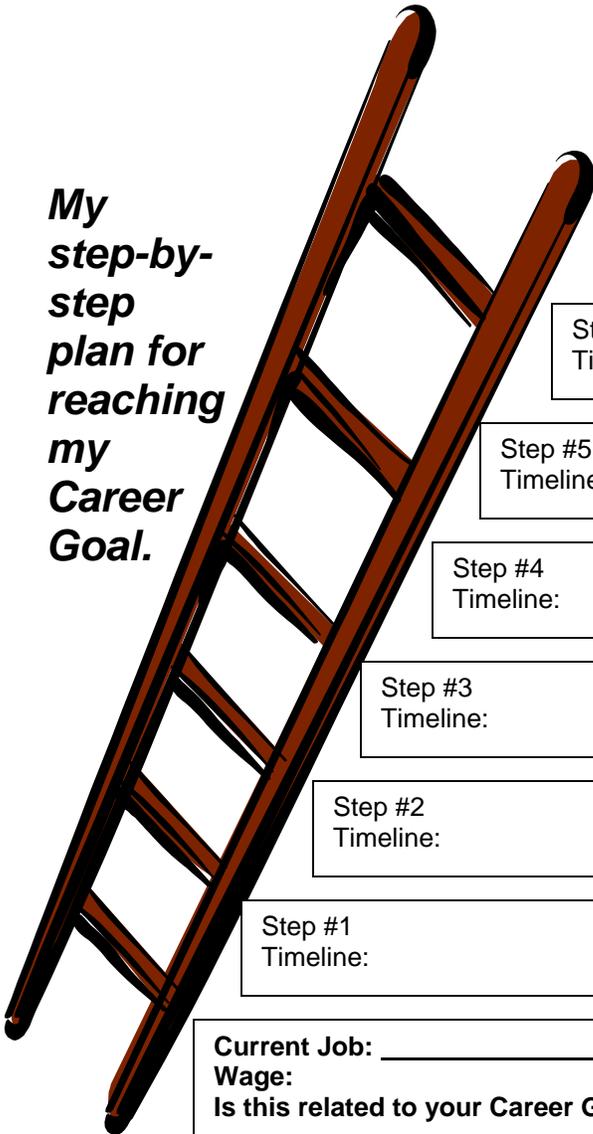
- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field – name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

My Career Action Plan



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**My
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Career Goal that best matches my skills, interests, abilities, and income needs:
My Long-Term Career Goal:
NH's Average Wage:
NH's Anticipated Openings Per Year:

(This information is found using: www.careerinfonet.org)

Step #6
Timeline:

Step #5
Timeline:

Step #4
Timeline:

Step #3
Timeline:

Step #2
Timeline:

Step #1
Timeline:

Current Job: _____ **If not employed, job goal:** _____
Wage: _____
Is this related to your Career Goal?

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. Here are some examples of actions you may need to take but not necessarily in this order:

- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field –name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

Section C



Planning Your Job Search Where to Look and What to Say

In Sections A & B you identified various types of jobs that match your interests and skills. Now you will begin to prepare yourself for your job search by learning where to find jobs and the words to use along the way.

Just like planning a trip, once you decide on where you want to go, you need to decide the best way to get there. Some choices will get you to your destination faster than others. Some people might take a plane and get to their destination the same day. Others may drive a car and it could take them a week to get to their destination. Job search is just the same – some people get jobs faster and easier than others. Have you ever wondered why?

This section will help you learn the best ways to find a job and what to say when talking with people who may be able to help you.

By completing the activities in this section you will learn the job search activities that will help you get a job faster by not wasting your time or ruining some of your best job leads. Things you will learn include:

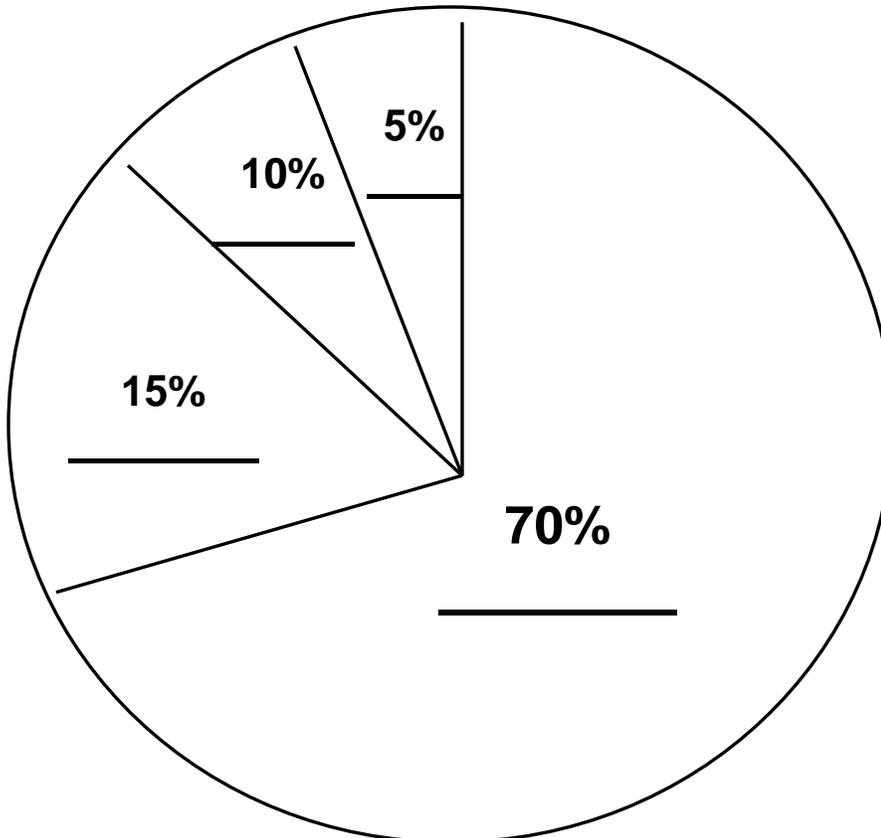
- How to find jobs that aren't advertised in the paper
- How to market and sell yourself
- How to use the phone in your job search
- How to work with staffing agencies

"In NHEP I have learned a large number of techniques on how to make my best first impression."

Roger

How Are Most Jobs Found?

Assignment: Review the different ways jobs are found that are listed below. Then write the type of job search activity in the pie chart section that you feel describes the percentage of jobs being found by job seekers using that technique. For example, if you think 70% of jobs are found through the Help Wanted Ads, then put Help Wanted Ads under 70%. (Don't look ahead yet, just take a guess and see how you do!)



Help Wanted Ads: Jobs listed in newspapers, electronic job banks, webpages, or help wanted signs.

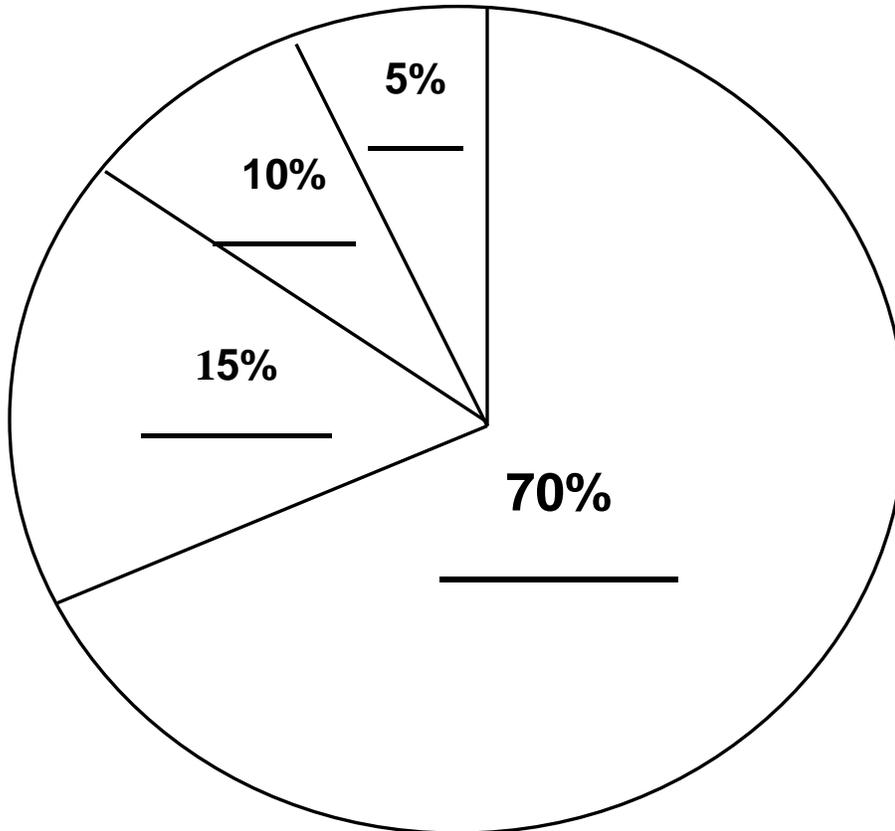
Recruiting: Using private, nonprofit or government agencies.

Networking: Learning about and/or obtaining jobs through contact with other people.

Prospecting: Finding jobs that are not advertised by using unsolicited cover letters & résumés.

How Are Most Jobs Found?

Go to page G1 and copy the correct answers into the correct pie chart sections below.



How did you do? Are you surprised at the answers? Most people are surprised to find that most jobs are found by networking – also known as talking with people, lots of people. **Networking is one way jobs are found when they are not advertised in the paper!**

This workbook will help you make the most of all of these job search methods, plus more! Because it is so important, let's start with Networking.

What is Networking?

Networking is all about making connections and then using those connections to make more connections. Some of those connections will have ideas on jobs or they may tell you of someone else they know who might be able to help you. That's how networking begins and continues to grow.

The Power of Networking – Why Does it Work?

- When you call a stranger and use the name of the person who referred you, you are no longer a “cold call” because you both instantly have something in common and that is: the person who referred you.
- Because they know and, hopefully, trust and like the person who referred you, the person you called is open to talking with you.
- If you handle the call well, you instantly become someone they are willing help, if they can – all because of their trust in the person who referred you to them!

Networking Keeps your Network Growing

If the person you called can't help you, always ask if they know someone who may be able to help you. And, again, ask if you can use their name when you call the person they refer you to. If they don't have a referral for you, politely thank them and continue on with another person on your list.

As you meet new people in different settings, always be thinking of adding them to your networking list. It's important to keep your list growing.

10 Tips for Successful Networking

1. Make a list of contacts and keep adding to it.
2. Set & meet goals: “I will make (#) contacts today.”
3. Do volunteer work – it's a great way to make new contacts.
4. Let everyone within two feet of you know that you're looking for a job.
5. Send thank you notes and follow-up letters after meeting with someone.
6. Contact those who have helped you and update them on your progress.
7. Meet as many new people as possible – attend events or join organizations.
8. Keep track of new contacts – add to your list, make notes on business cards you receive.
9. Be honest and respectful – don't use anyone, waste his or her time, or be a pest.
10. Stay in touch with contacts and never stop networking.

Networking Contact List



Don't try to remember your contact names in your head! Instead, write them down so you can keep track of those you have contacted and whom you still need to contact. Also, you want to keep adding names so that your networking list continues to grow.

Assignment: Write down names and phone numbers of people you know in the below categories that you could call to begin networking with in order to find a job.

Family & Friends:	Phone #	Notes
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Business/Community Contacts:	Phone #	Notes
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Children's Teachers, Providers, or Friends Parents:	Phone #	Notes
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Note: Don't stop with just this page, use a notebook to keep your list growing and organized. Label pages/sections: Family & Friends, Business/Community, and Children/Providers

Marketing Yourself – What Do You Say???

Now that you know whom you are going to call, you need to think about what you are going to say. A great way to prepare is to create a 30-second introduction for yourself.

Your 30-Second Introduction

Q. What is a 30-second introduction?

A. A brief description of your background, the type of job you want and what you have to offer an employer.

Q: What can a 30-second introduction do for me?

- A. 1. Briefly explains your skills and interests during an interview or networking.
2. Shows others you are *well organized* and *prepared*, two qualities that all employers look for in job applicants.
3. Helps you become comfortable talking about yourself.

Q: Why do I need to prepare?

A. The question: “Tell me about yourself?” is the most frequently asked question during job interviews. This is often the question most job seekers fear the most *if they have not carefully prepared a response*. Preparation and practice will lessen your fear.

Q: Why is this question so difficult?

A. Most people are not comfortable talking about themselves or their strengths. We tend to think of this as “bragging.” It’s usually not polite to talk like that...**except during a job interview!** In a job interview the employer wants to know about you!

Q. So why 30-seconds?

A. Employers expect you to talk about yourself in a way that is: informative, brief, organized. They don’t want you to ramble on and on.

Q. What does a 30-second introduction sound like?

A. The following is an example of a 30-second introduction about a job seeker who was seeking a customer service position. This is how she responded when the employer said, “Tell us a little about yourself:”

For the last few years I’ve been at home raising children. Now that they are older, I want to get back into the workforce. I like using computers and learn new programs quickly. In high school I took computer courses, and by the time I graduated I knew that using a computer on the job was what I wanted to do. Three months ago, I began volunteering at the food pantry run by my church. I have put the inventory on an Excel database so that now the church can easily keep track of what they have and what they need. I like the work because I find helping people to be very rewarding. Working at a help-desk would combine both my desire to work with computers and my interest in helping others.

You can see in this example that a good 30-second introduction includes information about:

- ✓ The job seeker’s background;
- ✓ Prior experiences related to the position she interviewed for; **and**
- ✓ Why the position is a “good fit” for her.

Your Turn

Assignment: Fill in the blanks with all of the sentences or phrases from the 30-second introduction above that seem to answer the questions. The same sentence or phrase may answer more than one question!

a) What sentences or phrases in the 30-second introduction example provide information about the job seeker's *background*? _____

b) What sentences or phrases provide information about the job seeker's skills that are relevant to a position using computers? _____

c) What sentences or phrases provide information about the job seeker that could tell the employer that the job seeker might have the skills required for customer service? _____

d) Finally, what sentence did the job seeker use to indicate that she would be "just right" for the position? _____

NOW WRITE YOUR OWN 30-SECOND INTRODUCTION!

STEP 1.

a) Identify a job you are interested in from Section A and write it into the space below. _____

b) What in your background (training, skills, interests) would be beneficial to the kind of job you listed above? List as many things as you can think of: _____

c) What previous experience (paid, volunteer, at home or elsewhere) do you have that would help an employer see that you are a good match for the position you are applying for? _____

d) In one sentence, why would the position be "just right" for you? _____

STEP 5: Now you are ready to “go live.”

Ask a friend or relative to listen and give you feedback. If you can, try to find someone who has interviewed people in the past. Explain what you are trying to do, and if it helps, show or read to them the example of a 30-second introduction for the person applying for a position at a help-desk.

Write down the reactions and feedback that others have to your 30-second introduction. But don't feel that you need to make all of the changes or even **any** of the changes unless you think the changes are important and need to be made. This is **your introduction** about **you**, and you should be the final judge about changes. It needs to be in your words, not someone else's.

Finally, after you have written a version of the introduction you like, rehearse it until you are comfortable saying it without reading or referring to notes. It needs to be very well rehearsed since the “interview jitters” will make it harder to recall your introduction. Continue to practice it often. Practice it with your family, even your kids!

You now have a “30-second introduction” to use in your interviews or when networking. You are much more prepared already than most people who begin a job search. Congratulations!

Using the Phone to Network – What to say to your contacts:



1. Show an interest in them and make sure they have a few minutes to talk.
2. Let them know you are looking for a job and thought they might be able to help.
3. Ask if they know anyone who may have information about the type of job opening you are seeking.
4. Ask if you can use their name when you call.
5. Call the new person – let them know who referred you to them.
6. Use your 30-second introduction.
7. If they can't help you, ask if they know someone else who may know about the type of work you are seeking. Again, ask if you can use their name when you call the new person.

Study the Networking Telephone Call Script below:

Hello, (name of person) this is (your name), how are you? That’s good to hear. Do you have a couple of minutes? *(If this is someone you haven’t spoken with in a while, take a few minutes here to engage in some small talk and get caught up. Show an interest in them by asking about their family or job, etc. Make sure you haven’t caught them at a bad time. Then tell them why you called.)* **I’m doing a job search and I’m especially interested in work that would use my (identify some of your strongest skills) skills. I thought of calling you because (explain why you thought of them: “you know a lot of people, you are in the _____ business, you have a business in the community, I’ve always admired your abilities, etc.”) and I thought you might be able to help me.** *(People generally want to help others.)* **Do you know of any job openings that would use these skills or do you know anyone I might call that might know of some openings?**

(Pause and wait for their answer – give them time to think about it, don’t rush to fill silence.)

Have paper and pen ready to take notes. If they gave you some leads:

Thanks, _____, I really appreciate your help. Is it okay if I use your name when calling these people?

If they can’t think of anyone:

No problem, (their name), if you happen to think of someone later, I’d really appreciate hearing from you. My number is _____.

Thanks, (their name), for your time. Good-bye.

Writing down what you are going to say may feel odd, but it will help you organize your thoughts and words, and be more comfortable when you make calls. After a lot of practice, you will find you won’t be referring to your script as often as you do in the beginning.

Sample Conversations:

“Hi Bob, this is Jane. How are you? How is your job going? Great! I’m calling you because I’m doing a job search and thought you might be able to help me. You certainly know a lot more people than I do! I’ve been volunteering at my church and helped computerized their food pantry inventory. I really enjoyed it and would like to find a job that involves using computers and helping people. Do you know anyone who might know about any customer service or help desk positions that are available?”

[Bob gives you a name of someone to call.]

Thanks, Bob, I really appreciate your help. It was great catching up and I’m glad to hear you are doing well in your job. If you think of anyone else I should call, please let me know. Let me give you my telephone number. [Give your number.]

Thanks again, Bob, for your time. Good-bye.

Other Ways to Find Jobs

Prospecting:

In the exercise on page C2 you learned that prospecting is the second most successful way to find jobs, with 15% of jobs being found by using this technique. Prospecting for a job is simply sending your résumé with a cover letter to employers even though they do not have a job advertised. It could also include visiting businesses and dropping off a résumé even though there is no job advertised at the time.



Employers do not like to advertise jobs if they don't have to. Want ads in the newspaper are very expensive and it takes a lot of time to weed through the résumés and applications that come in. Through prospecting, you can sometimes find a company that knows they need to hire someone but have been delaying advertising. Many employers are also always keeping an eye open for good employees and if you have a special set of skills and experience they are in need of, they might create a position even though they didn't actually have one available when you approached them.

The reason prospecting can be successful is that you get your name and résumé in front of the employer before other people do and, thus, eliminate a lot of competition and avoid having your résumé become buried in a pile of others. Prospecting also shows an employer that you are serious about looking for a job and have the self-motivation and courage to do a thorough job search.

Assignment: Steps to Start Prospecting:

1. Use your local phone book, newspaper, and networking contacts to come up with five companies in your area that employ people in the type of work you are seeking. Call each company to get the name of the company owner/president. If you are asked why you want that information, simply reply that you would like to send them something. When prospecting, you want to direct your letter to a decision-maker, not the human resource manager. Record the information below:

Company Name	Address	Owner/President	Telephone #

2. Once you have your cover letter and résumé prepared, send one to each of the companies you have listed above. When writing your cover letter, refer to the "prospecting" example provided on page D24 of this workbook.

3. Follow-up on your cover letters to ensure they were received. Don't let fear hold you back from making the follow-up telephone call. Remember, the employer will be impressed that you are doing this. It shows that you really are interested in the job, that you have initiative, and that you follow through on things. Many people do not follow through and lose out as a result.



Recruiting, Staffing and Temporary Employment Agencies

Employers sometimes work with other businesses to help them find their employees. These businesses are called recruiters, staffing companies or temporary agencies. This saves employers a lot of time because the recruiters do the advertising, interviewing, and sometimes testing so that only the best job applicants are referred to the employer for an interview.

Some manufacturing companies only hire through temporary agencies because their workload goes up and down. By using staff from temporary agencies they have workers only when they are needed. Companies can also use this temporary work period as a time to “try out” the worker and decide if they would make a good long-term worker, and if so, they then hire them from the temporary agency. All of this comes at a higher price per worker for the company because they are paying the recruiting agency a fee in addition to the wages of the new worker.

Recruiting firms and staffing agencies can help you find out about jobs that aren't advertised. When working with a recruiter, prepare to be interviewed just like an employer would, and possibly tested for various job skills. The company they are recruiting for may also request that they conduct criminal background checks and drug/alcohol testing. These companies will only refer you to positions they feel you will be successful in because they want their customer (the employer) to be happy with the referrals they send so that the employer will continue to do business with them.

Using the Yellow Pages in your local telephone book, the Internet, the newspaper or information at your NH Works office, find as many staffing, recruiting and/or temporary work agencies in your area. Write their names and phone numbers in the space below:

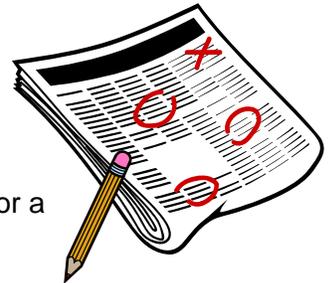
1. _____
2. _____
3. _____
4. _____
5. _____

Using your 30-second Introduction, call the businesses you have identified above. Ask them if they have any openings for individuals with your background and skills. Use the space below to write whom you called and the outcome of the conversation.

(Use additional paper to continue recording notes on your calls and progress.)

Internet and Newspaper Help Wanted Ads

As you read earlier, the least number of jobs are actually found through want ads listed in newspapers or on the Internet. That doesn't mean you should not use that media for your job search. What it does mean is that you should not invest a lot of your time trying to do your job search online or through the newspaper. Online job searching should not be your primary method of looking for a job, it should only be a small part of your total job search activities, not your sole source of job search.



In addition to the fact that more companies are posting job openings on their website and less in the newspaper, the other reason help wanted ads are not the best way to find a job is that since these ads are posted, more people know about them and the competition for each job opening is higher. Instead of you being the only person to know about an opening, such as those you might discover through networking and cold-calling, everyone can find out about these.

When using the newspaper, the best day for employment ads is the Sunday paper unless the newspaper in question is a weekly publication and not published daily. These ads can also be researched through the newspaper's website under "Classified/Employment."



Job Search websites such as NHJobs.com, Jobsinnh.com, Indeed.com, Monster.com, nh.craigslist.org, and many others, all contain job listings and should be checked two to three times a week. Again, do not rely solely on the Internet for your job search.

In addition to the above sites, it is important for you to utilize the NH Works online system which accessible via the Internet at <https://nhworksjobmatch.nhes.nh.gov> or by visiting the NH Works office. The job search options available on this site allow you to search for jobs matching your skills, your desired rate of pay, full-time or part-time and even the location or area in which you'd like to work. This system collects job openings from employers around the state at no cost to the employer, unlike other websites listed above. Your ECS will likely ask you if you have posted your résumé or accessed this site as part of your job search.

Other Job Search Services Offered at NH Works

NH Employment Security, located at your local NH Works office, also offers job search workshops, job fairs, and employer seminars that provide opportunities to speak directly with employers who sometimes use the NH Works offices to recruit and interview job applicants. Make sure to include these valuable services in your job search.

Section D



Equipping Yourself for Success Job Search Techniques and Tools

As you begin your job search journey, there are certain skills and tools you will need to be successful, such as a résumé, references, interviewing skills, and more. Many people try to find jobs on their own, without taking time to learn about and prepare these tools. This can lead to frustration, disappointment, and lack of success. With the right résumé and in a good job market, your phone should be ringing after you send it out. With the right interviewing skills, you should be receiving job offers.

Pilots inspect their planes before take off to make sure they have the best working equipment in order to succeed in reaching their destination. As a job seeker, you need to inspect your job search tools and skills, and take the time to improve them if you want to land a good job.

This section of the NHEP Portfolio will help you learn how to:

- Complete an application that works for you
- Select and write the best résumé for you
- Write a cover letter
- Create a reference list
- Answer difficult questions at interviews

Completing Job Applications

Job applications are as important as a résumé. They are the first impression the employer has of you. The following Do's and Don'ts will help you avoid making mistakes on applications. Read and follow them carefully.

Job Application Do's:

1. Ask for two applications so you have a spare in case you make mistakes on the first one.
2. Print clearly and do not rush – remember: make a good first impression.
3. Read the application over first, and follow directions exactly as requested.
4. Ask questions if you are not sure how to complete any part of the application.
5. When listing jobs and schools, start with most recent and work backwards.
6. Proofread carefully before turning it in; even better, have someone else check it.
7. Fill job gaps with what you were doing, i.e., schooling, volunteering, raising a child.
8. If the form asks for the type of job you want, write the job title or type of work. Writing “anything” or leaving this blank can end up screening you OUT.
9. Dress as if you are going to an interview when you pick up and drop off your résumé. You never know who you will be talking to and it just might be the boss or HR manager!
10. Include your résumé when you submit a fully completed application. Never put “See résumé” as an answer; always complete the application fully even when including a résumé.
11. Lastly, honesty is the best answer. Try to describe and answer all questions honestly and in a positive tone.

Job Application Don'ts:

1. Don't leave blanks; use a dash or “N/A” (not applicable) if it doesn't apply to you.
2. Don't use “quit, fired, illness or personal reasons” for why you left. “Will discuss at interview” is a better answer. (See section on Interviewing for more help here.)
3. Don't use: “see résumé” as an answer, even if you will be including a résumé.
4. Don't lie. Being dishonest will only catch up with you and lead to job loss.
5. Don't turn in an application with smudges, greasy spots or coffee stains on it.

Online Job Applications

Many companies require that applications be completed online and they do not accept paper résumés. Online applications help companies reduce costs by reducing the amount of paper that is handled in the office.

Online applications usually go into a database maintained by the human resource office. Managers within the company can look at this database and find candidates through various search options.



More and more employers are also posting openings on their websites rather than spending money on expensive newspaper want ads, and encourage job searchers to apply online or email a résumé.

The benefit of electronic applications to job applicants is that the applications can be completed anytime, and often from anywhere computer access is available. The process is also faster – information is received immediately rather than taking time to go through the mail.

Tips for Online Applications:

- As with all applications, make sure you read and follow the company's directions carefully. If it says to mail a résumé, don't email it.
- Plan for at least 20-30 minutes to complete the application, longer if it includes an assessment.
- Some online applications and assessments are timed, so again read directions carefully.
- Have a copy of your practice application (from this workbook) or résumé with you to help you remember dates and employment details.
- Bring your Reference Page also, as you may be asked to provide references.
- Proofread each answer carefully to make sure there are no spelling errors.
- Keep a list of all the companies to which you have submitted online applications (including passwords if used) so you are not confused when an employer calls to schedule an interview.

For more tips, go to the Internet Links in the Resource Section (Section G) at the end of this Portfolio.

Job Application Proofreading Exercise

Circle everything on the following mini-application that you see is done wrong or poorly. Consider and refer to the Do's and Don'ts on page D1. You should come up with a minimum of 12 errors. Remember to carefully read what is being asked and what the applicant provided.

PERSONAL INFORMATION		
Name (Last, First, Middle) <u>Marcia L. Smith</u>	Telephone Number <u>603-123-4567</u>	
Address <u>12 Summer Street</u>	Message Number <u>603-765-4321</u>	
City/State/Zip <u>Concord, NH</u>	Email Address <u>MLSMITH@Yahoo.com</u>	
POSITION INFORMATION		
Are you legally authorized to work in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Are you applying for: <input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Temporary <input type="checkbox"/> Seasonal		
What Shifts are you willing to work? <input checked="" type="checkbox"/> Days <input checked="" type="checkbox"/> Evenings <input type="checkbox"/> Nights <input type="checkbox"/> Weekends		
Desired Position: <u>Not sure</u>		
Desired Salary: _____ Date Available to start: <u>ASAP</u>		
EDUCATION & TRAINING		
Name of School & Location <u>Concord High, Concord, NH</u>	Diploma <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<small>College/University</small>	Diploma <input type="checkbox"/> Yes <input type="checkbox"/> No	
Subject Studied		
Subject Studied		
Other Special Skill – List Other Specific Skills You Have to Offer for This Job Opening:		
<u>TOOK Computer classes Senior year</u>		
MILITARY & VETERAN INFORMATION		
Branch of Service	Date of Entry	Date of Discharge
Describe any military training received relevant to the position of which you are applying for:		

EMPLOYMENT HISTORY

Begin & End date for employment 04/06 - 01/07	Company Name Applebees	City & State Concord, NH
Job Title Hostess	Hours per week 30 - 40	Last Salary \$5.00 + tips
Duties Performed: Greeted customers, answered phones, took orders		
Reason for Leaving: Didn't get along w/ boss		
Supervisors Name John Doe	Telephone Number 603 - 224 - 6600	May we contact <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Begin & End date for employment 01/08 - 06/08	Company Name JC Pennys	City & State Concord, NH
Job Title Sales Associate	Hours per week 25	Last Salary \$7.50
Duties Performed: (See Resume)		
Reason for Leaving: Quit, not enough money		
Supervisors Name Sharon	Telephone Number	May we contact <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Begin & End date for employment 02/07 - 07/07	Company Name Hampton Inn	City & State Bow, NH
Job Title House Keeper	Hours per week 15 - 25	Last Salary \$9.00
Duties Performed: Changed beds, cleaned rooms, stocked items		
Reason for Leaving: Fired		
Supervisors Name Susan Clark	Telephone Number 603 - 224 - 5322	May we contact <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

I certify the information contained in this application is true, correct, and complete. I understand that if employed, false statements reported on this application may be considered sufficient cause for dismissal.

Signature of Applicant **Marcia L Smith** Date **9/18/08**

Now that you have circled the errors on this application, turn to page G2 in the Resource Section (Section G) to check the answers and see how you did.

Sample Application for Practice

Your Turn: Complete the following application based on your own background and what you learned in the previous exercise.

PERSONAL INFORMATION

Name (Last, First, Middle)	Telephone Number
Address	Message Number
City/State/Zip	Email Address

POSITION INFORMATION

Are you legally authorized to work in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you applying for: <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Temporary <input type="checkbox"/> Seasonal
What Shifts are you willing to work? <input type="checkbox"/> Days <input type="checkbox"/> Evenings <input type="checkbox"/> Nights <input type="checkbox"/> Weekends
Desired Position: _____
Desired Salary: _____ Date Available to start: _____

EDUCATION & TRAINING

Name of School & Location	Diploma <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject Studied
College/University	Diploma <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject Studied
Other Special Skill – List Other Specific Skills You Have to Offer for This Job Opening:		

MILITARY & VETERAN INFORMATION

Branch of Service	Date of Entry	Date of Discharge
Describe any military training received relevant to the position of which you are applying for:		

EMPLOYMENT HISTORY

Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No
Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No
Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No

EMPLOYMENT HISTORY Continued

Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No
Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No
Begin & End date for employment	Company Name	City & State
Job Title	Hours per week	Last Salary
Duties Performed:		
Reason for Leaving:		
Supervisors Name	Telephone Number	May we contact <input type="checkbox"/> Yes <input type="checkbox"/> No

I certify the information contained in this application is true, correct, and complete. I understand that if employed, false statements reported on this application may be considered sufficient cause for dismissal.

Signature of Applicant _____ Date _____

Your Résumé

Your résumé is your advertisement. It is supposed to get you in the door for an interview or at least get your phone ringing with calls from employers. If this isn't happening for you, then your résumé might be the problem. Review the following two most commonly used types of résumés and decide which one best fits your situation.

Chronological Résumés

This format lists most recent jobs first and works backwards (like a job application). This is the most commonly used format, however, it is not for everyone. Depending on your work history and the type of job you are seeking, it can sometimes work against you. To help you decide if this is the best format for you, complete the following exercise. Check off all statements that describe you.

A Chronological Résumé will work best for me if:	Yes
I have a steady work history with little or no gaps between jobs.	
My past jobs have each lasted 1-3 years or more.	
My jobs are all in the same type of work or industry.	
I am seeking a job that is the same type of work I've done in the past.	
My past jobs show consistent growth in duties and advancement.	
My most recent employer is a well-known company.	
I've had promotions and important job titles I'd like to emphasize.	
I have the skills and experience needed for the job I am seeking.	
Total Yeses:	

Functional or Skill-Based Résumés

This is the second most common format of résumés. It emphasizes your knowledge, skills and abilities. It de-emphasizes your work history. It is a little harder to write but can be well worth the extra effort, depending on your situation. To help you decide if this is the best format for you, complete the following exercise. Check off all statements that describe you.

A Functional Résumé will work best for me if:	Yes
I have held many short-term jobs, lasting a few months to a year.	
I have gaps in my work history showing when I did not have a job.	
I have held a variety of different jobs to make ends meet.	
I have recently completed training to help me start a new career.	
I have a lot of different skills that I want to emphasize.	
I have no previous work experience, just volunteer work.	
I would like to emphasize skills I used early on in my work history.	
I am making a career change and can/do not want to do what I did in the past.	
Total Yeses:	

Based on the highest total number of yeses above, which format is best for you?

Chronological _____ Functional _____

Résumé Do's and Don'ts

Résumé Do's:

1. Use standard 8 ½ x 11-inch high quality bond white or off-white paper.
2. If you have less than 10 years experience, try to keep it to one page.
3. Create a heading at the top to include your name, address, phone, and e-mail.
4. Keep an objective brief and related to the position for which you are applying.
5. Use a "Summary" section after the objective to highlight 3 or 4 of your strongest skills and qualifications. The "Summary" helps you point out areas of your background that relate directly to the needs of the position you want.
6. Use a size 12 font in a common style, such as Arial or Times New Roman.
7. Use bold, italics, and capitalization for emphasis but don't overdo it.
8. Stress accomplishments more than just job duties and responsibilities.
9. Begin sentences with action verbs (see list provided in this workbook).
10. Use short action statements, not paragraphs which will get skimmed over.
11. Use bullets (dots), dashes, checkmarks or other symbols when listing statements.
12. Use spellchecker and then proofread, proofread, proofread.
13. Find someone with good spelling skills and have them also proofread your résumé.

Résumé Don'ts:

1. Do not use clip art, fancy fonts, or a picture of yourself.
2. Do not use pronouns, for example: no "I, my, me, mine" in your text.
3. Do not copy your job description into your résumé, instead stress your accomplishments – things you did as a part of your job that helped and/or made a difference to the company or its customers.
4. Do not handwrite your résumé.
5. Do not lie on your résumé.
6. Do not list your references on your résumé; they belong on a separate page.
7. Do not include high school if you've attended college.

Study the two résumé formats on the following pages to become familiar with each style as you prepare to start writing your own résumé.

For more tips, go to the Internet Links in the Resource Section (Section G) at the end of this Portfolio.

Chronological Résumé Sample:

JANE B. DOE

P.O. Box XX
Anytown, NH 01111-00XX
(603) 555-5555

OBJECTIVE: Medical Secretary

SUMMARY OF SKILLS:

- ✓ **Computer:** Windows XP, Microsoft Office, Keyboarding 65 words per minute
- ✓ **Office:** Medical Terminology, Organizational Skills, Basic Bookkeeping, and Medical Transcription.

WORK HISTORY:

- 2005 to 2008 **ABC Health Partners, Anytown, NH**
Appointment Secretary
- ✓ Maintained computerized schedules for 6 physicians
 - ✓ Scheduled appointments and utilized an automated system
 - ✓ Answered and triaged all incoming calls
 - ✓ Assisted in medical records departments as needed
 - ✓ Greeted patients and assisted in meeting their medical needs
- 2003 to 2005 **Community Healthcare, Anytown, NH**
Receptionist
- ✓ Answered multi-line telephone system
 - ✓ Greeted and directed visitors to appointments
 - ✓ Performed data entry
 - ✓ Managed alphabetized files and records
- 2000 to 2002 **Lakes Insurance, Lakeside, NH**
Secretary
- ✓ Maintained customer files and prepared claim forms
 - ✓ Performed basic bookkeeping tasks involving A/P and A/R

EDUCATION:

- 2000 **Office Occupations Certificate**
Lakeside Community College, Lakeside, NH
- ✓ 150-hour training program in medical terminology, microcomputers, transcription and office skills.

Functional Résumé Sample:

JOHN R. DOE

Lakewood Drive
 Somewhere, NH 03300
 (603) 444-4444

EMPLOYMENT OBJECTIVE: Janitorial, Maintenance, or Construction Work

SUMMARY OF SKILLS

- Hard worker, reliable, highly motivated, and thorough
- Ability to safely operate power machines, tools, saws, sanders and drills
- Ability to operate, repair, and maintain mowers, snow blowers, buffers, and trucks
- Experience with building repairs, painting, siding, and construction

RELATED EXPERIENCE

Janitorial

- Maintained all aspects of home and made minor repairs to structures and equipment
- Assisted friends and neighbors with lawn care, mowing, raking, shoveling, painting, buffing, sanding, remodeling, and cleaning
- Helped residents repair and clean homes after a flood

Construction

- Assisted in building or remodeling homes for low-income families
- Sanded floors, walls, and cupboards
- Hung sheetrock, painted & stained woodwork, mixed cement, and sided outside walls
- Constructed emergency Mash Units and troop quarters
- Drove and repaired trucks

Assembly

- Received, sorted, bundled, and placed recycling articles in correct containers
- Assembled, cleaned and packaged toys for children on holidays
- Repaired bicycles, motor bikes, small engines and garage doors

VOLUNTEER WORK HISTORY

- | | | |
|----------------------------------|-----------------|------|
| • Sunshine Nursing Home | Sunshine, NH | 2006 |
| • Habitat for Humanity | Little Hill, NH | 2004 |
| • Red Cross Flood Victims Rescue | Monson, NH | 2003 |
| • Goodwill Industries | Mashpee, NH | 2000 |

EDUCATION

- | | | |
|---------------------------------------|-------------|------|
| Mullet Regional High School – Diploma | Mashpee, NH | 1998 |
|---------------------------------------|-------------|------|

Writing Your Résumé

As you prepare to write your own résumé, consider the following tips:

- Employers scan résumés quickly and you need to grab their attention right off. First, they spend about **30 seconds** looking a résumé over to determine if it goes into the “maybe” pile or into the “not interested” pile. You want to make sure yours goes into the “maybe” pile and not the trash can!
- Your résumé will get a second look if you’ve followed the Do’s and Don’ts on page D9, and you’ve:
 - Organized the page well so that information jumps out at the reader
 - Included white space and didn’t crowd too much onto one page
 - Promoted yourself – this is the time when bragging is okay
 - Use the correct format for your situation
 - Have some experience or skills related to the job for which you applied
- As you prepare to write your résumé, plan to spend a few hours studying examples of résumés that others have written. This will help you understand each section and how you would describe your background. You will get ideas of words and phrases to use, along with examples of layouts and using bold, italics and capitalization. Some good sources for examples of résumés are:
 - The NH Works Office – they have many résumé books and examples
 - Your local library
 - The Internet – here are some good websites to go to:
 - ✓ www.quintcareers.com/resume_samples.html
 - ✓ www.damngood.com/sampleresumes
 - ✓ www.exampleresumes.org
 - ✓ www.resume-help.org/free_resume_examples.htm
- Refer back to the job application exercise on page D5-D7 that you completed. You will need all the names, and dates of jobs and education or training for your résumé.
- If you have job descriptions, performance evaluations, or letters of appreciation or recommendation from previous jobs, collect them as they will also help you in writing your résumé.
- If you have computer skills, it is best to write your résumé using Word or a similar word processing program. If you are not able to use word processing, use a résumé template that is provided with most word processing programs.

Action Words and Skill Groups Chart

How To Use This Chart:

Below you will find a list of **action verbs** broken down into different skill groups. These will help you describe your experience on your résumé. Additionally, if you are writing a functional résumé the breakdown of words into skill groups will help you decide what skill groups to include on your functional résumé.

Review the words in each skill group. As you read over the words, ask yourself: “What actions of these have I done in different jobs I’ve held?” Only consider using those words that you can comfortably pronounce and explain at an interview. If you are unsure of the meaning or how to say the word, don’t use it. These need to be “your” words.

You will refer to this list often as you begin writing your résumé.

Communication/People Skills

Addressed	Advertised	Arbitrated	Arranged	Articulated
Authored	Clarified	Collaborated	Communicated	Composed
Condensed	Conferred	Consulted	Contracted	Conveyed
Convinced	Corresponded	Debated	Defined	Developed
Directed	Discussed	Drafted	Edited	Elicited
Enlisted	Explained	Expressed	Formulated	Furnished
Incorporated	Influenced	Interacted	Interpreted	Interviewed
Involved	Joined	Judged	Lectured	Listened
Marketed	Mediated	Moderated	Negotiated	Observed
Outlined	Participated	Persuaded	Presented	Promoted
Proposed	Publicized	Reconciled	Recruited	Referred
Reinforced	Reported	Resolved	Responded	Solicited
Specified	Spoke	Suggested	Summarized	Synthesized
Translated	Wrote			

Creative Skills

Acted	Adapted	Began	Combined	Composed
Conceptualized	Condensed	Created	Customized	Designed
Developed	Directed	Displayed	Drew	Entertained
Established	Fashioned	Formulated	Founded	Illustrated
Initiated	Instituted	Integrated	Introduced	Invented
Modeled	Modified	Originated	Performed	Photographed
Planned	Revised	Revitalized	Shaped	Solved

Data/Financial Skills

Administered	Adjusted	Allocated	Analyzed	Appraised
Assessed	Audited	Balanced	Budgeted	Calculated
Computed	Conserved	Corrected	Determined	Developed
Estimated	Forecasted	Managed	Marketed	Measured
Netted	Planned	Prepared	Programmed	Projected
Qualified	Reconciled	Reduced	Researched	Retrieved

Helping Skills

Adapted	Advocated	Aided	Answered	Arranged
Assessed	Assisted	Clarified	Coached	Collaborated
Contributed	Cooperated	Counseled	Demonstrated	Diagnosed
Educated	Encouraged	Ensured	Expedited	Facilitated
Familiarized	Furthered	Guided	Helped	Insured
Intervened	Motivated	Prevented	Provided	Referred
Rehabilitated	Represented	Resolved	Simplified	Supplied
Supported	Volunteered			

Management/Leadership Skills

Administered	Analyzed	Appointed	Approved	Assigned
Attained	Authorized	Chaired	Considered	Consolidated
Contracted	Controlled	Converted	Coordinated	Decided
Delegated	Developed	Directed	Eliminated	Emphasized
Enforced	Enhanced	Established	Executed	Generated
Handled	Headed	Hired	Hosted	Improved
Incorporated	Increased	Initiated	Inspected	Instituted
Led	Managed	Merged	Motivated	Navigated
Organized	Originated	Overhauled	Oversaw	Planned
Presided	Prioritized	Produced	Recommended	Reorganized
Replaced	Restored	Reviewed	Scheduled	Secured
Selected	Streamlined	Strengthened	Supervised	Terminated

Organization Skills

Approved	Arranged	Catalogued	Categorized	Charted
Classified	Coded	Collected	Complied	Corrected
Corresponded	Distributed	Executed	Filed	Generated
Incorporated	Inspected	Logged	Maintained	Monitored
Obtained	Operated	Ordered	Organized	Prepared
Processed	Provided	Purchased	Recorded	Registered
Reserved	Responded	Reviewed	Routed	Scheduled
Screened	Submitted	Supplied	Standardized	Systematized
Updated	Validated	Verified		

Research Skills

Analyzed	Clarified	Collected	Compared	Conducted
Critiqued	Detected	Determined	Diagnosed	Evaluated
Examined	Experimented	Explored	Extracted	Formulated
Gathered	Inspected	Interviewed	Invented	Investigated
Located	Measured	Organized	Researched	Reviewed
Searched	Solved	Summarized	Surveyed	Systematized
Tested				

Teaching Skills

Adapted	Advised	Clarified	Coached	Communicated
Conducted	Coordinated	Developed	Developed	Enabled
Encouraged	Evaluated	Explained	Facilitated	Focused
Guided	Individualized	Informed	Instilled	Instructed
Motivated	Persuaded	Simulated	Stimulated	Taught
Tested	Trained	Transmitted	Tutored	

Technical Skills

Adapted	Applied	Assembled	Built	Calculated
Computed	Conserved	Constructed	Converted	Debugged
Designed	Determined	Developed	Engineered	Fabricated
Fortified	Installed	Maintained	Operated	Overhauled
Printed	Programmed	Rectified	Regulated	Remodeled
Repaired	Replaced	Restored	Solved	Specialized
Standardized	Studied	Upgraded	Utilized	

Other possible Skill Categories for a functional résumé include:

Accounting	Sales	Inventory Control	Software Design
Bookkeeping	Marketing	Production	Technical Support
Customer Service	Public Relations	Quality Control	Training
Office Support	Fund Raising	Data Collection	Installations
Administrative	Merchandising	Purchasing	Website
Data Entry	Product Demonstration	Shipping and/or Receiving	Network Administration
Medical Records	Public Speaking	Manufacturing	Documentation
Human Resources		Assembly	
Receptionist		Machine Operation	

The following page contains phrases to use on your résumé and cover letters.

Phrases to Use in Résumé Summary Sections & Cover Letters:

- Extensive experience
 - Broad range experience
 - Substantial experience
 - Major strength(s)
 - Outstanding results
 - Highly successful record in
 - Capable of
 - A proven record in
 - Successful accomplishments in
 - Proven executive
 - Results – oriented professional
 - Progressive experience
 - Comprehensive experience
 - Increasing responsibility
 - Outstanding record in
 - Worked effectively with
 - Strong background in
 - Thorough familiarity with
 - Key Strengths include
 - Areas of expertise
 - Results – oriented assistant
 - Outstanding track record
-

To Describe Group Effort Participation:

- Contributed to
- Key member of task force
- As a team member
- Participant in
- Instrumental in

To Describe Job Change Decisions:

- Career objectives
- New position
- New career direction
- Position in line with current career goals
- Interested in changing current business affiliation
- Career change
- New career challenge
- New opportunity
- Re-evaluation/Reassessment of goals

To Explain the Loss of a Job:

- Acquisition
- Closing
- Curtailment
- Decentralization
- Merger
- Relocation
- Resizing
- Retrenchment
- Change in strategic direction
- Consolidation
- Cutback
- Divestiture
- Reduction in force
- Reorganization
- Restructuring
- Streamlining

Describing Education other than Listed Degrees:

- Additional training in
- In-house training
- Business Management Programs
- Program in
- Attended
- Seminar in
- Continuing Education
- Studies in

You should now have identified the style of résumé that is best for you and become familiar with some of the different layouts and wording used in résumés. You should be ready to begin writing your résumé.

The following are worksheets for both chronological and functional résumés. Select the worksheet for the résumé format that is best for you. Use the worksheets as practice before you begin to create your actual résumé using a computer. Refer to the job application exercise beginning on page D5 for dates, company names, and additional information to get you started.

Remember to spend some time studying various résumé samples on the websites located on page D12 or in résumé books available at the NH Works One-Stop Career Centers or local libraries. Pay attention to their wording and style. You will find this very helpful.



“NHEP...assisted me in developing a professional looking résumé.”
Carla

Chronological Resume Worksheet

Your Name	
Address	
Phone (____)	Fax (____)
Email Address:	
EMPLOYMENT OBJECTIVE	
WORK EXPERIENCE (start from the most recent and work backwards)	
Employer City, State	
Job Title	Dates
Duties Performed/Accomplishments/Skills Used	
Employer City, State	
Job Title	Dates
Duties Performed/Accomplishments/Skills Used	
Employer City, State	
Job Title	Dates

Duties Performed/Accomplishments/Skills Used
--

Employer City, State

Job Title	Dates
-----------	-------

Duties Performed/Accomplishments/Skills Used
--

EDUCATION AND TRAINING (Include any training you attended or received at other jobs.)

--

LICENSES AND CERTIFICATIONS

--

Functional Resume Worksheet

Your Name	
Address	
Phone (____)	Fax (____)
Email address	
EMPLOYMENT OBJECTIVE	
WORK EXPERIENCES	
Major Skill Area:	
What you did and accomplished on the job using this skill:	
Major Skill Area:	
What you did and accomplished on the job using this skill:	
Major Skill Area:	
What you did and accomplished on the job using this skill:	
EMPLOYMENT HISTORY	
Employer	Dates
	Your title:
	Dates
	Your title:

Employer	Dates Your title:
Employer	Dates Your title:
EDUCATION	
LICENSES AND CERTIFICATIONS	

Cover Letters

The cover letter is just as important as your résumé. It introduces you to an employer and is their first impression of you. What you say in your letter and how your letter looks can determine whether or not you get an interview.

Your cover letter should not be a form letter. When writing a cover letter, take time to personalize it to a specific person in the company and be sure to point out what skills and qualifications you have to offer that meet their needs. Do the following:

- If you have the company name but not the name of an individual, call the company and ask the receptionist who would be receiving the résumés for the position being advertised. Then ask for correct spelling of names, titles, etc. – don't guess.
- Study the ad to pick out what experience and skills the company is asking for – how is the job described and what duties are mentioned.
- Think about your own skills and experience. Pick out areas of your background and their needs that match.
- Circle what you have in common with the job skills being requested.
- When writing your cover letter, try not to start every paragraph with "I." Also, try not to overuse "I" throughout your cover letter. The employer wants to know what you can do for them. Think about what the benefits are for them to hire you, not what the benefits are for you or how it will help you! Remember: when selling yourself to an employer, it's all about them and how you can help them, not how they can help you! Study cover letters on the following websites to get ideas:
 - ✓ www.quintcareers.com/cover_letter_samples.html
 - ✓ www.bestcoverletters.com/

Study the sample cover letters on the following pages. Note how the specific skills and experience the applicant has that match those in the advertisement are pointed out in a bulleted format within the cover letter (follow the arrows). This format makes it easy for the reader to clearly see how the applicant's experience matches the employer's needs.

Some people may feel this is repetitive because some information may already be on your résumé. Don't take the chance that the employer may or may not read it in your résumé. Instead, grab their attention right off by pointing these things out in your cover letter and making it hard to miss!

For more tips, go to the Internet Links in the Resource Section (Section G) at the end of this Portfolio.

(Sample Cover Letter to Ad)

Jane B. Doe
PO Box XX
Laconia, NH 03247-00XX
(603) 555-5555

Help Wanted
Administrative Assistant – Fulltime -- must possess 3-5 years of experience or equivalent combination of education and experience. Must be proficient with Microsoft Word, Excel, and PowerPoint and knowledgeable of billing and payroll systems. Will provide support to the Director of Environmental Services and Safety Management staff. Conducts research and compiles/types statistical reports. Coordinates/arranges meetings, prepares agendas, transcribes minutes and answers public inquiries by mail. Answers department phone and transfers calls to appropriate personnel. Please send letter of interest and resume to ABC Hospital, Attn: John Smith, 123 Caring Street, Anytown, NH 01111.

October 1, 2008

Mr. John Smith
ABC Hospital
123 Caring Street
Anytown, NH 01111

Dear Mr. Smith:

I am writing in response to your recent advertisement for an Administrative Assistant and have enclosed a copy of my resume for your review. I am currently seeking the opportunity to utilize my diverse experience with an organization offering stability and career enhancement.

As you will see, I offer many of the skills and experience you are seeking. My background includes:

- 7 years of experience as Receptionist and/or a Secretary
- 5 of those years were in a healthcare facility
- Answered multi-line phone system, triaged all incoming calls
- Extensive experience using Microsoft Word, Excel, Access and PowerPoint
- Maintained, managed, prepared, and alphabetized, files and records
- Performed basic bookkeeping task involving payroll, A/P & A/R

If selected for this position, I would bring a strong combination of skills and experience in the daily management of high-volume, fast paced business operations, administrative/clerical support services and customer relations/satisfaction programs. I am also equally effective in a supervisory role or as a member of a support team.

In all of my positions, I have demonstrated the ability to prioritize and complete numerous concurrent assignments while meeting time and organizational goals. I am result-oriented with strong “people” skills.

Thank you for your consideration and I look forward to speaking with you further during an interview.

Sincerely,

Jane B. Doe

Enclosure

(Sample Prospecting Cover Letter)

Jane B. Doe
PO Box XX
Laconia, NH 03247-00XX
(603) 555-5555

October 1, 2008

Mr. John Smith
 ABC Hospital
 123 Caring Street
 Anytown, NH 01111

Dear Mr. Smith:

As an experienced Administrative Assistant, I am forwarding you my résumé to explore any current or future employment opportunities you may have that would benefit from the skills and experience I have to offer. ABC Hospital is particularly attractive to me as I have worked within a healthcare facility in the past and enjoy that environment very much.

As you will see, I offer many valuable skills and experience, including:

- 7 years of experience as Receptionist and/or a Secretary
- 5 of those years were in a healthcare facility
- Answered multi-line phone system, triaged all incoming calls
- Extensive experience using Microsoft Word, Excel, Access and PowerPoint
- Maintained, managed, prepared, and alphabetized, files and records
- Performed basic bookkeeping task involving payroll, A/P & A/R

If selected for a position, I would bring a strong combination of skills and experience in the daily management of high-volume, fast paced business operations, administrative/clerical support services and customer relations/satisfaction programs.

Thank you for your consideration and I would be happy to speak with you further regarding any positions you may have that would benefit from my background.

Sincerely,

Jane B. Doe

Enclosure

How to structure your prospecting letter:

- Purpose of your letter and why you have an interest in their company.
- Highlights of your skills that would be of interest to them based on your company research.
- Close by offering to come in for an interview.



Writing Your Cover Letter

Your cover letter should be one page and follow a standard business letter format. If you are unsure of the proper format and spacing for a business letter, a sample is provided on the next page for you. Study the instructions on the sample so you will know how many spaces to leave between sections along with how and where to indent information. How your cover letter looks is just as important as the words on the paper. Remember: this is the employer's first impression of you.

Refer to the list of phrases to use on page D16 of this workbook to help you write your cover letter. Continue to study cover letter examples on the websites provided or in books at the library or NH Works One-Stop office.

Once you have one cover letter written to a specific job opening, you can then go back and make changes to it for other job openings. Each cover letter should be edited and personalized to each specific employer and job.

Always run your documents through spell check on the computer and have someone else (who has good spelling and writing skills) proofread your cover letter and résumé. There is no excuse for typos or misspelled words. Proofreading tip: read your résumé and cover letter from the bottom up. You will be paying more attention and more apt to catch errors.

Other things to make sure of on your cover letters:

- Have you included your name, address and phone number? Are they correct? Create your own "letterhead" by centering this information at the top just like on your résumé.
- Is the letter well balanced on the page? Makes sure it is not top heavy with all the information at the top half of the piece of paper.
- Have you explained or outlined the skills you offer that meet their needs?
- Are you using the same type of font and color of paper as your résumé?
- If preparing multiple cover letters at a time, make sure you get the correct letters in the correct envelopes. It is easy to mix them up!

Practice Time: Use the form on the next page to begin writing a draft of your cover letter.

For more tips, go to the Internet Links in the Resource Section (Section G) at the end of this Portfolio.

References

The last document you will need to prepare for your job search is a Reference Page. This is a list of individuals (and their contact information) who can provide a potential employer with their opinion of your skills, abilities, work habits, work ethics, and character, i.e., the type of individual you are. Employers do not want to talk with family members, rather they want to speak with people for whom or with whom you have worked or been professionally associated. This would be supervisors, co-workers, customers, and even teachers. Teachers can speak about your ability to learn new skills and show up on time. These should be people you have known within the last 10 years.

Here are some general guidelines in selecting your references:

- When using someone as a reference, always get the person's permission first.
- Find out if the person would prefer to be contacted at work or home.
- Be prepared to provide the reference's occupation, phone number, how long you have known each other, and how you know them.
- Send a copy of your résumé to your references so they have current information about you, and the same data as the employer has when they get a call.
- Send your references thank you notes when they have given you a reference.

Be prepared to give the following types of references:

- Work:** Includes paid and volunteer positions. References can be past employers, supervisors, co-workers, subordinates, or customers who can speak about your job performance.
- Schooling:** Instructors who can speak about your study habits, learning abilities, and level of knowledge in certain areas (appropriate for current students or recent graduates).
- Personal:** Neighbors and friends who know you personally and can describe your character, such as someone who can tell an employer you can be depended upon to do a good job and that you are honest and able to be trusted.

How to Use Your References:

References are usually asked for at or after the interview. Bring multiple copies of your reference page with you to the interview. If you aren't asked for them, be bold and offer to provide them at the end of the interview. This shows you are organized and prepared! Start making a list of who could be a reference for you. Then call them, ask if they would be willing to do this for you. If so, write their contact information down on the form. Try to get 4 to 6 references.

You are now ready to prepare a Reference Page in the format shown below:

YOUR NAME
YOUR STREET ADDRESS
YOUR CITY, STATE, ZIP CODE
YOUR PHONE NUMBER

REFERENCES:

Name
Title (If applicable)
Address
City, State, Zip Code
Phone Number
Relationship to You

Name
Title (If applicable)
Address
City, State, Zip Code
Phone Number
Relationship to You

Name
Title (If applicable)
Address
City, State, Zip Code
Phone Number
Relationship to You

Name
Title (If applicable)
Address
City, State, Zip Code
Phone Number
Relationship to You

(NOTE: This information can be in a single column as shown above, or in two columns on one page.)

Preparing for the Job Interview

Most people will agree that job interviews make them feel uncomfortable and nervous. This is often due to the fear of the unknown because you are likely going to meet with a stranger. You don't know what they are going to ask you or if you will be able to give the best answers. The best way to help reduce your fear is through preparation. The more prepared you are, the more confident and comfortable you will be, and this confidence will come across during the interview. You are fortunate to have this guide to help you prepare – many people go to interviews unprepared, thinking they can “wing it” and their lack of preparation is obvious, resulting in them not getting the job. Let's focus on three areas of preparation for the interview:

1. What You Will Say

Preparing for what you will say at an interview begins with researching two areas: You and The Company. First, let's talk about you. There are certain questions that interviewers frequently ask job applicants. On the following pages you will learn many of those questions. Take time to think about them and then write down how you will answer them.

Additionally, no one is perfect and not all job applicants have a perfect work history. Many people have made mistakes or experienced difficult situations. In these cases, should the employer raise questions about these issues, job applicants need to be able to provide a good answer so the employer's concerns are addressed and eliminated.

2. What You Will Wear

Whether it is fair or not, how you are dressed for the interview will have an impact on whether or not you get the job. It doesn't matter how strong your skills are. Employers start to make their decision to hire you or not as soon as they see you. On the following pages, we will address what to wear and what not to wear to the interview.

3. What You Will Do During and After the Interview

The interview begins the moment you enter the building and doesn't end when you leave the building. Your body language, how you interact with those you meet, and how you **follow-up after the interview** can all have a big impact on whether you get the job. The following pages will help you make sure you don't make mistakes that could cause you to not get hired.

The good news is unlike many job applicants, you will learn valuable tips in this workbook that will help you feel better prepared for the interview and make a great impression with the employer. So let's begin.

What You Will Say

At the interview, an employer will want to know about you AND they will also want to know **what you know about them**. The employer will also expect you to ask them some questions.

Let's begin with questions about YOU. Some questions to expect include:

1. Would you please tell me about yourself?
2. Why do you want this job?
3. Why did you leave your last job?
4. What are your strengths?

5. What are your weaknesses?
6. Why should I hire you?

You should also prepare for questions that require you to give examples of how you acted in different situations. These are sometimes called behavioral questions or performance-based questions. Employers use them to help them decide how well you would fit their needs and company, based on how you have handled situations in the past. Examples of this type of question include:

1. Describe a time when you had to solve a difficult problem. What did you do and what was the outcome?
2. Tell me about a time when you set and achieved a goal. What was it and how did you do it?
3. Tell me about a time when you had to work as a team. What was your role and what was the result?

The worksheet questions below will help you begin developing answers to the above questions as a practice and preparation tool. However, since there are many other questions you may be asked, it is recommended that you spend additional time studying interviewing techniques through the websites listed in the Resource Section (Section G) of this workbook, or through books at your local library, or the NH Works One-Stop Career Center.

Using the tips provided under each question, complete these sample questions by writing an answer that you can use at an interview:

Would you please tell me about yourself?

(Refer to the 30-second introduction on page C5. You may also want to add a little more about jobs or volunteer work you've done or skills you've developed that relate to the job for which you are interviewing. Keep it short and work or school-related. This is not the time to be talking about family.)

For more tips, go to the Internet Links in the Resource Section (Section G) at the end of this Portfolio.

Why do you want this job?

(Think of why this position or company appeals to you: Does it relate to your long-term career goals? Is it the type of product or service they offer that you like? Does the job call for many of the skills you have and enjoy using? Be sincere in your answer. Do not talk about the work hours, pay of the position, or that it is close to home – while these are important, employers want to know you are interested in it for more than just the money or convenience.)

Why did you leave your last job?

(Do not speak negatively about a former supervisor or company, regardless of what happened at a previous job. Refer to the list of phrases on page D16 to describe Job Changes or Losses. Be brief and try to relate it to leaving for a positive reason. If family reasons forced you to leave, simply say that, don't give a lot of detail, but do tell them that it has been resolved and would no longer be a reason for you to leave a job.)

What are your strengths?

(Think about what work-related skills others would say you are really good at. How would a former supervisor or instructor describe you? Are you a hard worker? A team player? Dependable? A quick learner? We all have strengths – think of yours that would benefit the job you are interviewing for.)

What are your weaknesses?

(The best answer here is to think of a quality about you that is a strength and discuss it as a weakness. Examples: "I have a hard time saying no to others." "I tend to be impatient with others who don't care about doing a good job." Both statements could also be followed by "and since I've become more aware of it I am working on improving that." Be ready to explain what you are doing to improve the weakness.)

Why should I hire you?

(Focus on what the employer would gain from hiring you – that might be some of your strengths, your skills that relate to the job, your work ethics. Be sincere. Think of how you described yourself on your résumé, cover letter, and “My Profile.” Focus on what you have to offer that the company can use.)

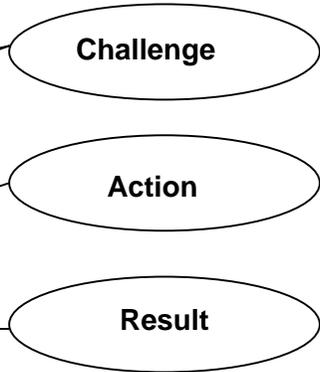
Questions that Require Examples of How You Performed

(These require quick thinking. However, if you can remember three letters: **C A R** you can use this to answer some behavioral or performance-type questions. “C” stands for Challenge. “A” stands for Action. “R” stands for result. What was the challenge that you faced, what action did you take, and what was the result? See the following example.)

Describe a time when you had to solve a difficult problem. What did you do and what was the outcome?

Example of answer using **C-A-R** formula:

*When the **copier broke down just before an important meeting**, I quickly contacted the company for them to come and fix it. I was told that there was no one in the area until tomorrow. So I made **arrangements with another department so that all of the copies could be made for the afternoon meeting**. My boss had all the information she **needed for her meeting**, and the technician was able to fix the machine the very next day so there were no further problems.*



Your Turn:

Describe a time when you had to solve a difficult problem. What did you do and what was the outcome? (Remember: Use **Challenge-Action-Result**)

What have you been doing since your last job?

(Think about what you’ve done that has helped you maintain or learn skills you would use on the job. This might be juggling demands of raising children, taking care of a family member, going to school or training, self-study, volunteering, or participating in an NHEP program.)

What are your salary expectations?

(Give a range, never an exact amount. Refer to your budget exercise that helped you identify what you need to earn. Start with the lowest amount you can accept and give yourself a range such as: 9 to \$12 per hour, or \$19,000 to \$25,000 per year.)

Additional Interview Questions

Here are more questions you might be asked. Take some time to review each question below. Refer to the workbooks sections noted for each question to help you develop good answers.

1. Where do you see yourself in five years? (See Section B – Exploring & Setting Career Goals)

2. What skills and qualities can you bring to this position? (See Résumé)

3. What was the toughest challenge you've ever faced? (Use **C-A-R**, page D32)

4. What two things are most important to you in your job? (See Section A – Getting Ready: My Profile)

5. Why have you changed jobs so frequently? (See Phrases to Describe Job Change Decisions, page D16)

6. Give an example of teamwork that has involved you. (Use **C-A-R**, page D32)

7. Is there anything about the job that you would like to know? (See What Questions to Ask the Employer at the Interview, page D35)

What Do You Know About the Company?

You will probably also be asked to explain what you know about their company or organization and the job for which you are applying. By asking this, the employer is checking to see if you've taken the time to research the company and job to make sure it is something you really want to do. Here is where prior preparation and doing your homework will make you shine. If you are not prepared for this question, you will sink and probably not be considered for the position. Here are ways to research the company and position:

1. Use a Search Engine (Google, etc.) to find the company website on the Internet.
 - a. Read about their products, services, and mission statement.
 - b. Check "Employment" where you should find the open position listed, and possibly a job description.
 - c. Print out information or make notes to study and refer to later.
2. Call some of your networking contacts to see if they are familiar with the company or organization.
3. Visit your local NH Works Office and ask the Career Center Coordinator what they know about the company or organization.
4. Ask your ECS what they know about the company.
5. Visit your community's Chamber of Commerce or library and ask if they have any information or brochures about the company or organization.

Company Research Exercise:

Using the above tips, research **your local area's Community Action Agency** and answer the following questions:

1. What is their official name: _____.
2. What is their main address: _____.
3. List 3 services they provide:
 - a. _____
 - b. _____
 - c. _____
4. Do they have any jobs available? Yes No
 - a. If yes, what type? _____

What Questions to Ask the Employer at the Interview

An interview is also the time for you to ask questions to learn more about the job. There are some questions you will want to ask and other questions you should NEVER ask at the interview.

Complete the following questionnaire by placing a **Y** for “Yes” or **N** for “No” in the space provided for each question. When you are finished, refer to the answer sheet on page G3 in the Resource Section (Section G) for the correct answers. Don’t look ahead, guess if you need to and then see how you did.

I should ask the following questions at a job interview:

	Yes	No
1. How would you describe a typical day in this position?	_____	_____
2. Are there times when I can work at home?	_____	_____
3. How would “doing an excellent job” be described?	_____	_____
4. Are the working hours flexible?	_____	_____
5. What would be the most important assignments during the first 3 months?	_____	_____
6. What is the pay?	_____	_____
7. How many weeks vacation (or sick time) do I get?	_____	_____
8. Is this a new position?	_____	_____
9. How often are raises given?	_____	_____
10. When will you be making a decision?	_____	_____

What 3 questions will you ask at your next interview?

1. _____
2. _____
3. _____

What To Wear to a Job Interview

What you wear to a job interview is just as important as what you say during the interview. The employer is making his or her decision on whether to hire you or not based on the “total package” that you present, that being: the skills and/or experience you have to offer them, how well you present yourself physically, and how well you communicate. They are looking to see if you fit the image and standards they have established for their company and the position.

Because different types of jobs and companies have different standards, what you wear to the interview can depend on the type of job you are targeting. For example, wearing a suit when

interviewing for a welder's job would not be appropriate. However, you also don't want to go wearing faded jeans and a sweatshirt, even though that might be acceptable once you are on the job. You want to find a balance between what's right for the type of work you will be doing and then dress more professionally than that which would be required everyday on the job. Administrative assistants often wear slacks on the job, yet a skirt or pant suit or a dress are still preferred for an interview. Remember, also, that your idea of trendy may not match that of the interviewer, so err on the side of dressing conservatively for the interview.

Before you go on an interview, check to see if you have appropriate clothing – and that it fits you well. This is not the time for clothing that is too tight, too baggy or in need of repair. If this is an area of concern for you, discuss this with your ECS. Financial assistance for job interview clothing is a service available to you as an active NHEP participant.

For a woman, you should plan to have the following:

- A skirt suit, blazer/skirt combination, dress (not too short)
 - Pant suit or blazer/slacks combination as second choice
- Coordinated blouse or sweater (no cleavage or belly should be showing)
- Conservative shoes and pantyhose

For a man, you should plan to have the following:

- A dark suit or blazer/dress pants combination
 - Casual pants (Dockers/Khakis)
- A long-sleeve shirt, white or color coordinated with above
- Conservative shoes and dark socks

Look at the clothing options on the following two pages. Men should select the options for men that you feel would be appropriate based on the type of job you are targeting. Women should do the same with the women's options. Discuss your results with your ECS.

Men -- What to Wear to an Interview

Assignment: Check yes or no for each item, indicating whether it is proper to wear to a job interview. Your ECS will review this at your SDA.



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No

Women -- What to Wear to an Interview

Assignment: Check yes or no for each item, indicating whether it is proper to wear to a job interview. Your ECS will review this at your SDA.



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No



Yes / No

What TO BRING to the Interview:

Put the following items in a folder or briefcase to take to the interview:

- ✓ Company name, address, and phone number.
- ✓ Name and phone number of person with whom you will be meeting.
- ✓ Directions to the location and details of where to park.
- ✓ Coins for parking meters, if needed.
- ✓ Extra copies of your résumé.
- ✓ Copies of letters of recommendation or written job references.
- ✓ Copies of your Reference Page.
- ✓ Samples of your work, if appropriate.
- ✓ Pen and paper to take notes.
- ✓ Copy of job advertisement or job description to refer to for questions.

What NOT TO BRING or WEAR to the interview:

- ✗ Children, spouses, partners, or friends.
- ✗ Coffee, soda, or anything to drink or eat, including chewing gum.
- ✗ Cigarettes or other tobacco products, including chew.
- ✗ Any electronic devices, including cell phone, Ipod, or pager.
- ✗ Excessive or noisy jewelry.
- ✗ Sunglasses or hats.
- ✗ Perfume or cologne.

What about tattoos and body piercings?

When in doubt – do without! Whether you are male or female, if you wear a ring in your nose, multiple rings in your ears or eyebrow, or a silver ball on your tongue, you should remove them for the job interview. Once you see the type of accessories the rest of the workers wear, then you will know if it is acceptable for that work environment.

Tattoos are also best concealed, if you can, until you know how acceptable tattoos are within that particular work environment. Depending on the business, some employers may not care at all, while others may have very strict rules about tattoos being hidden while on the job. Employers have that right.

What To Do During and After the Interview

From the moment you walk into the company until the moment you leave, what you do and say are considered when determining whether you will be offered a job.

First, let's look at body language – also known as nonverbal behavior. How you walk, what you do with your hands, your facial expressions, all this plus more send silent messages to others

about how you may be feeling inside. Sometimes they are the wrong messages but the other person has no way of knowing. Sometimes we cross our arms because it is comfortable or we are cold. However, this body language can be “read” by others as meaning you are angry or ready to defend yourself against something they will say or ask of you.

Look at the examples of body language and their interpretation on the following page. Are any of the examples things that you know you do? Are they sending positive or negative messages about you?

In the space provided below, write down two examples of body language that you know you do or that you see someone else do and whether it is sending a positive or negative message.

Example of Body Language	Positive/Negative
1. _____	_____
2. _____	_____

To make a positive impression when you arrive at a company and interview, do the following:

- Smile and be friendly to **everyone** you meet (even if you are shy). Employers want to hire cheerful people. The receptionist may also put in a good (or bad) word about you – you just never know!
- Walk tall and confidently, no hunched shoulders or head looking down.
- Make eye contact with those you meet, without staring them down.
- Have one hand free to offer to the interviewer. Your handshake should be strong and firm – no bone-crushing or weak handshakes that leave negative impressions.
 - Pump hands once or twice, then release.
 - You may want to practice handshakes with a friend to make sure yours is just right and you are comfortable with it.
- Keep your hands, legs, and feet still. Fidgeting makes you look nervous. Using hands to express yourself is okay, just don't over do it.
- Focus on the interviewer – not your watch, the window, or the floor.
- Finish strong – with energy and confidence, no matter how it went. Offer a handshake, thank them for their time, and walk confidently.

Examples of Body Language & Interpretation



Standing with hands on hips
Readiness, aggression



Biting Nails
Insecurity, nervousness



Hands clasped behind back
Anger, frustration, apprehension



Arms crossed on chest
Defensiveness



Tilted head
Interest



Hands in pockets
Dejection



Rubbing Hands
Anticipation



Brisk, erect walk
Confidence



Hand to cheek
Evaluation, thinking



Stroking chin
Trying to make a decision



Head resting in hand, eyes downcast
Boredom



Sitting with hands clasped behind head
Confidence, superiority



Looking down, face turned away
Disbelief

The Interview is Over, Now What?

The interview is over but you still have one last step to do. This last step also provides an opportunity to improve your chances of getting the job. What is that last step?

The Thank You Letter

Many job seekers overlook sending a thank-you letter to those who interviewed them. In fact, some studies say that only 4% of job seekers send a thank you letter after the interview. Yet, it can make you stand out in a number of ways:

1. If the job offer is down to you and another person, and you send in a thank you letter, guess who stands out as being more professional, organized, and willing to follow-up? You do!
2. The thank you letter keeps your name in front of the employer during the decision-making time.
3. The thank you letter gives you another chance to point out how your experience and skills will benefit their company, especially now that you know more about the position.
4. The thank you letter gives you a chance to add something you may have forgotten to mention at the interview.

Typing a thank you letter is preferred. However, neatly handwritten is acceptable. Sending your letter via e-mail would be a last resort when you know the decision is about to be made and doesn't allow time for sending a letter through the mail.

Pick one of the two examples below and write a thank-you letter based on the example. Each example contains something you thought of after the interview and want to include in your thank you letter. Prepare a thank-you letter for one of the examples:

Example #1

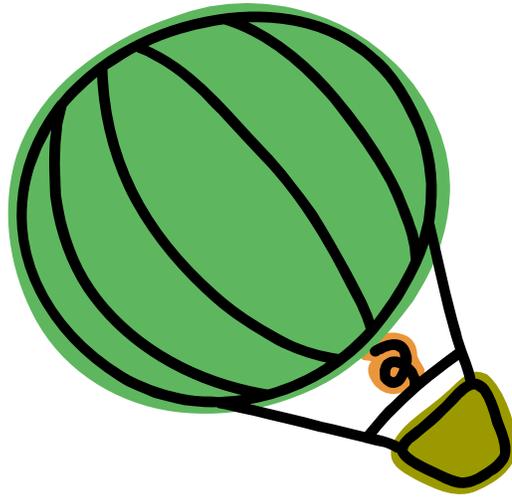
You have experience as a secretary and have just interviewed for a clerical position at the Community Health Center, 123 Main Street, Anytown, IV, 00123. You interviewed with Lynn Olsen, Office Manager. After the interview you remembered that you forgot to tell her about your volunteer work at two American Red Cross blood drives where you helped register blood donors. It was something you enjoyed a great deal and made you begin to think of a health care office as a place where you would like to work.

Example #2

You were just laid off as a heavy equipment operator. You have applied for a chairlift attendant's position at Gunstock Ski Area, Route 11-A, Gilford, NH 03246. You got an interview and met with John Doe, Human Resource Manager. After the interview you started thinking that your experience operating heavy equipment might allow you to also help out with snow-grooming equipment that the ski area might use.

Refer to pages D22 – D25 for tips on letter writing.

Section E



Staying On Track Tips for Balancing Work and Family

Every journey has its ups and downs along the way. Searching for a job and re-entering the workplace is no different. The key is to stay focused, anticipate some of the challenges, and do what you can to avoid situations that could throw you off track and cause you to lose your job.

Looking for a job is a job itself! The things you will learn in this section will help you during your job search as well as once you have landed your new job. Juggling a work and home schedule is not easy for anyone, but it can be made easier if you are aware of certain steps you can take to help maintain a balance.

This section is designed to help you develop skills and techniques to help you achieve that balance between work and family. Things you will be learning include:

- How to manage the stress of working and raising children
- Developing support systems that can help you
- How to manage your time and stay organized
- How to stay motivated and positive
- How to believe in yourself and keep your self-esteem healthy

"NHEP has given me the resources and confidence to get on my feet." Merita

Staying Focused in Your Job Search Begins With Managing Stress



What is Stress?

Stress is a response people have to excessive pressure or other types of demands placed upon them. We feel little stress when we have the time, experience, and resources to manage a situation. However, we feel great stress when we think we can't handle the demands put upon us. Sound familiar?

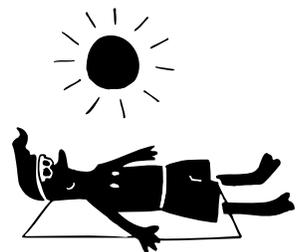
Lifestyle and Stress

Doctors and scientists know that our lifestyle can affect the amount of stress in our daily life.



Assignment: Rate your lifestyle using the following checklist. Check each statement that is true for you. Then score your answers to see how you measure up in terms of a healthy lifestyle.

- I do something fun on a regular basis.
- I avoid negative people.
- I exercise regularly.
- I have friends I can rely on.
- I gain strength from my spiritual beliefs.
- I avoid eating lots of junk food.
- I don't smoke.
- I average seven or more hours of sleep on work nights.
- I only spend what I have, and avoid debt.
- I eat at least one well-balanced meal daily.



Count the number of statements you checked. Score yourself using the following guidelines:

- 8 or more checked reflects a positive lifestyle that will help you handle stress better in your life and help you be more effective on the job.
- 6 to 7 checked reflects a moderate lifestyle that will help you handle stress and help you on the job.
- 5 or fewer checked reflects a vulnerable lifestyle. You might find it difficult to handle stress and may experience some job problems.

Searching for a job, interviewing, and then learning a new job while continuing to take care of a home and family can create a great deal of stress. For some people, a certain level of stress is okay; it can keep them on their toes and force them to do their best. For example, the stress of an upcoming job interview can cause you to spend a lot of time preparing how to answer questions and researching the company; as a result you do very well during the interview. For

other people, the stress of an upcoming interview could cause the person to withdraw and totally shutdown, even get sick. This is called the *fight or flight* response. In other words, you either do what you can to get the better of whatever is causing you the stress, or you do what you can to avoid it or run away from it. Unfortunately, running away from the many things that can cause us stress often creates more stress as a result.

Assignment: Think about how your life has been recently. Describe three situations that have caused you stress in the last 2 months:

1. _____

2. _____

3. _____

So what can we do about stress?

Managing stress is all about you taking charge of your thoughts, emotions, schedule, environment, and the way you deal with problems. By taking charge in positive ways, you can maintain a balanced life with time for family, work, relationships and fun, while also having the energy to meet the day-to-day challenges that come along.

Here are three ways to help you manage stress:



A = Accept: Sometimes you have no control over a situation.

There are times when some sources of stress are unavoidable, such as the behavior of other people, death/serious illness of a loved one, a bad economy, and bad weather. Don't try to control the uncontrollable. Instead, focus on the way you react to problems:

- If your own poor choices added to the stressful situation, think about what you could have done differently and learn from your mistake.
- Learn to forgive. Learn to accept that people make mistakes. Let go of the anger by forgiving and moving on.
- Look for the positive side. if you are stuck in traffic, look at it as an opportunity to listen to your favorite music or chat with your child.
- Look at the big picture. Ask yourself: how much will this matter a month from now or a year from now?
- Share your feelings with a trusted friend or therapist to help lessen the stress.

A = Adapt: Sometimes all you can do is change how you manage stress.



Reduce the negative affect stress has on you by using the following stress reduction techniques:

- Spend time with positive people who bring joy to your life.
- Adopt a healthy lifestyle by exercising, eating well, and getting enough sleep.
- Reduce caffeine and sugar to help you feel more relaxed and sleep better.
- Avoid alcohol, cigarettes, and drugs, which may feel like an easy escape from stress, but offers only temporary relief with a high health toll.

A = Avoid: Sometimes stressful situations can be prevented.

Some stressful situations could have been avoided if we had done things differently. Avoid stress by:

- Learning to say no – don't take on more than you can handle.
- Controlling your environment – take a different route home if traffic causes you stress. Turn off the news if it is causing you to feel anxious.
- Managing your time – use a calendar to keep track of appointments. Plan your activities ahead to avoid creating stressful demands on your time.

Coping With Stress

We all adopt ways of coping with our stress whether we realize it or not. Unfortunately, sometimes we adopt unhealthy ways.

Unhealthy ways of coping with stress include:

- ✘ Self-medicating with alcohol and drugs
- ✘ Using sleeping pills or tranquilizers to relax
- ✘ Over-eating or eating too little
- ✘ Smoking
- ✘ Sleeping too much
- ✘ Procrastinating
- ✘ Withdrawing from friends, family and activities
- ✘ Filling up every minute of the day to avoid facing problems

Your methods of coping with stress should be those that help maintain and improve your emotional and physical health. The stress-coping activities listed on the next page are positive ways to cope with stress.

Healthy Stress-Coping Activities

Assignment: Review the chart below and check off those stress-coping activities that you already do to help you deal with stress, as well as those that you would enjoy doing and could adopt in the future:

✓	Stress-Coping Activities	✓	Stress-Coping Activities
	Go for a walk		Play with a pet
	Play with your children		Listen to music
	Write in a journal		Do something for someone else
	Work in a garden		Work on a hobby or craft
	Play a sport		Exercise or work-out
	Take a long bath		Get a massage
	Read a good book		Watch a relaxing or funny movie
	Play a musical instrument		Go for a bike or motorcycle ride
	Spend time in nature		Meditate
	Other:		Other:
	Other:		Other:

Assignment: Look back at page E2 to the three situations that you described that caused you stress sometime over the last two months.

From the information given on pages E2 through the top of this page, what could you have done (or what could you do now if the situation is still causing you stress) for each of the three stressful situations? Write your answers in the space below.

1. _____

2. _____

3. _____

Support Systems

Working parents, especially working single parents, need others they can rely on during times of need. Knowing that you have someone you could call to talk to can help you stay on track and lessen your stress. Who can you call on?



Assignment: Read each definition below. Then write in names of people you could call for each area of support. Refer to the bottom of the page for explanations.



- | | |
|----------------------|---|
| Emotional | Those who give us love, encouragement, and a shoulder to cry on. |
| Informational | Those who can provide information, referrals, and ideas to help us. |
| Practical | Those who can provide money, child care, food, clothing, housing, etc. |
| Other | Community services may be the only source of specific types of support. |

Building My Support Network

Sometimes it's hard to know where to meet new people. The following are some ideas to get you started and increase your support network.



Assignment: Of the statements listed below, check off those that you currently do or that you would feel comfortable doing. Set a goal to follow-up on those you would consider doing.

- Take your children to the park. You might meet other parents with children the same age as your children.
- Ask a parent you met through NHEP to get together.
- Attend school and child care activities to meet other parents.
- Invite a co-worker to have coffee with you or to take a walk with you at lunch time.
- Attend a community-parenting group.
- Join a community support group or faith-based organization. You'll meet people with a similar philosophy or values and possibly find activities for adults and children.
- Search out and attend free community workshops that interest you.
- Call an old friend.
- Introduce yourself to a neighbor with similar values.
- List other ways you can increase the size of your support network and make new friends:

Strangers are just friends waiting to happen. ~Rod McKuen

Managing Your Time and Staying Organized

A job search and success on the job depend on how well you manage your time and how organized you are. By managing your time well and staying organized, you will also reduce your stress and find yourself being able to do more of the things you need to do and want to do.



Time management requires only a few simple tools:

- A wall calendar at home
- A pocket calendar or daily planner to take with you
- A notebook or something in which you can write “To-Do” lists

Wall Calendar at Home



To balance work and family commitments, you need to know what activities each family member has, when they are, and to be reminded of them on a regular basis.

The best way to do this is to use a wall calendar that can display everyone's appointments. Update it as a family by scheduling time one night a week to update the calendar together. This way you discuss and record weekly, on one page, what you need to plan for and when.

Make this a fun, family activity by using the following tips:

- Set aside time one night a week, perhaps Sunday night, to make sure everyone enters all the things they need and want to do for the upcoming week on the calendar.
- In addition to that week's activities, look ahead and also include things coming up in the weeks ahead.
- Children, if old enough, can take turns writing the events on the calendar.

By setting aside one night a week to meet as a family to discuss and plan everyone's activities and schedule for that week, important meetings don't get missed, time is planned for both work and family activities, and stress is reduced by not finding out about things at the last minute. Children also begin to learn the value and concept of planning ahead. You can make this activity fun by letting children decorate the calendar with crayons, stickers, etc. for special events that are scheduled or coming up.

Assignment: Find or create a wall calendar and begin writing appointments on it today. Post the wall calendar in a place where everyone will see it – kitchens are usually a good place. Refer to it each evening to make sure you are prepared and ready for those things scheduled for the next day or coming days.

Pocket Calendar or Daily Planner

The next tool you will need to help manage your time is a pocket calendar or daily planner that you can keep with you at all times. Think of it as your personal calendar or scheduler. Trying to remember appointments doesn't work and can add to your stress level. Write down all appointments that you need to be at whether they are for you or a family member. These would include job search appointments, FANF or work-related appointments, and children's appointments that require your attendance. The pocket calendar is especially important to record events that come up during the week and will need to be copied onto the family wall calendar.



A pocket calendar doesn't need to be expensive. Sometimes businesses or organizations offer them for free as advertising. You may even be able to download calendar forms from the Internet and create one yourself. Whatever you use, it is important to carry it with you all the time so that you can check to see when you are available before you make new commitments and also to write in new appointments when they are made so you won't forget them. Maintaining your pocket calendar is like developing a new habit; the more you do it, the easier it becomes and soon it becomes natural and you do it without giving it much thought.

Assignment: Use the chart below to create a calendar for this month.

1. Write in the dates in the corner of each block for the current month.
2. Write in upcoming meetings or events that you must be at, as well as those things you would like to do, such as recreational events. You will need to write small as pocket calendars do not provide a lot of writing space.

Month of _____

Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.

To-Do List

Calendars help you keep track of appointments. To-do lists help you keep track of **tasks** – all those things you need – as well as want – to get done throughout the day. Yes, fun things should be included on your list or you may find you don't get to do them. To-do lists can also help you prioritize your tasks so that you focus on the most important things to do that day.

To-do lists can be a part of your pocket calendar or daily planner or they can be maintained separately in a notebook. To-do lists begin simply with a list of all the things you need to accomplish that day. You can then prioritize what you need to do first by assigning:

- A** – most important (needs to be done today)
- B** – next most important (needs to be done within a day or two)
- C** – least important (needs to be done within a week or longer)

By assigning a letter to each task, you quickly see the tasks on which you need to focus your time. You will find that you probably have multiple tasks for A, B, and C. Then you need to

Staying Organized

Being organized is key to having a balanced life. Being disorganized can create stress and can also keep you from staying focused on your job search or job. Maintaining family and personal calendars and to-do lists help you organize your time. However, if your home is disorganized it's going to make staying focused difficult. Not being able to find things when you need them can cost you in both time and money – time wasted looking for things and extra money if you need to replace something just because you can't find it, or if you have to pay late fees because of misplaced bills. Here are some tips to staying organized:

1. Prepare lunches, backpacks, and school or work clothing the night before.
2. Put everything you or your children will need to take in the morning in one designated area.
3. Use an alarm clock and get up early enough to get yourself ready before you need to get your children up.
4. Eliminate clutter – give away clothes, toys, etc. you are no longer using. Throw away broken or out-dated items.
5. Use baskets or clear plastic bins to store clothing, paperwork, and children's toys. Label or use a color-coding system.
6. Keep a basket and a waste bin near the door you use most. Put mail you need in the basket and immediately toss junk mail in the waste bin. Sort through the mail basket weekly so nothing gets overlooked.
7. Use color-coded 3-ring binders or folders for each family member and one for "household" to hold important papers, including school papers.



Managing You – Staying Motivated and Positive

Only you can motivate yourself and maintain a positive attitude; no one can do this for you. During difficult times, including times of change, and even under normal day-to-day situations, staying motivated and positive can be challenging. When things aren't going our way, we can find it hard to press on and we become tempted to give up. Those are the times when we need to remind ourselves of the goals we want to achieve as well as the things we have accomplished in the past.

Self-motivation and a positive attitude are two keys to success both on the job and in life in general. They are qualities that employers look for in employees and they are qualities that are attractive to other people. They are also qualities that are important for children to learn. Learning from your example is one of the best ways for them to learn. So if you find it difficult to stay positive and motivated for yourself, then focus on doing it for your children.

Assignment: Check off the tips below that you currently do or could do to help keep yourself motivated.

√	Tips for Keeping Yourself Motivated
	Identify and continually remind yourself of “why” you want to achieve a certain goal.
	Use visual motivators – inspiring quotes, pictures or posters, or a photo of your goal.
	Use positive self-talk or affirmations, remember “ <i>The Little Engine that Could</i> ” and “I think I can, I think I can.”
	Spend more time with positive, supportive people, and less time with those who are negative, always complaining, or those who try to bring you down.
	Listen to self-improvement tapes or inspiring music to drown out negative self-talk.
	Break tasks into small steps or goals and reward yourself as you achieve them.
	Team up with others. If you’re having a bad day, call someone who will lift you up.
	Keep learning – the more you learn, the more confident you are in reaching your goal.
	Help others; seeing others do well will motivate you to do the same.
	Create a written plan of what you want to achieve, when you want to achieve it, and the steps you need to take to get there.
	Other:
	Other:
	Other:

Self-Esteem – How is Yours?

Self-esteem is how you feel about yourself. Having high or healthy self-esteem means you feel good about yourself, and that you value and respect yourself as an individual. Having low or unhealthy self-esteem means that you feel down about yourself and your worth as an individual. Having low self-esteem can have a negative affect on every part of your life, especially your self-motivation and self-confidence while searching for a job. As you can see, during a job search when you are out meeting potential employers and marketing yourself, it is very important that you work towards maintaining a high self-esteem.



Our self-esteem fluctuates over time. There may have been times when we felt very positive and confident about ourselves, and then we began to be down on ourselves. During a job search, our self-esteem can fluctuate from day to day. First we are feeling good about ourselves when we get a call for an interview. Then when we don’t get the job, our self-esteem can go down if we start thinking we didn’t get the job because we’re not good enough, when in fact, maybe someone was hired from within the company. Changing and/or always being aware of the way you think about yourself is essential to maintaining a healthy self-esteem. Our self-talk or the stories we make up in our mind can lift or lower our self-esteem, and only we can control our self-talk.

Having high self-esteem means that you value yourself. Learning how to develop and maintain high self-esteem is good for you and also good for your children as you are their role model and will be teaching them through your example. Take some time to think about and answer the questions on the next page.

What are some things you value (like) most about yourself? (This could be the type of person you are, your talents and skills, things you are good at, your character traits, etc.) Write them in the space below.

Describe something about yourself that you feel very good about. This could be something you did for yourself or for someone else or a personal quality or talent that you possess.

Why do you feel good about it? How has it affected your self-esteem?

Below are some ways to improve, maintain, and protect (yes, it needs protecting) your self-esteem. Put a checkmark in the box next to those things you already do.

- Pay attention to your self-talk or inner voice – make sure your mind is saying positive things. Stop negative self-talk.
- Use affirmations, which are positive statements (written or memorized) that you say to yourself on a regular basis. Example: “I am a kind, valuable person, and I deserve the best in life.” “I feel happy, healthy, and terrific.”
- Accept compliments with a simple “thank you” and don’t dismiss or put down your skills, abilities, or accomplishments.
- Spend your time with positive people who care about you and encourage you.
- Don’t spend your time with negative people who drag you down or treat you poorly.
- Do healthy things that you enjoy or that make you feel good.
- Set goals, take a risk, and reward yourself along the way for your successes.
- Develop and share your talents and skills with others.
- Take responsibility for yourself, your choices, and your actions.
- Make good choices and strive to do what you believe is right.

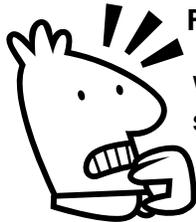
Remember your values and stay true to them.

Go back to the above list and review it again. Select three (3) things that you could do or do better at.

Write these three things in the space below.

Make a commitment to yourself to work on making the above three things a normal part of your life and who you are.

"Nobody can make you feel inferior without your permission."
Eleanor Roosevelt

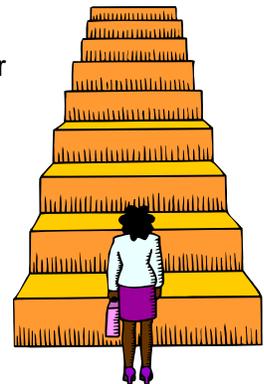


Fear of Success -- Are You Holding Yourself Back?

Why would anyone be afraid of success? Doesn't everyone want to be successful? Why wouldn't anyone want success for themselves and their family? What is wrong with success?

With success comes change and many people do not like change. The number one reason people resist change is **fear**.

- **fear** of the unknown,
- **fear** of failure,
- **fear** of not being in control,
- **fear** of increased responsibilities,
- **fear** of losing other's affection,
- **fear** of outdoing others,
- **fear** of not being good enough, and
- **fear** of stepping out of their comfort zone.



Does any of this sound familiar to you? If so, you are not alone! Fear is what keeps most people from achieving their dreams. Are you willing to let fear hold you back? Are you willing to give up on the dreams you have for yourself and your family because of fear?

So how do you know if you are sabotaging your own success and letting fear hold you back? Here are some signs of fear of success:

- Just talking about dreams and goals but never taking action to make them happen.

- Doing “busy work” or non-essential tasks instead of tackling important assignments or duties.
- Partying or not getting adequate sleep the night before an important presentation, job interview, or exam.
- Self-defeating thinking and self-talk – thinking or telling yourself that you don’t deserve success or wouldn’t be able to handle it and are better off just keeping things the way they are.
- Making bad choices even when you know better and could make better choices.
- Dismissing or making light of past accomplishments so that you don’t have to live up to what you are really capable of doing.

Do any of these signs sound familiar? Sound like someone you know? Sound like you? Employers want people who can accept change because change occurs frequently in the workplace as businesses grow and continue to operate. Those employees who accept change and see it as an opportunity, will thrive. Those who fear and resist it, will not. Fear of success or change can hold us back in our personal life as well as on the job. Change happens no matter what, and it is better to move with it than against it. Here’s how:

Ways to Overcome Fear of Success or Change

1. What is it that scares you? Try to figure out what it is about success or change that you fear. What are you afraid to admit? Do some soul searching and be honest with yourself. Once you have identified it, just accepting the reason and being aware of it will give you a sense of freedom.
2. Face your fears – we all have them. If you have someone who is a positive influence in your life and someone you can trust, discuss your fears with them. If you don’t have someone like that, writing in a journal can help you face your fears and challenge their reality.
3. Feel the fear and do it anyway – it’s a great way to overcome fear. As long as we don’t let fear hold us back, some fear is good because it causes us to be on our toes and do everything we can to meet the challenge.
4. Prepare and plan – when you are facing something that you fear, make sure you take the time to plan and prepare what you need to succeed. Knowing that you are prepared will help lessen your fear.

We’ve All Had Successes! What Are Some of Yours?

We’ve all had successes in our lives – some big and some little. Many of them required that we overcome a fear. For example, if you have a driver’s license, chances are the first time you drove a car you faced a fear, perhaps the fear that you would have a car crash. Then when you went to take your driving test, you probably faced a fear again – the fear that you would fail.

Write down three situations when you faced a fear and succeeded in doing something you wanted to do or knew you needed to do. What was the situation in which you succeeded and what was the fear you faced?



Situation: _____

Fear You Faced: _____

Situation: _____

Fear You Faced: _____

Situation: _____

Fear You Faced: _____

Facing Your Fear

As you look ahead to getting a job and/or starting a career, what are some things that may be causing you some fear or concern?

In the space on the next page, write down the situation, the fear or concern that you are experiencing, and what you could do to reduce the fear. It may help to refer to pages E-13 & E-14 to help you identify your fear and the steps you could take to reduce it.



Situation: _____

Fear: _____

Action I Could Take to Reduce Fear: _____

Situation: _____

Fear: _____

Action I Could Take to Reduce Fear: _____

Situation: _____

Fear: _____

Action I Could Take to Reduce Fear: _____

Assignment: Choose at least one of these situations to begin working on by taking the action you have written down that will help reduce your fear. Share with your ECS what you chose to do, how you did it, and the results.

Section F



Succeeding on the Job

If you were planning a vacation to another country, before leaving you would probably spend some time learning as much as you could about the country and the way of life there. If they spoke a different language, you might even try to learn some words in that language so that you could communicate with people you met. This research would help you know what to expect and how to best to handle situations that you may encounter. All of this preparation would help to make your vacation more enjoyable and successful.

Succeeding on the job is no different. The more you know about what to expect and what will be expected of you, the easier it will be for you to succeed. Sometimes it is not poor job skills that make it difficult for people to succeed, but rather it is a lack of understanding of what the employer is looking for and expects in an employee. Whether you are new to the job market or have been working for a while, you will find the activities and tips in this section helpful in understanding workplace expectations, such as:

- What employers look for in employees
- Problem-solving and being a team player
- Workplace tips to help you succeed

Meeting Employer Expectations

To be successful in the workplace depends a lot on how well you meet your employer's expectations. Most employer expectations can be broken down into the following areas:



Appearance & Presentation: Whether we like it or not, we are often judged by our appearance and how we present ourselves. In the workplace, we represent our employer, especially when dealing with the public. Therefore, it is reasonable that employers would have concerns about how their employees present themselves when on the job. Employers are mainly concerned about how you:

- **Appear** – This includes how you dress, as well as your personal grooming and hygiene habits. Good grooming and hygiene includes:
 - ✓ Bathing/showering and using deodorants daily.
 - ✓ Washing your hair every day or two.
 - ✓ Brushing and flossing your teeth daily.
 - ✓ Keeping your fingernails clean and trimmed.
 - ✓ Wearing clean clothes that are appropriate for your workplace, fit properly, and are not wrinkled, torn or stained.
 - ✓ Using cologne and make-up sparingly.

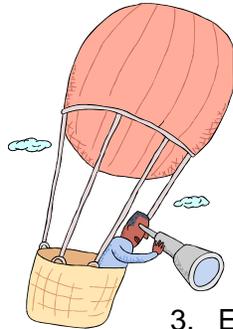
- **Communicate** – This includes both how you speak and how you write. Employers want individuals who:
 - ✓ Use correct grammar when writing and speaking.
 - ✓ Are able to express thoughts clearly and without being too wordy.
 - ✓ Listen carefully to instructions and ask questions when unsure.
 - ✓ Keep workplace conversations professional and avoid swearing.
 - ✓ Accept feedback, including constructive criticism, without getting upset.

- **Perform on the Job & the Skills You Have** – Employers hire you to fill a need within their company and expect that you will bring certain skills, abilities and work habits to the workplace. Employers expect their employees to:
 - ✓ Be dependable – come to work on time every day, meet deadlines, be on time to meetings, and follow through on assignments.
 - ✓ Be self-motivated and able to complete tasks without a lot of supervision and direction from others.
 - ✓ Be flexible – accept new projects and different ways of doing things.
 - ✓ Keep the boss informed – call in if they will be sick or late, give progress updates on assignments, let others know if they need help.
 - ✓ Be friendly and get along with others, both co-workers and customers.
 - ✓ Be honest and give a day's worth of work for a day's worth of pay.
 - ✓ Have the skills necessary to do the job they were hired to do.

Skills for Job Success and Advancement

Being successful in the interview and getting the job are both just the first steps in becoming employed; you now need to focus on being successful in the job and, better yet, being considered for promotions and pay increases down the road. Here are some skill areas that employers look for:

PROBLEM-SOLVING



Solving problems is not just your supervisor’s responsibility. Employers appreciate and value workers who come to them with not just problems but with possible solutions to the problems. The following five steps will help you identify and recommend possible solutions to problems you may face in your job.

1. Identify the problem. Be able to explain what the current situation is and why it is a problem.
2. Think of possible solutions that may fix the problem. Write down as many different ideas or ways to fix the problem as you can think of.
3. Evaluate the pros and cons. For each idea of a solution, ask yourself what is the advantage (pro) and what is the disadvantage (con) of each solution. Write this out on paper for each solution you’ve thought of.
4. Pick your top 2-3 choices to share with your supervisor. Evaluate the pros and cons done in Step 3 – consider the time and costs involved in each idea and if it would be reasonable.
5. Present your top 2-3 choices to your supervisor, explaining what it would take for each choice and the pros and cons. Let your supervisor make the decision and also be prepared yourself to select the solution you prefer if your supervisor asks you.

The problem-solving steps listed here can also be used when faced with problems or difficult decisions at home. Sometimes it can be helpful to ask another adult to help you brainstorm some ideas for solutions. In the workplace, it can also be done as a team with other co-workers. For situations at home, involving your family in this process also helps children develop problem-solving skills that will last them a lifetime.

Problem-Solving Practice Activity

Your Turn:

Think of a problem you may be struggling with or you have struggled with in the past. Describe the problem and why it is a problem.

Name three possible ways of fixing the problem. Some of these solutions could be solutions you would not consider, but write them down just the same.

1. _____
2. _____
3. _____

Evaluate the pros and cons – the advantages/disadvantages or positives/negatives of each possible solution. What’s good and bad about each solution?

	<u>Pros:</u>	<u>Con’s</u>
1.	_____	_____
	_____	_____
	_____	_____
2.	_____	_____
	_____	_____
	_____	_____
3.	_____	_____
	_____	_____
	_____	_____

Select your first and second choice solutions based on evaluating the pros and cons:

1. _____
2. _____

BEING A TEAM PLAYER

One of the top reasons why people get fired is because they could not get along with co-workers and/or supervisors. Since most jobs require you to work closely with others, even those you do not agree with or even like, good communication and people skills are needed. Here are some tips for being a team player and productive employee:

➤ **Respect Others:**

- **Experience and time** – While you are learning your job, remember that others have been working for your employer longer than you have and have reasons for doing things the way they do. Take time to learn from them without wasting their time with numerous questions or interruptions. Don’t get angry or defensive if you are told you are doing something the wrong way. Thank them for the help they give you and give credit to them when and where it is due.
- **Opinion and ideas** – Be open and accepting of other’s opinions and ideas. This doesn’t mean you have to agree with them. However, take time to listen and learn from them. Once you learn more, you may find that your own opinion changes.
- **Work area and personal space** – Unless you have permission, do not move or take things from another person’s desk or area. When speaking with others, maintain a distance of 3-4 feet so as not to make them feel uncomfortable. Use “in-boxes” when

leaving documents, and attach notes identifying what it is and your name so they will know where it came from.

➤ **Gain Others' Respect:**

- **Be someone others can count on** – Keep commitments by showing up when and where you're supposed to be, following through on assignments, and meeting deadlines. Keep confidential information confidential.
- **Be a giver not a taker** – Attend meetings prepared to share information that others may not have, as well as offer your help when extra hands are needed.
- **Listen first, speak second** – Strive to understand other's ideas before jumping in with your own opinions. Be open and understanding when receiving direction or feedback – others are trying to help you and you can learn from their experience and knowledge.
- **Keep your private life private** – Make and receive personal phone calls during breaks and in a private area away from the ears of others. Don't share intimate, personal details of your life with co-workers.
- **Get rid of bad habits** – We all have them, what are yours? Swearing? Interrupting others? Talking too loud? Procrastinating? Complaining? Taking too many breaks? Frequently absent? Always being right? Be brave and ask a friend or family member where you need improvement.

10 Qualities of a Good Team Player

1. **Dependable** – others can count on you to *consistently* do your fair share and meet commitments.
2. **Communicates constructively** – you express thoughts and ideas clearly and honestly in a *positive, confident, and respectful* manner.
3. **Listens actively** – you absorb, understand, and consider the ideas of others without debating/arguing every point. You receive criticism without getting defensive. You have the self-discipline to listen first and speak second.
4. **Participates actively** – You are prepared for meetings and you listen and speak up in discussions – you do not sit passively on the sidelines. You take a “what can I do to contribute” approach.
5. **Shares openly and willingly** – including information, knowledge and experience. You take the initiative to keep others informed, both formally at meetings and informally day-to-day.
6. **Pitches in to help** – you find ways to work together despite differences. You respond to requests for assistance and take the initiative to offer help.
7. **Exhibits flexibility** – you adapt to changing situations without complaining or getting stressed-out.
8. **Works as a problem-solver** – you are not a problem-dweller, problem-blamer or problem-avoider. You are solution-oriented and discuss and collaborate with others.
9. **Supports and respects others** – you *consistently* treat others with courtesy and consideration. You show understanding and appropriate support of other team members to get the job done. You also have a sense of humor and know how to have fun, but *not* at the expense of others.



10. **Committed to the team** – you care about your work, the team, and the team’s work. You show up every day willing to give a good effort *without needing a push*.

Rate Yourself:

- Put a check next to those qualities you already possess.
- Circle those qualities you need to build.

Action Item:

- Make a commitment to practice improving those qualities you circled in team environments you are now involved in (at home or in work experience/volunteer roles, or training classes).



The ABCs of Success on the Job!

A is for Attitude! Smile, be positive, friendly, polite and willing to help in any way you can.

B is for Buddy-up! Find someone who knows the job and is willing to help you. Choose someone who has a positive attitude and enjoys working for the company.

C is for Company Policies! Learn the company policies so you will know what is acceptable and expected of you.

D is for Dress Appropriately! Look around and see who is doing well. Try to dress and groom in a similar way.

E is for Education! Get as much education as you can. Never stop learning. Knowledge is power and leads to higher paying jobs.

F is for Follow Instructions! Listen carefully, take notes, and don't be afraid to ask questions.

G is for Good Sense of Humor! Expect some mistakes and teasing as you establish yourself in your new work environment – be willing to laugh at yourself and learn. (Excessive abuse needs to be reported to a supervisor.)

H is for Healthy Lifestyle! Eat well, exercise, get enough sleep, and avoid smoking, alcohol, and drugs.

I is for Improvement! Commit to continuous improvement in both work skills and lifestyle – overcome negative habits and become a lifelong learner.

J is for Join In! Make an effort to be a team player. Pitch in to help, be flexible, and support and respect others.

K is for Keep Trying! It will take months for you to feel comfortable in your new job and with your new co-workers. Don't let little mistakes or fear hold you back, just keep doing the best job you can and ask questions when you are not sure.

L is for Learn Everything You Can! Takes notes as things are explained to you, don't rely on memory, and be willing to accept new assignments and projects in order to learn new skills.

M is for Motivation! Look for ways you can help and learn. Volunteer for tasks. Set goals for yourself and work hard to achieve them.

N is for Notify! If you have to be sick or late, notify someone at least 15 minutes before the normal start of your workday.

O is for Offer to Help! Be willing to offer your help with projects or special tasks.

P is for Punctuality! Arrive on time, early if you can, every day. Take care of personal stuff (getting coffee, greeting others, etc.) before your start time. Be on time for meetings.

Q is for Quality Work! Whatever work you are asked to do, always perform to the best of your ability.

R is for Reliable! Be where others expect you to be when expected, and keep your commitments. Don't call in sick unless absolutely necessary.

S is for Self-Confidence! Believe in yourself and your abilities. Fake it until you make it, if you must.

T is for Training! Seek out opportunities to learn new skills both on the job and outside of work.

U is for Useful! Always be looking for ways you can be of more service and use to your employer.

V is for Volunteer! If you have extra time to help out, don't wait to be asked – volunteer to do extra work or help out others whenever you can.

W is for Willing! Always be ready to *gladly* accept new challenges and work that is asked of you.

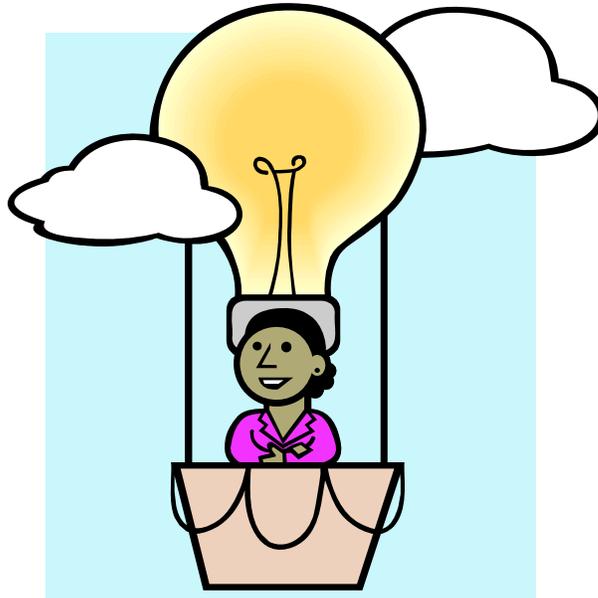
X is for Xerox! Photocopying can be a boring but necessary task. If you're asked, do it cheerfully.

Y is for You! Remember the saying: If it's to be, it's up to me! Only YOU can make it happen.

Z is for Zeal! Zeal is enthusiasm and diligence in pursuit of a cause or goal. Bring zeal to each workday and task that is asked of you. Employers love enthusiastic, zealous workers!



Section G



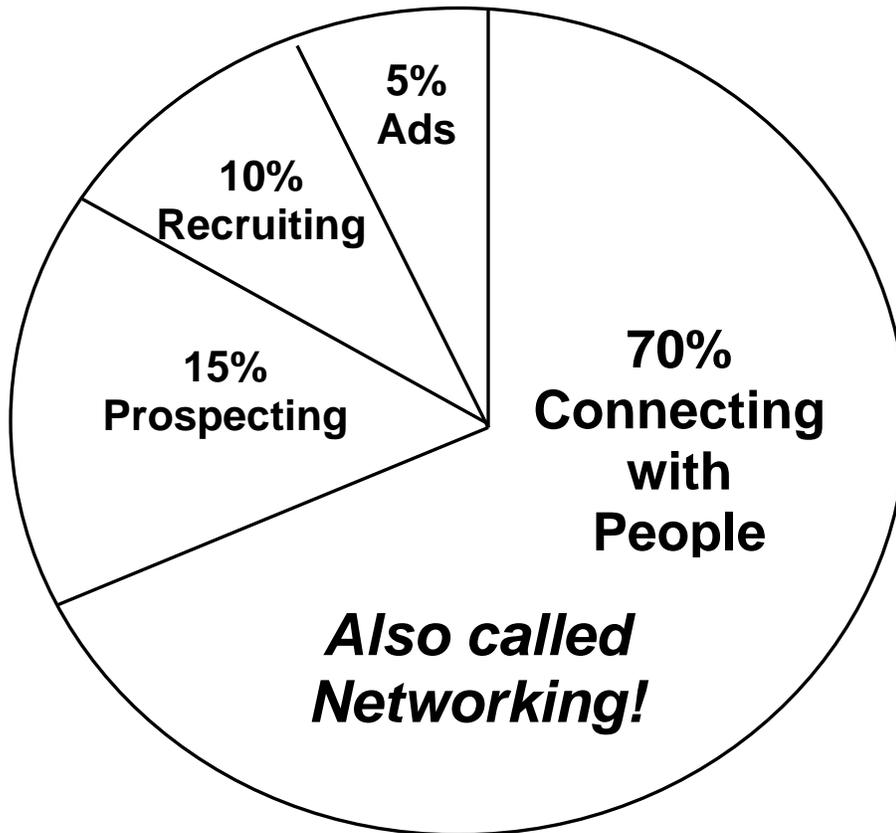
Resources

Answer Sheets, Forms, Websites and More!

Included here are answer sheets to some of the Portfolio exercises in this workbook, along with extra forms and helpful website links.

How Are Most Jobs Found?

Answer Sheet



Networking: Learning about and/or obtaining jobs through other people.

Prospecting: Finding jobs that are not advertised through unsolicited cover letters & résumés.

Recruiting: Using private, nonprofit or government agencies.

Ads: Jobs listed in newspapers, electronic job banks, web pages, or help wanted signs.

Answers to Proofreading Exercise for Job Application Errors

Compare your answers on the Job Application Proofreading Exercise with the following 12 things done wrong or poorly on this mini-application. These are the answers you should have found wrong:

1. Name is not in the correct order – Applicant didn't follow the directions. Should be: **Smith, Marcia L.**
2. No "Zip Code" for the applicant's address.
3. Skipped question "Are you legally authorized to work in the US?" and gave no response.
4. Left "Desired Salary" blank. Should have put in a range normally given for that type of job.
5. Left "Subject Studied" blank for subjects studied for school.
6. Left "Military" section blank – if it doesn't apply to you, you should enter **N/A**.
7. Didn't put employment in the proper order – should have entered the most recent job first.
8. Poor answer given for "Reason for Leaving" 1st employment. Better answer: **Accepted position at Hampton Inn.**
9. Poor answer given for "Reason for Leaving" 2nd employment. Better answer: **Needed more hours.**
10. Forgot to put a "Phone Number" for 2nd employment, but checked yes to contact them.
11. Didn't list "Duties Performed" for 2nd employment, wrote see resume instead.
12. Poor answer given for "Reason for Leaving" 3rd employment. Better answer: **Dismissed – Will discuss at interview.**

What Questions to Ask the Employer at the Interview

Answer Sheet

I should ask the following questions at a job interview:

	YES	NO
1. How would you describe a typical day in this position?	<u>Y</u>	_____
2. Are there times when I can work at home?	_____	<u>N</u>
3. How would “doing an excellent job” be described?	<u>Y</u>	_____
4. Are the working hours flexible?	_____	<u>N</u>
5. What would be the most important assignments during the first 3 months?	<u>Y</u>	_____
6. What is the pay?	_____	<u>N</u>
7. How many weeks vacation (or sick time) do I get?	_____	<u>N</u>
8. Is this a new position?	<u>Y</u>	_____
9. How often are raises given?	_____	<u>N</u>
10. When will you be making a decision?	<u>Y</u>	_____

A Sampling of Job Search Internet Links

Job Applications

www.nh.gov/nhes/jobseeker/documents/DES721Bcomplete.pdf

www.worksmart.ca.gov/tips_application.html

Sample On-Line Application for Practice:

www.careerkokua.org/js/jsa/article.cfm?id=12

Résumés

Jobstar.org/tools/resume/res-web.php

www.quintcareers.com/resres.html

www.quintcareers.com/resume_samples.html

www.damngood.com/sampleresumes

www.exampleresumes.org

www.resume-help.org/free_resume_examples.htm

Online or E-Résumés:

www.susanireland.com/eresumeguide/eresume/index.html

www.rileyguide.com/eresume.html

www.reslady.com/electronic.html

Cover Letters:

www.quintcareers.com/covres.html

Interviewing

<http://video.about.com/jobsearch/Preparing-for-a-job-Interview.htm>

www.monkeysee.com/play/2816-dress-for-an-interview-the-golden-rules-of-grooming

www.jobinterviewquestions.org/questions/interview-questions.asp

www.jobinterviewquestions.org/questions/interview-tips.asp

www.best-job-interview.com/free-interview-answers.html

www.nh.gov/nhes/documents/jobinterview-721c-doug-3-29-06.pdf

www.quintcareers.com/intvres.html

Thank You Letters

Jobsearch.about.com/od/thankyouletters/a/thankyouletters.htm

www.susanireland.com/thankyouletters/index.html

Self-Motivation, Self-Confidence

www.more-selfesteem.com/self_motivation.htm

www.womenwork.org/career/careercenter/Home/Home.htm

My Career Action Plan



The Sky's
the Limit!
*Dream It...
Achieve
It!*

*My
step-by-
step
plan for
reaching
my
Career
Goal.*

Career Goal that best matches my skills, interests, abilities, and income needs:

My Long-Term Career Goal:
NH's Average Wage:
NH's Anticipated Openings Per Year:

Step #6
Timeline:

Step #5
Timeline:

Step #4
Timeline:

Step #3
Timeline:

Step #2
Timeline:

Step #1
Timeline:

Current Job: _____ **If not employed, job goal:** _____
Wage: _____
Is this related to your Career Goal?

Instructions: Complete the top block first with your long-term career goal job based on one of the three Job Profiles you completed (pages B2-B4). Then complete the bottom block with your current stopgap job or job goal. Next fill in Steps #1 through #6 with actions you need to take to reach your career goal. Here are some examples of actions you may need to take but not necessarily in this order:

- Obtain entry-level job in my career field – name type of job and when.
- Volunteer within my career field to gain experience and skills – name where and when.
- Attend a short-term training program to obtain skills related to my career field – name type and when.
- Receive an Associate's or Bachelor's degree in my career field – name college and when.
- List any barrier(s) that are holding you back from your goal – list how and when you will address it.

My Career Action Plan



The Sky's
the Limit!
*Dream It...
Achieve
It!*

*My
step-by-
step
plan for
reaching
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Goal.*

Career Goal that best matches my skills, interests, abilities, and income needs:

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NH's Average Wage:

NH's Anticipated Openings Per Year:

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Timeline:

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NOTES

NH Division of Family Assistance (DFA)
NH Employment Program (NHEP)

Form NHEP225
11/11

DFA SR 11-45
(N/A)