

Modified Curriculum Guide

July 2024

Pathway to Success

This Modified Guide is an adaptation of the Pathway to Success Curriculum Guide that was prepared by KayLynn Hamilton and Blaire Wilson Toso for the Pennsylvania Department of Corrections. The original document has been retained and is available for consultation.

The information below applies to the original curriculum:

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Revision #1 November 2018

Revision #2 December 2019

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Revision-#4-July 2024

Disclaimer: The contents of this curriculum were developed under a grant from the United States Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86297, Dec. 30, 1980]

Pathway to Success: Unit List

- Unit 1: O*Net Interest Assessment
- Unit 2: Career Exploration: Unlocking Potential and Overcoming Barriers
- Unit 3: Smart Choices: Exploring Budgeting and Decision-Making Better
- Unit 4: Opportunities: What is available post incarceration? Creation of a
- Unit 5: Career Plan
- Unit 6: Introduction to PA CareerLink System and beyond.
- Unit 7: Resume, Cover Letters, and Applications
- Unit 8: Interview Skills
- Unit 9: What to Expect When on Probation
- Unit 10: Wrap up

Suggested hours by unit Total hours: 25 hours

- 1. 2 hours
- 2. 4 hours
- 3. 3 hours
- 4. 2 hours
- 5. 2 hours
- 6. 2 hours
- 7. 4hours
- 8. 3 hours
- 9. 2 hours
- 10. 2 hours

Unit 1 – ONET Interest Assessment

Overview

In this unit, students will use the O*NET Interest Profiler to identify areas of interest and competency; identify strengths and areas of improvement using the Foundation Skills Appraisal; and explore skills related to occupations within their chosen sectors.

Estimated Total Hours

2 hours

Objectives

- Students will be able to complete the O*Net Interest Profiler, review their results, and identify three jobs in their job zone.
- Students will be able to describe sectors and identify 3 sectors of interest.
- Students will be able to identify 3 occupations in each of the 3 interest sectors.
- Students will be able to complete the Foundation Skills Self-Appraisal and indicate evidence of competency in noted employability skills.
- Students will be able to identify how employability skills match occupations.

Portfolio Building Products

Completed O*NET Interest Profiler
Foundation Skills Self-Appraisal
Foundation Skills
Priority List

Suggested Activities

Activity #1: O*NET Interest Profiler
Activity #2: Introduction to Sectors
Activity #3: Job vs. Career
Activity #4: Introduction to Employability Skills (Foundation Skills) Activity #5: Foundation Skills Self-Appraisal
What would you do scenarios

Resources

O*NET Interest Profiler Instrument (Supplementary resources)
PA Career Guide
Foundation Skills Definitions
Foundation Skills Wheel Foundation
Skills Self-Appraisal

¹Adapted from Institute for the Study of Adult Literacy. (2004). Exploring work-based foundation skills in the ABLE classroom. Accessed at http://www.paadultedresources.org/wp-content/uploads/2016/05/foundation_skills_in_able_classroom-2-2-18.pdf

Unit 1, Activity 1

O*NET Interest Profiler

Description

This activity will introduce students to O*NET, O*NET Interest Profiler and the PA Career Guide Occupational Data Bank. The facilitator will present the resources available on O*NET and guide students through the Interest Profiler and related PA Career Guide resources. Students will complete the profiler and identify their occupational interests.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- O*NET Interest Profiler Instrument (Supplementary resources)
- O*NET Interest Profiler Score Report (Supplementary resources)
- PA Career Guide

Materials

Paper

Pencils

O*NET Interest Profiler

O*NET Interest Profiler Score Report

What would you do Scenarios

Procedure

1. Introduce students to Pathway to Success program. Tell students that the class will present opportunities to explore jobs and careers. The class will also include many activities that they will work to develop an understanding and plan for jobs. The class also introduces employability skills and the kinds of skills that employers require. Distribute folders and let students know that they will keep all of their work in these student portfolios. Inform students that they will participate in many assignments. The assignments that are labeled Portfolio Building Products they can be combined to create their Pathways to Success Portfolio and will also be included in their folders, to be collected and reviewed.
2. Briefly introduce students to O*NET Online. The introduction should orient the students to the purpose of O*NET Online and the tools. Tell the students that they will be learning more about this resource throughout the course.

O*NET Interest Profiler

- a. The O*NET Online program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET Online, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers. The Occupational Information Network (O*NET) is being developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.¹
- b. O*NET Tools to highlight:
 - a. **Interest Profiler**
 - b. **Job summaries**
3. **O*NET Interest Profiler**
 - a. Introduce the **O*NET Interest Profiler** using the instructions in the manual (*attached*). NOTE: An abbreviated Spanish version of the Profiler is available at <https://www.miproximopaso.org>.
 - b. Distribute the **O*NET Interest Profiler** and review vocabulary as needed.
 - c. Ask students to complete the **O*NET Interest Profiler**. Assist students as needed. Instructors may need to read each statement and guide the students to respond, depending on the class. Make sure all students have time to complete the **O*NET Interest Profiler**. NOTE: *This is a Portfolio Product, but will not be marked as such.*
4. **Interest Profiler** scoring
 - a. Following the instructions in the manual, teachers will score the **O*NET Interest Profiler**.
 - b. During the next class, students will get scores for each of the following *Interest Areas*: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
 - c. Have students share their results and what they think their scores mean to selecting a job.
5. **O*NET Interest Profiler** analysis using the **O*NET Interest Profiler Score Report**
 - a. Distribute individual **O*NET Interest Profiler** results to students. Introduce the descriptions for each of the occupational categories.
 - b. You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six *Interest Areas* described below. **R Realistic**: People with Realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with

¹ Accessed from <https://www.onetcenter.org/overview.html>

O*NET Interest Profiler

Realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

I Investigative: People with Investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

A Artistic: People with Artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

S Social: People with Social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

E Enterprising: People with Enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

C Conventional: People with Conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.²

- c. Have the students look at their scores and identify their Primary and Secondary Interest Areas.
- d. Have students pair up and discuss their results. Ask them to use the following questions to guide their discussion:
 - Do you agree with your identified Primary and Secondary Interest Areas? Why/Why not?
 - What jobs do you think might match up with your Primary Interests

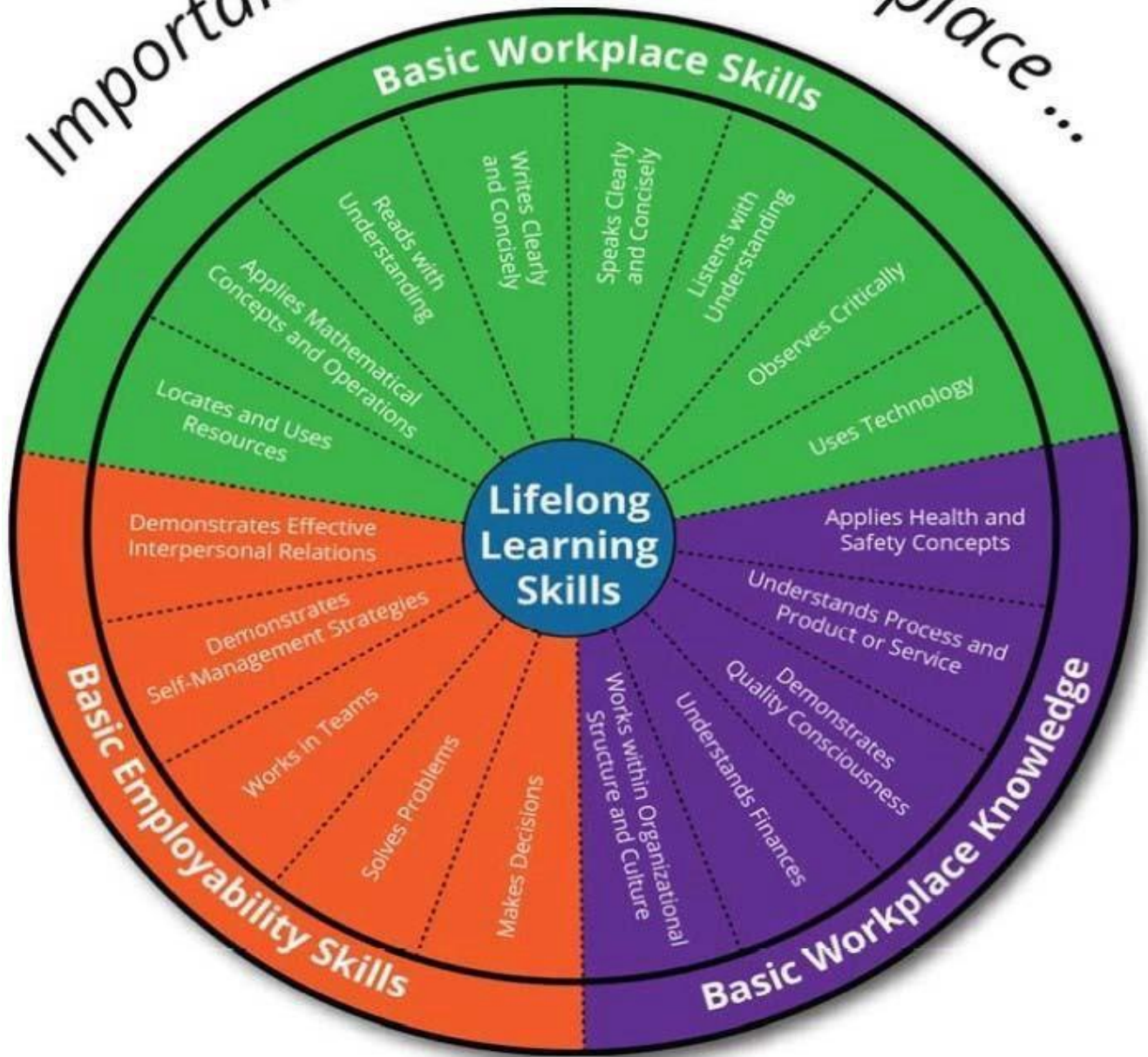
Formative Assessment

Informal assessment

Debrief using reflective questions such as:

- What did you learn about yourself?
- Using information in the PA Career Guide, how did you determine the career path?
- What information do you know about your job choices?
- What else do you need to know to make informed decisions about your job choices?

Important skills in the workplace ...



Which do *you* have?

Foundation Skills Self-Appraisal

Step 1:

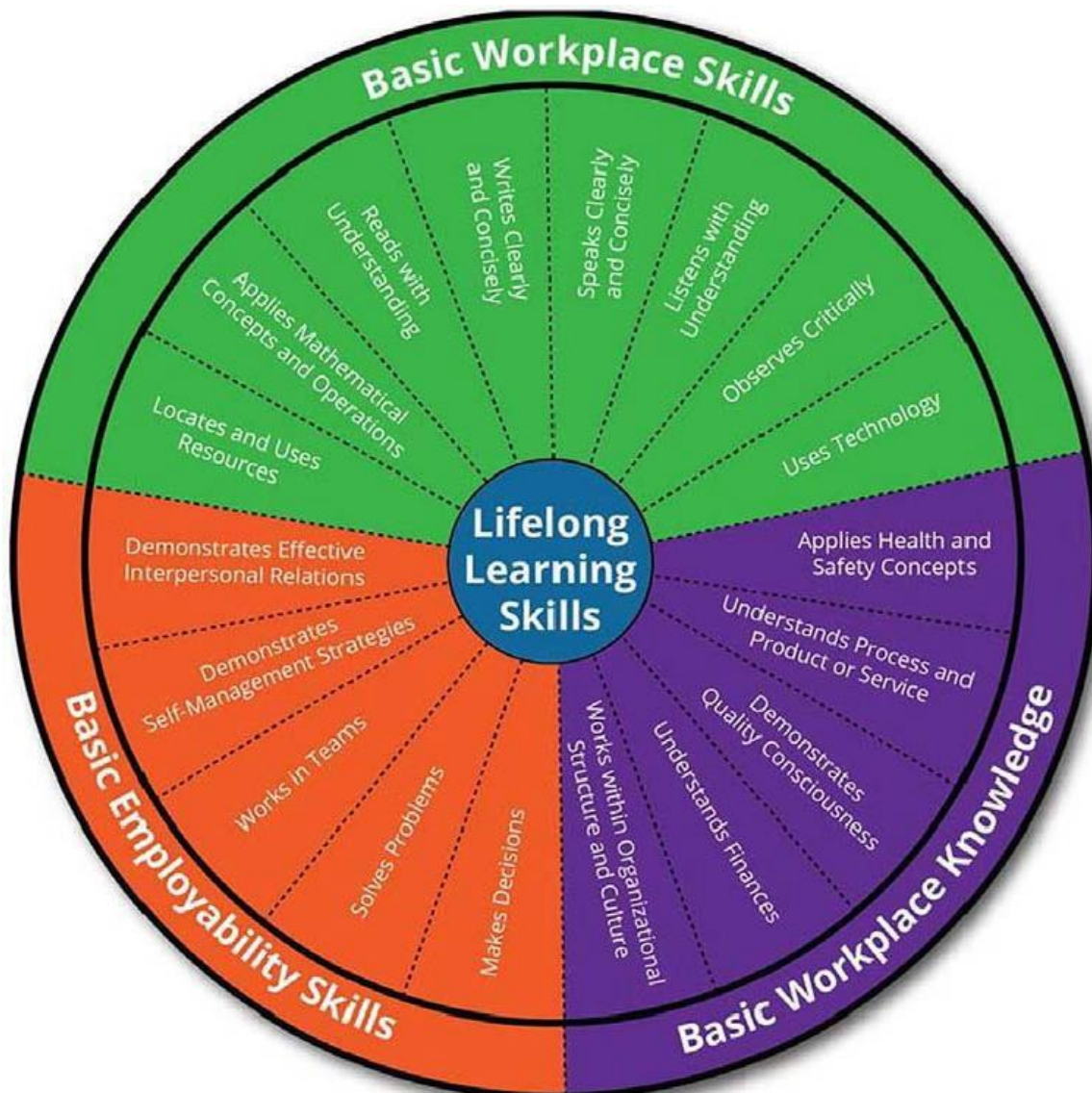
Using Foundational Skills Handout 1. Read each statement on the following page and check the box that most closely describes your typical behavior.

Step 2;

Review the appraisal according to the response chart on page 3 to determine your workplace foundation skill areas of strength and weakness.

Step 3:

Discuss the results with your instructor or case manager. Talk about your strengths and how they can help you on the job. Talk about the areas where you might improve and why they are important. Working with your instructor or case manager, you can develop a plan to strengthen those areas you need for success on the job.



Unit 1, Activity 2

Read the statements below and check the boxes that are most like you.	Almost never like me	Sometimes like me	Quite a bit like me	Not applicable
Basic Employability Skills				
1. I get along well with other people.				
2. I am on time for appointments and activities.				
3. I release stress in healthy ways.				
4. I work well in a team.				
5. I solve problems at work, home or school.				
6. I make decisions at work, home or school.				
Basic Workplace Knowledge				
7. Safety is important to me at work, home or school.				
8. I understand how this company operates.				
9. I know who to go to if I have a problem.				
10. Quality is important to me.				
11. I understand what profit means				
12. I understand the parts of a paycheck.				
13. I know the difference between products and services.				
14. I know how I help provide that product or service.				
Basic Workplace Skills				
15. I understand what I read.				
16. When someone tells me how to do something, I understand and go do it.				
17. I can write clearly and others can understand it.				
18. I communicate clearly so that when I talk with co-workers, other students, friends and neighbors, I am understood.				
19. I can do math including fractions, decimals and percentages.				
20. I pay attention to what is going on around me.				
21. I can use the computer with ease.				
22. I can use e-mail and the Internet.				
23. When I need something to do a job, I go find it.				
Lifelong Learning Skills				
24. I enjoy learning something new every day.				
25. I learn as much as I can when I begin a new project.				
26. I have set educational or work goals for improvement.				
27. I have used skills at work or school that I learned in life.				
28. I have used my work skills outside my work place.				
29. I am flexible when changes are required.				
30. I am willing to learn new skills to adapt to changes.				

To learn more about how to improve the following skills:	Refer to the following competency lists:
Basic Employability Skills	
1. I get along well with other people.	Demonstrates Effective Interpersonal Relations
2. I am on time for appointments and activities.	Demonstrates Self-Management Strategies
3. I release stress in healthy ways.	Demonstrates Self-Management Strategies
4. I work well in a team.	Works in Teams
5. I solve problems at work, home or school.	Solves Problems
6. I make decisions at work, home or school.	Makes Decisions
Basic Workplace Knowledge	
7. Safety is important to me at work, home or school.	Applies Health and Safety Concepts
8. I understand how this company operates.	Works Within Organizational Structure and Culture
9. I know who to go to if I have a problem.	Works Within Organizational Structure and Culture
10. Quality is important to me.	Demonstrates Quality ConFClousness
11. I understand what profit means	Understands Finances
12. I understand the parts of a paycheck.	Understands Finances
13. I know the difference between products and services.	Understands Process and Product or Service
14. I know how I help provide that product or service.	Understands Process and Product or Service
Basic Workplace Skills	
15. I understand what I read.	Reads with Understanding
16. When someone tells me how to do something, I understand and go do it.	Listens with Understanding
17. I can write clearly and others can understand it.	Writes Clearly and Concisely
18. I communicate clearly so that when I talk with co-workers, other students, friends and neighbors, I am understood.	Speaks Clearly and Concisely
19. I can do math including fractions, decimals and percentages.	Applies Mathematical Concepts and Operations
20. I pay attention to what is going on around me.	Observes Critically
21. I can use the computer with ease.	Uses Technology
22. I can use e-mail and the Internet.	Uses Technology
23. When I need something to do a job, I go find it.	Locates and Uses Resources
Lifelong Learning Skills	
24. I enjoy learning something new every day.	Lifelong Learning Skills
25. I learn as much as I can when I begin a new project.	Lifelong Learning Skills
26. I have set educational or work goals for improvement.	Lifelong Learning Skills
27. I have used skills at work or school that I learned in life.	Lifelong Learning Skills
28. I have used my work skills outside my work place.	Lifelong Learning Skills
29. I am flexible when changes are required.	Lifelong Learning Skills
30. I am willing to learn new skills to adapt to changes.	Lifelong Learning Skills

Unit 1, Activity 3

Directions: List three Foundation Skills that you would like to improve. What are some action steps or activities that you can do to improve these skills?

1. Priority Skill:

Why is this important for you to improve?

- Action step 1:
- Action step 2:

2. Priority Skill:

Why is this important for you to improve?

- Action step 1:
- Action step 2:

3. Priority Skill:

Why is this important for you to improve?

- Action step 1:
- Action step 2:

Unit 1, Activity 4

What Would You Do Scenarios

DIRECTIONS

1. Break students into groups of 4.
2. Give each group a scenario that they must discuss and solve as a group. Remind them to consider the O*NET Summary Knowledge, Skills, and Abilities.
3. Think about your group as a whole and utilize your own scenarios that will benefit the group and discussion

Scenario 1: You are a new employee on the job. You notice that another employee that was hired at the same time as you is not following the safety procedures.

What will you do? Why? What Foundational Skills would you need to use?

Scenario 2: You are an employee on the job. You notice that another employee that has been on the job for many years is not following the safety procedures.

What will you do? Why? What Foundational Skills would you need to use?

Scenario 3: You are a new employee on the job. Your supervisor calls you over and says that you have not been following the safety procedures.

How should you handle the situation? Why? What Foundational Skills would you need to use?

Scenario 4: You are a new employee on the job. Your supervisor calls you over and says that you have not been following the safety procedures. You know that you have been doing your job by the book.

How should you handle this situation? Why? What Foundational Skills would you need to use?

Unit 1 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 2– Career Exploration: Unlocking Potential and Overcoming Barriers

Overview

This unit is designed to empower participants by exploring job opportunities that are open to individuals re-entering the workforce after incarceration. The student will gain valuable insights into the process for requesting exceptions to job eligibility and how to talk about your incarceration in an interview. This unit will also address emotional/mental barriers and skills to regulate emotions.

Estimated Total Hours

4 hours

Objectives

- Students will be able to identify barriers to obtaining employment in particular occupations.
- Students will be able to identify processes and offer possible solutions or strategies to circumnavigate barriers, including requests for waivers or to accelerate clearance or meeting of requirements for particular occupations.
- Students will be able to list key components of requests for exceptions.
- Students will be able to give a elevator speech during an interview to address their conviction and highlight their comeback story.

Suggested Activities

Activity #1: Opportunities for Employment

Activity #2: Unlocking employment opportunities

Resources

- Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
- External Link - <https://clsphila.org/wpcontent/uploads/2020/06/legalremedies-and-limitations->

Unit 2, Instructor Information

Occupational Licenses

Some occupations and professions require a license and are regulated by licensing boards created under state statute. The individual licensing boards are generally given a great deal of discretion to determine the fitness of individuals applying for licenses or certificates and are authorized to refuse or revoke licenses where the applicant has been convicted of any felony or misdemeanor that relates to the relevant trade, occupation, or profession. Many licensing boards are required to consider convictions when making licensing decisions or are even prohibited from licensing individuals with certain convictions.

All licensing boards, however, are governed by a state statute that gives some guidance on the consideration of criminal records. Under 18 Pa. C.S.A. § 9124, licensing boards cannot consider:

- *Records of arrest if there is no conviction of a crime based on the arrest*
- *Convictions that have been annulled or expunged*
- *Convictions of a summary offense*
- *Convictions for which the individual has received a pardon from the Governor*
- *Convictions that do not relate to the applicant's suitability for the license, certificate, registration, or permit*

Licensing boards are permitted to consider records

- *Where the applicant has been convicted of a felony.*
- *Where the applicant has been convicted of a misdemeanor that relates to the trade, occupation or profession for which the license, certificate, registration, or permit is sought.*
- ***Individuals with criminal records who are considering training for specific professions should contact the appropriate licensing board to determine whether a particular policy or restriction will make a license in that field difficult or impossible to obtain.***
- *Individuals who are provisionally denied a license because of a criminal record can appeal such a denial and seek legal representation to challenge the denial at a hearing in Harrisburg.*

The following is a list of licensing boards that may or do consider criminal convictions in their licensing decisions.

<i>Accountant</i>	<i>Architect</i>
<i>Auctioneer</i>	<i>Barber</i>
<i>Bondsman</i>	<i>Casino employee (gaming employee)</i>
<i>Casino employee (nongaming employee)</i>	<i>Chiropractor</i>
<i>Cosmetologist</i>	<i>Dental Hygienist</i>
<i>Dentist</i>	<i>Employment Agent</i>
<i>Engineer, Land Surveyor, Geologist</i>	<i>Funeral Director</i>
<i>Horse Racing (applies to anyone employed at horse gambling or race meetings, including vendors and stable workers)</i>	<i>Hunting/Trip Permit Salesperson</i>
<i>Insurance Adjuster</i>	<i>Medical Technician, Emergency (EMT)</i>
<i>Midwife</i>	<i>Mortgage Broker</i>
<i>Motor Vehicle Dealer</i>	<i>Nurse (Registered Nurse and Licensed Practical Nurse)</i>
<i>Occupational Therapist</i>	<i>Optometrist</i>
<i>Osteopath</i>	<i>Pawnbroker</i>
<i>Pharmacist</i>	<i>Physical Therapist/Athletic Trainer</i>
<i>Physician</i>	<i>Physician's Assistant</i>
<i>Podiatrist</i>	<i>Private Detective</i>
<i>Psychologist</i>	<i>Radioactive Waste Disposal</i>
<i>Real Estate Appraiser</i>	<i>Real Estate Broker</i>
<i>Salesperson of Game of Chance</i>	<i>Speech Pathologist/Teacher of the Impaired</i>
<i>Social Worker</i>	<i>Tax Assessor</i>
<i>Taxi Driver</i>	<i>Truck Drivers of Hazardous Materials</i>
<i>Vehicle Damage Appraiser</i>	<i>Veterinarian</i>

Accessed from

<https://clsphila.org/sites/default/files/issues/Legal%20Remedies%20and%20Limitations%20on%20the%20Employment%20of%20People%20with%20Criminal%20Records%20in%20Pennsylvania-%20May%202016.pdf>

Jobs Not Available Due to Criminal Record

The following are professions in which employers are legally prohibited by law from hiring persons with certain offenses:

- Broad Restriction: “Working with Children”
- Aircraft/Airport Employees (applies to those with direct access to airplanes or secure airport areas and to security screeners)
- Armored Car Crew Member
- Bank Employee
- Child Care
- Child Care Workers in Federal Agencies or Facilities
- Employee Benefits Employee
- Insurance Company Employee
- Nursing Home/Home Health Care/Other Workers in Long-Term Care Facilities
- Police
- Port Workers
- Prison Private Security (Federal)
- Private Detective (including employees of organizations with private detective licenses)
- School Employees
- U.S. Government Employee

Unit 2 Activity 1

Description

This activity will introduce students to the various factors that will influence employment opportunities while providing them with valuable strategies to successfully navigate any challenges.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- *Legal Remedies and Limitations: Employment of People with Criminal Records in Pennsylvania*
- Internal Link - [Career Pathways Intranet - Pathway to Success Resources](#)
- External Link - <https://clsphila.org/wpcontent/uploads/2020/06/legal-remedies-and-limitations-june-2022.pdf>

Materials:

Paper

Pencil

Unit 2 Activity 1 Handouts 1-2

Procedure

1. Introduce unit topic, describing that much of this information is provided on a summary sheet that students can keep in their portfolios. Distribute Handouts 1 and 2 and encourage students to take notes during the presentation. Using the Instructors' Information sheet, share information about professions in which employers are **legally prohibited by law** from hiring persons with certain offenses. Generate discussions about why this is a requirement. Follow with information about licensing boards that **may consider** a criminal record. Be sure to include the following:
2. *All licensing boards, however, are governed by a state statute that gives some guidance on the consideration of criminal records. Under 18 Pa. C.S.A. § 9124, licensing boards cannot consider:*
 - *Records of arrest if there is no conviction of a crime based on the arrest*
 - *Convictions which have been annulled or expunged*
 - *Convictions of a summary offense*
 - *Convictions for which the individual has received a pardon from the Governor*
 - *Convictions which do not relate to the applicant's suitability for the license, certificate, registration or permit*
3. *Licensing boards are permitted to consider records:*
 - *Where the applicant has been convicted of a felony*
 - *Where the applicant has been convicted of a misdemeanor which relates to the trade, occupation or profession for which the license, certificate,*

- registration or permit is sought*
4. *Individuals with criminal records who are considering training for specific professions should contact the appropriate licensing board to determine whether a particular policy or restriction will make a license in that field difficult or impossible to obtain.*
 5. *Individuals who are provisionally denied a license because of a criminal record can appeal such a denial and seek legal representation to challenge the denial at a hearing in Harrisburg. ¹*
 6. Information on licensing boards can be found online or in the library.
 - **Ask students if this will affect the jobs or career pathways that they have chosen and what additional information they may need.**
 7. Using Activity 1 Handout 3, guide students through the procedure for writing a letter for additional information about certifications and criminal records. Explain that even though these jobs may not align to the students' target jobs, they may learn about different jobs throughout the program and may want to write a letter in the future. Work in pairs to develop responses to the points listed in Handout 3. Share responses with the class and allow time for discussion.
 - Using Activity 1 Handout 4, as a template, instruct students to write a letter. Distribute paper for students to practice letter writing. **Everyone participates in the letter writing activity.**
 8. *In many cases you will deal with your criminal record verbally *This could be because there is no obvious way to bring the subject up in written form, they may not ask for or have the facility for you to upload a cover letter. Or you may make the judgement that in this instance it would be better to approach this orally. In this situation it is important to have a very brief "elevator" speech memorized and practiced. You do not want to stumble while delivering the speech.**
 9. *Using Activity 1 Handout 4, explain the main parts of the elevator speech.*
 - *This speech should begin with acknowledgement of your offense, do not describe or dwell on it, short and to the point. Example, I was found guilty or plead to state the offence. If it was a long time ago, give the year.*
 - *Then without a pause begin a string of the productive, relevant things you have accomplished or learned since then. The second part should be much longer than the first.*
 - *If there are any follow up questions about the offense do not lie (everyone has access to the internet) but do not dwell on details. And once again end with mention of the changes that you have made*
 - **. PRACTICE THIS OUT LOUD WITH EACH OTHER, OFFER CONSTRUCTIVE SUGGESTIONS, MODIFY AND PRACTICE.**

Unit 2 Activity 1 Handout 1

Common Barriers to Employment

Directions: Based on the teacher's presentation, answer the questions below on the job/career you chose.

The following lists types of positions in which employers are legally prohibited by law from hiring persons with certain offenses:

• Broad Restriction: "Working with Children"	• Aircraft/Airport Employees
• Armored Car Crew Member	• Bank Employee
• Child Care	• Child Care Workers in Federal Agencies or Facilities
• Employee Benefits Employee	• Insurance Company Employee
• Nursing Home/Home Health Care/Other Workers in Long-Term Care Facilities	• Police
• Port Workers	• Prison Private Security (Federal)
• Private Detective (including employees of organizations with private detective licenses)	• School Employees
• U.S. Government Employee	

How might you overcome potential barriers?

Is there additional information you need about any of these jobs or careers?

Unit 2 Activity 1 Handout 2

The following licensing boards *may* or *do* consider criminal convictions in their licensing decisions:

- | | |
|---|--|
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Architect |
| <input type="checkbox"/> Auctioneer | <input type="checkbox"/> Barber |
| <input type="checkbox"/> Bondsman | <input type="checkbox"/> Casino employee (gaming employee) |
| <input type="checkbox"/> Casino employee (nongaming employee) | <input type="checkbox"/> Chiropractor |
| <input type="checkbox"/> Cosmetologist | <input type="checkbox"/> Dental Hygienist |
| <input type="checkbox"/> Dentist | <input type="checkbox"/> Employment Agent |
| <input type="checkbox"/> Engineer, Land Surveyor, Geologist | <input type="checkbox"/> Funeral Director |
| <input type="checkbox"/> Horse Racing (applies to anyone employed at horse gambling or race meetings, including vendors and stable workers) | <input type="checkbox"/> Hunting/Trip Permit Salesperson |
| <input type="checkbox"/> Insurance Adjuster | <input type="checkbox"/> Medical Technician, Emergency (EMT) |
| <input type="checkbox"/> Midwife | <input type="checkbox"/> Mortgage Broker |
| <input type="checkbox"/> Motor Vehicle Dealer | <input type="checkbox"/> Nurse (Registered Nurse and Licensed Practical Nurse) |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Optometrist |
| <input type="checkbox"/> Osteopath | <input type="checkbox"/> Pawnbroker |
| <input type="checkbox"/> Pharmacist | <input type="checkbox"/> Physical Therapist/Athletic Trainer |
| <input type="checkbox"/> Physician | <input type="checkbox"/> Physician's Assistant |
| <input type="checkbox"/> Podiatrist | <input type="checkbox"/> Private Detective |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> Radioactive Waste Disposal |
| <input type="checkbox"/> Real Estate Appraiser | <input type="checkbox"/> Real Estate Broker |
| <input type="checkbox"/> Salesperson of Game of Chance | <input type="checkbox"/> Speech Pathologist/Teacher of the Impaired |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Tax Assessor |
| <input type="checkbox"/> Taxi Driver | <input type="checkbox"/> Truck Drivers of Hazardous Materials |
| <input type="checkbox"/> Vehicle Damage Appraiser | <input type="checkbox"/> Veterinarian |

Unit 2 Activity 1 Handout 3

What to Include in Your Personal Statement Letter

1. Introduce yourself
2. State the job title you are applying for.
 - a. For example, “I am writing to you about my application for a security guard position.”
 - b. Summarize where you are in the application process. For example, “I recently received a conditional job offer.”
 - c. Remind the prospective employer why you are qualified for the position
 - d. Summarize your job qualifications
 - e. Describe the work-related qualities, skills, and work ethic that make you a good fit for the job
 - f. Describe your interest in the specific position (this should be tailored to the specific job description and qualifications)
3. Address the Conviction
 - a. The purpose of this section is to tell the employer that you accept responsibility for the conviction(s) on your RAP sheet and to show remorse for any harm that resulted.
 - b. You may have completely valid grievances with the way you were treated by the criminal legal system. However, your personal statement is not the best place to express those feelings because employers may view that as “making excuses” for your conviction.
 - c. The goal of your personal statement is to help you get the job.
 - d. Address the facts of the conviction(s) in 1-3 sentences
 - e. Accept responsibility for the conviction. For example, “In 1993, I was convicted of...”
 - i. Only address the crime(s) you were actually convicted of: ▪ For example, if you were charged with a felony but you pled guilty to or were convicted at trial of a misdemeanor, you ONLY need to address the misdemeanor.
 - ii. Do not talk about the original charges.
 - iii. Do not address any charges that were dismissed, sealed, or expunged, or for which you received a youthful offender adjudication.
 - iv. If the conviction(s) occurred a long time ago, consider mentioning the date. For example, “The circumstances leading to my conviction occurred more than 16 years ago.”
 - v. You can also mention your age at the time of the conviction(s) to highlight the amount of time that has passed and the fact that you have

matured since then. For example, “In October 2012 when I was 22 years old, I was convicted of...”

- vi. Describe any remorse you feel for the actions that led to your conviction(s). For example, “I am deeply remorseful that I caused pain and suffering to another human being, my community, and, my family. “
 - vii. Explain briefly how you have changed since the time of the conviction(s), what motivated you to make those changes, and the steps you have taken to get there. [You will support this with your evidence of rehabilitation, as described in the section below.]
 - viii. What are the experiences, feelings, or reflections that inspired you to seek and achieve positive change? Think about what would help the employer look past your conviction(s) and see the person you are today. ▪ Example: “I was motivated to change by the realization that people I love depend on me.”
 - ix. Focus on the changes in your life since the conviction, rather than explaining why you were involved in the offense or how you were unfairly treated by the system.
 - 1. Example: “After my release I moved to a new area so that I would not be around the people I got arrested with.”
 - 2. Example: “I joined a leadership group at my church, where I found new mentors and learned strategies that helped me make positive choices in my life.”
 - 3. Example: "In the time since my conviction, I have grown up a lot. I now have a more mature perspective and insight into my behavior.”
4. Show Evidence of Rehabilitation The purpose of this section is to further describe your positive change in more detail. This is your opportunity to show the employer who you are now and the work you did you to get here. This is also a chance to show the employer why you are qualified for this job.
- a. You can strengthen your demonstration of personal change by attaching other evidence of rehabilitation, such as letters of recommendation. In some cases, several years may have passed between the “offense,” meaning the actions that led to your conviction, and the date you were actually convicted. If the offense was much earlier than the conviction you may have started making positive changes to your life even before your date of conviction.
 - i. Professional/Educational Experiences
 - ii. Previous employment (including length of time in the position, job description, job responsibilities)
 - iii. Education, including job training and vocational certificate programs
 - iv. Volunteer work or internships
 - b. Highlight anything related to the responsibilities of the job you are applying for

- i. Example: For a job that lists “time management” and “strong people skills” as necessary qualifications, someone might write, “For the past three years I have helped organize a summer youth basketball tournament in my neighborhood. This requires time management skills to meet important deadlines and good people skills to do outreach to local community groups that work with young people.”
 - ii. Personal Experiences o Support and guidance from family, friends, and mentors
 - iii. Involvement in a spiritual or religious community or personal practice
 - iv. Involvement in community groups or hobbies
 - v. A change in your environment
 - vi. A change in your priorities, for example, that you are now focused on education or family
 - vii. Involvement in counseling or similar programs
 - viii. This is sensitive and private information that is not necessary to disclose in most personal statements. You may choose to disclose in cases where the counseling directly relates to your conviction, for example, if you successfully completed an anger management program after a conviction that involved a conflict with someone. You should weigh the benefit of sharing this information carefully.
5. In 1-3 sentences, summarize your personal statement. Consider including the following:
 - a. Summarize why you want this job based on the specific job description or employer
 - b. Summarize the qualities that that make you a good candidate
 6. Briefly restate remorse and/or responsibility for conviction
 7. Briefly highlight that you have made positive changes
 - a. Example: “I would love to work at [Company Name] because of the important service you provide to my community. I am deeply remorseful for the mistakes I made in my past and have worked hard to transform my life in the five years since my last conviction.”
 8. Thank the employer for their consideration
 9. Sign the letter (Example – “Sincerely, [your first and last name]”)

3 Tips on How to Talk About your Criminal Background in a Job Interview

Interviewing with a felony is frustrating for many reasons. You want to be upfront and honest about your past, but you don't want to eliminate your chances of getting the position. At Honest Jobs, our purpose is to minimize this stress throughout the hiring process and match you with second-chance employers who are open to accepting your situation.

It is important for you to understand how to explain your background in terms of the values you have gained and the lessons you have learned through your experiences with the criminal justice system. As long as you're honest about your record and can prove to employers that you've turned your life around, many will give you a chance.

Here are tips on how to interview with a felony record:

1. Be Honest

Unfortunately, there is no one-size-fits-all approach when it comes to interviewing with a criminal background, since a lot depends on the type of crime and the employer interviewing you. However, we suggest being upfront and honest as soon as you have the opportunity to talk about your background. This approach takes more time, effort, and resilience, but getting hired after being honest with your interviewer lays the foundation for a solid reputation and career with the company. Additionally, most people will appreciate your honesty and the fact that you are working hard to overcome past mistakes.

2. The C.O.D.C. Storyline

Following the C.O.D.C. storyline can help you explain your background resulting in a positive outcome.

- **C = Circumstances: What was your life like before the crime?**

Explain what may have led to you committing a crime. There are many factors, such as depression, hard times, or hanging out with the wrong crowd that even people without a criminal record can often relate to. Understanding the circumstances can help your interviewer to see past the crime and focus more on your potential.

- **O = Ownership: Take responsibility for the crime and punishment.**

After you have communicated where you were in life at the time of your offense, make sure you demonstrate taking responsibility for your actions. You want your interviewer to know that you recognize the importance of your punishment and any positive effects it had on your character.

- **D = Development: What have you learned from your mistakes?**

Once you have explained how your punishment affected you, point out 3-4 things you have done/are doing to turn your life around. Your family, work, school, church, community, and personal passions are excellent topics to talk about. Do your best to relate these things to the job for which you are interviewing. For example, you could share how hard you've worked to rebuild your relationship with your family, and you are excited by the opportunity to be able to financially support them if hired.

- **C = Change: What actions you have taken to better yourself?**

Summarize who you are now and what you have to offer. Highlight your personal mission and values to show that your actions are built on a solid foundation. The hiring decision often comes down to the candidate's core values and personality. Also, remember to talk in terms of the job position you are applying for when explaining what skills and abilities you have.

3. Follow the Employer's Lead

After you have disclosed your background, some employers won't ask for additional details about your criminal record, or they might only want to focus on job-related topics like the skills you gained during incarceration. If this is the case, be honest, but only share the details you feel are important for them to understand your situation. There's no need to overshare what happened in the past. The interview should focus on your skills and how you can contribute to the employer, rather than thoroughly explaining your offense.

Unit 2 Activity 2

Description

This activity will introduce students to other potential barriers to employment and examine potential solutions to resolve these barriers.

Estimated Time Required

1 hour

Facilitator Preparation

Review handouts for Activity 2

Materials

Paper

Pencil

Common Barriers to Employment (unit 2 activity 2 handout 1)

Procedure

1. Distribute handout 1 and introduce the barriers listed on the page. Have each student complete the form. Monitor class for completion of the checklist and then pair students to complete the open-ended questions at the bottom of the page.
2. Distribute handout 2 and have students complete the worksheet. Each student must address at least three of their barriers to employment. After students have had enough time to complete the handout, report out. Ask class for additional responses to similar barriers and brainstorm additional ideas.

Formative Assessment

Informal assessment

1. Debrief using reflective questions such as:
 - a. What did you learn about jobs that may not be available?
 - b. Are there any jobs that you had considered but now feel may not be realistic choices?
 - c. How can you address these barriers while you are incarcerated?
 - d. Has this changed anything about your future job and career goals?
 - e. What Foundation Skills will you need to improve to be able to address some of these barriers?

Unit 2 Activity 2 Handout 1**Common Barriers to Employment**

Directions: Check all that you think are a barrier for you to gain/keep employment.

- | | |
|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Clothing for work |
| <input type="checkbox"/> Disabilities | <input type="checkbox"/> Disadvantaged background |
| <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Drug and/or alcohol abuse |
| <input type="checkbox"/> Education | <input type="checkbox"/> Employer biases |
| <input type="checkbox"/> Has a child with special needs | <input type="checkbox"/> Housing issues or homelessness |
| <input type="checkbox"/> Job search skills | <input type="checkbox"/> Lacks basic and <u>employability skills</u> |
| <input type="checkbox"/> Limited English proficiency | <input type="checkbox"/> Long-term welfare recipient |
| <input type="checkbox"/> Mental illness | <input type="checkbox"/> Needs training |
| <input type="checkbox"/> Needs child care assistance | <input type="checkbox"/> No high school diploma |
| <input type="checkbox"/> No transportation Limited | <input type="checkbox"/> Gaps in employment Criminal |
| <input type="checkbox"/> transportation | <input type="checkbox"/> Record |
| <input type="checkbox"/> Coworker Biases | <input type="checkbox"/> Lack of Job References |
| <input type="checkbox"/> Alarm clock (Do you have a clock or watch or phone that will help you keep track of time so that you can get to work on time?) | <input type="checkbox"/> Lack of role models with jobs (Do you have someone who you look up to who has a job and can help you understand the world of work?) |
| <input type="checkbox"/> Availability of documents needed for employment (Social Security number, clearances, legal status) ¹ | |

Which of these do you consider as barriers to your employment?

What other barriers do you face?

Which of these barriers are within your control?

Keeping these barriers in mind, how would addressing and looking for solutions affect your opportunity to get a job?

Unit 2 Activity2 Handout 2

Directions: In groups, complete the following for similar barriers you've identified. List what is the barrier, how will you overcome the barrier, what is a possible change that may affect this barrier, and what are other resolutions available.

Barrier	Resources used in past	Current Resolution	What if	Other Resolution (s)
Example: Transportation to work	Wife drove me	Ride with Co-worker	Co-worker gets fired	<ul style="list-style-type: none"> • <i>Find a ride with another co-worker</i> • <i>Buy car</i> • <i>Ride bus</i> • <i>Move closer to work to walk</i>

Unit 2 Activity 3

Description

Students will be able to: Identify barriers of cognitive distortions and negative thinking. Identify processes and offer possible solutions or strategies to circumnavigate mindset, including coping skills and understanding emotions.

Identify positive and negative emotions and opportunities to navigate emotions during the reentry process

Materials

Paper

Pencils

Instructors information

Handouts Unit 3 Activity 3 handout1 -4

Instruction Sequence:

Cognitive Distortions (Handouts 1 & 2)

1. Introduce unit topic; reference foundational skills from Unit 1. Distribute Handouts 1 and 2. Using the instructor's information sheet, share information about the different thinking traps and cognitive distortions. Provide examples of the different thinking traps and distortions and how these could affect the reentry process and integration into the work force.
2. Explain that even though these ways of thinking may be difficult to navigate and change, they may learn about different ways to identify their current thinking and ways to adjust their thinking through mindfulness and recognition of the positive and negative outcomes of their thinking. Work in groups to discuss the different thinking and how it may have affected their life before and during incarceration and how making changes could affect reintegration. Share responses with the class and allow time for discussion.

Emotional Regulations (Handout 3 & 4)

2. Review the instructor guide on how to begin the discussion of emotions. Introduce the idea of emotions. Ask each student what they know about emotions and to provide examples of what they know. Instruct students to identify which emotions they have/ currently are experiencing. Divide the class into small groups. Using the inner most circle of emotions (Happy, Sad, Disgusted, Angry, Fearful, Bad, Surprised), have students identify the definition of each emotion. Have each group report out the definitions/examples they have come up with for each emotion.
3. Distribute Emotional Wheel and introduce the idea of sub-emotions. Encourage students to discuss within their group the sub-emotions for each of the inner most circle emotions and to identify how the sub-emotions correlate with the main emotions first discussed. After students have had enough time to discuss in their group, come together as a class to discuss their thoughts.
4. Distribute emotion iceberg worksheet. Instruct the students to identify one emotion that they are currently experiencing or one that has been felt more frequently. Guide them through understanding their surface emotion and the emotions that are truly felt underneath.
5. Review the concept of how thinking can affect emotions and vice versa. Identify ways to process and handle different emotions and ways of thinking.

Unit 2 Activity 3 Handout 1

Cognitive Distortions

Cognitive distortions are irrational thoughts that can influence your emotions. Everyone experiences cognitive distortions to some degree, but in their more extreme forms they can be harmful.

Magnification and Minimization: Exaggerating or minimizing the importance of events. One might believe their own achievements are unimportant, or that their mistakes are excessively important.

Catastrophizing: Seeing only the worst possible outcomes of a situation.

Overgeneralization: Making broad interpretations from a single or few events. “I felt awkward during my job interview. I am *always* so awkward.”

Magical Thinking: The belief that acts will influence unrelated situations. “I am a good person—bad things shouldn’t happen to me.”

Personalization: The belief that one is responsible for events outside of their own control. “My mom is always upset. She would be fine if I did more to help her.”

Jumping to Conclusions: Interpreting the meaning of a situation with little or no evidence.

Mind Reading: Interpreting the thoughts and beliefs of others without adequate evidence. “She would not go on a date with me. She probably thinks I’m ugly.”

Fortune Telling: The expectation that a situation will turn out badly without adequate evidence.

Emotional Reasoning: The assumption that emotions reflect the way things really are. “I feel like a bad friend; therefore I must be a bad friend.”

Disqualifying the Positive: Recognizing only the negative aspects of a situation while ignoring the positive. One might receive many compliments on an evaluation, but focus on the single piece of negative feedback.

“Should” Statements: The belief that things should be a certain way. “I should always be friendly.”

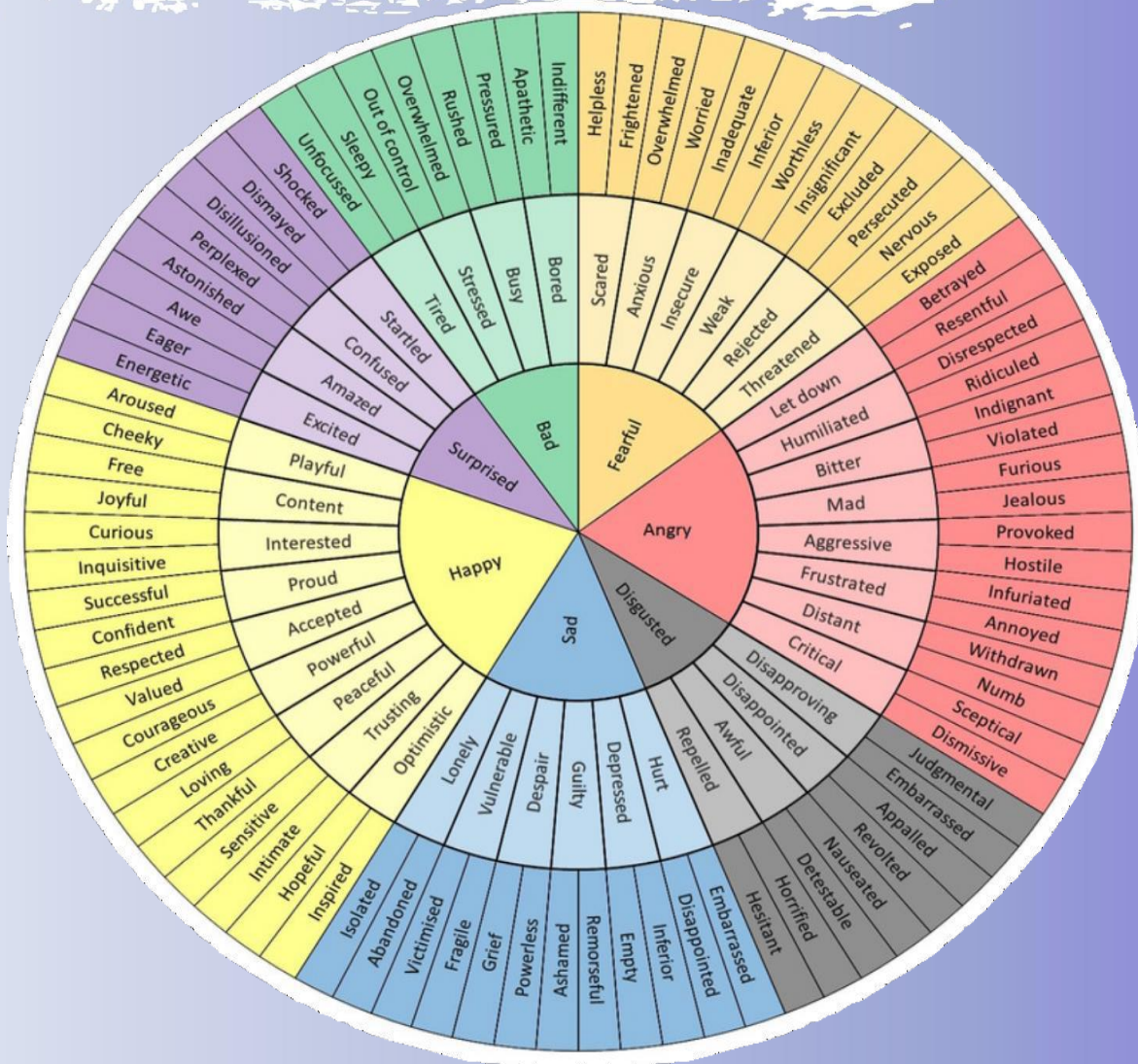
All-or-Nothing Thinking: Thinking in absolutes such as “always”, “never”, or “every”. “I *never* do a good enough job on anything.

Unit 2 Activity 3 Handout 2**CRIMINAL THINKING PATTERNS**

Instructions: For each of the following criminal thinking patterns write a one paragraph explanation on how each relates to you and the crime you committed.

1. **Entitlement** – If I want it, I need it. I should get everything I want. I deserve as much as someone who has perhaps worked harder than me. People owe me. The world owes me; I have to get my piece before you get yours. I deserve more than others. I deserve things for nothing. The world should suit me, not me suit the world. Things should be my way.
2. **Super-Optimism** – I think that things are a certain way so it must be this way. I can do anything; I won't get caught because I am not like others. I have not got caught after doing many crimes, I am smarter than last time I attempted the crime. I will do it different this time. I don't need treatment anymore; I know what is best for me. I know enough to be done with treatment.
3. **Mollification** – Downplaying the seriousness of a criminal or irresponsible behavior. Blaming, justifying poor choices, excuse making. Being vague about the specifics of one's actions. Claiming it is okay because others do it or have done worse. Minimizing the effects of the behavior.
4. **Sentimentality** – I am a good person. I have only been in trouble a few times; I love my children and family. I will do great harm to others who victimize my family, claiming to be sentimental toward family, elders, animals, or children while committing criminal acts. Doing good deeds to cover up or justify poor decisions.
5. **Victim Stance** – Poor me. I am a victim of the "System", I was snitched on. I am a victim if I don't get what is coming to me. I am being picked on when others hold me accountable or give me consequences. Avoiding the fact that I am a perpetrator and not a victim. Failing to recognize or acknowledge the true victim of my actions.
6. **Cutoff** – Thinking "Forget It", "F... It", "Who Cares". It's in the past, I can't do anything about it now, and I don't dwell on the past. I forgot. I don't know, I don't remember, eliminating feeling or thoughts through substance use or further acting out. Eliminating feelings by covering them with anger or range due victim stance.
7. **Justifying/Excuse Making** – Criminals make excuses for anything and everything when held accountable for violating rules, laws, and others' basic rights. Criminals state and believe they acted out because of a "Very Good" reason other than the fact that they simply acted out of a lack of empathy or selfishness. When criminals make excuses, they are justifying what they did to make it okay in their mind. This sets them up to be able to do it again.

LEARN HOW TO LABEL YOUR FEELINGS

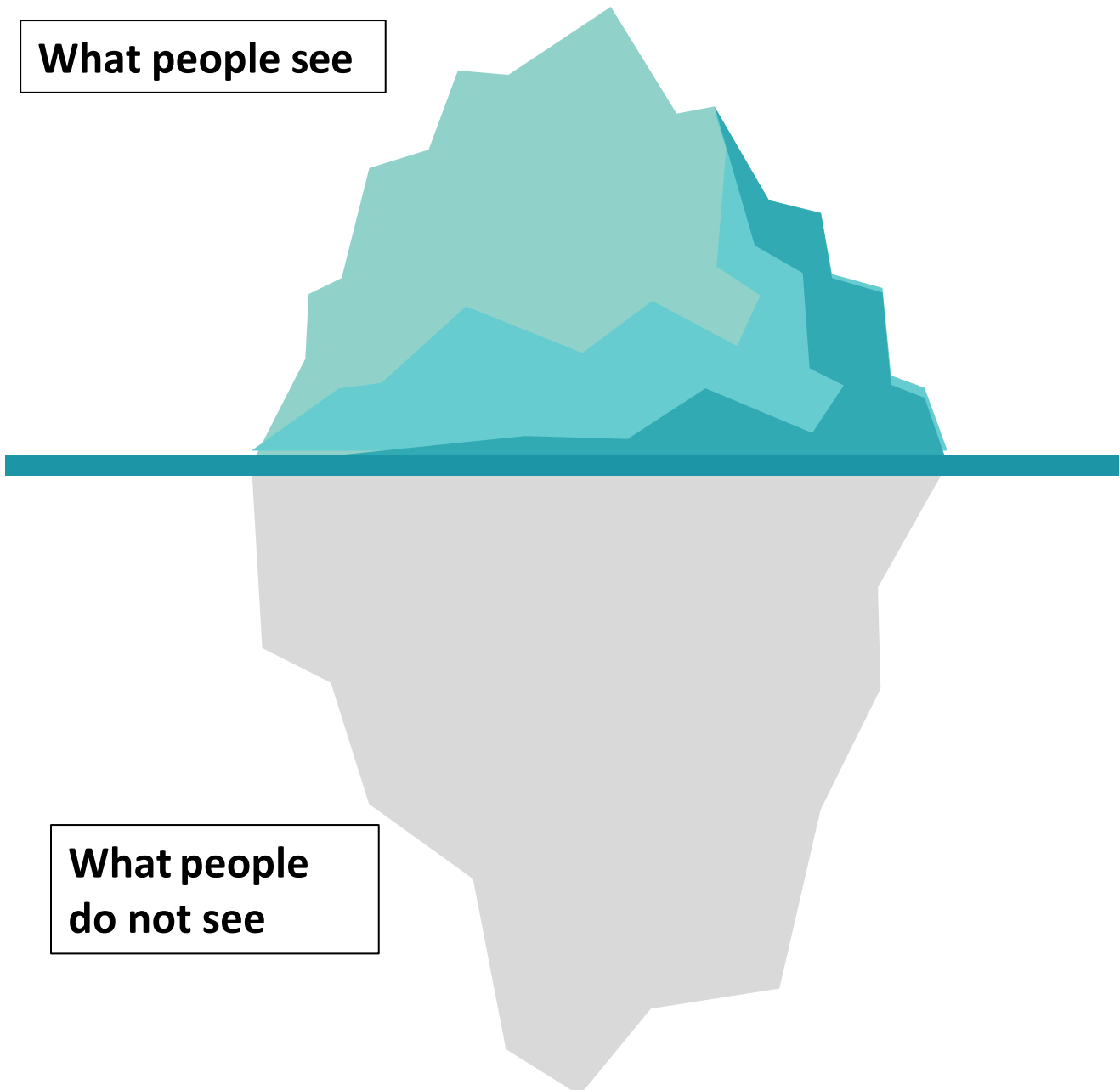


Use the Feelings Wheel to find accurate labels for whatever you are experiencing.

Label your emotions to feel less reactive and more in control of your feelings.

Feelings Iceberg

What people see



What people do not see

Unit 2 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 3

"Smart Choices: Budgeting and Decision-Making"

Unit Overview 3

Students will learn decision making and how their responses and decisions can affect their lifestyle choices.

Students will complete a self-analysis on decision making.

Students will also utilize a life-style choice plan to compare and contrast current choices to realistic choices upon release.

Estimated Total Hours

3 hours

Objectives

- Students will be able to identify a potential job wage and make decisions based on his/her budgetary needs.
- Students will be able to determine personal lifestyle choices in regards to financial situation upon release.
- Students will be able to: Define Cognitive Behavioral Analysis and the relevance in decision making;
- Identify positive and negative responses;
- Analyze self-thoughts, responses, behaviors

Suggested Activities

- Unit 3 Activity 1
- Unit 3 Activity 2- Lifestyle Choice Planning

Resources

- Employment Salary
- Budget Resource

Unit 3 Activity 1

Description

This activity will allow students to compare budgets based on life style choices between two jobs of interest or two lifestyle choices.

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:
Budget Comparison Unit 3 Activity 1

Materials

Paper Pencil
Calculator
Budget comparison (Unit 3 Activity 1)

Procedure

1. Distribute Budget Comparison handout and guide students through the instructions, using the sector wage information from the CWIA County Profiles for two jobs from their Target Jobs Chart (select other jobs of interest if targeted jobs are not listed). If students were able to identify wages for their target jobs from the Occupational Data bank, use those figures. Introduce gross pay and net pay, noting that the salary information that has been presented in the Employment Profiles has been gross pay. Initiate a discussion that net pay can be calculated at 70% of gross pay. Practice some examples using gross pay from the Employment Profiles, demonstrating how to calculate net pay. Distribute calculators, if needed.
2. Using the Budget Resources in Dropbox have each participant complete the budget for each of two target jobs or living situations.

Unit 3 Activity 1- Budget Comparison

	Scenario 1	Scenario 2
Housing		
Live with parents, family or friends		
Rent an apartment		
Buy a place of your own		
Own a place already paid for		
Property tax		
Insurance		
Utilities		
Telephone/Mobile Service		
Internet/Cable Service		
Water service		
Sewage service		
Gas Service		
Electric Service		
Garbage Pickup		
Food		
I mostly eat at home, and only keep the essentials in my house		
I mostly eat at home, and like to cook fancy food		
I mostly eat out and like nice restaurants		
I mostly eat out and prefer low price meals		
Entertainment		
I don't go out often		
I go out once a week		

	Scenario 1	Scenario 2
I am out all the time		
Clothes		
I don't buy new clothes		
I buy a new outfit every few months		
I need to buy work clothes, but don't shop for everyday clothes often		
I shop every week or two		
Transportation		
I don't own a car- I walk or bike		
I don't own a car- I take public transportation		
I own a car with a car payment		
I own a car without a car payment		
I pay for car insurance		
Car registration and repairs		
Gas for vehicle		
Healthcare		
I'm under 25 and will be on my parents plan		
I will get insurance through an employer		
I'll pay for insurance myself		
Uncovered Medication/costs		
Additional Medical Supplies		
Education		
I don't plan on continuing my education		
I plan on attending a technical school		

Unit 3 Activity 2

Objectives: Students will be able to:

- Define Cognitive Behavioral Analysis and the relevance in decision making;
- Identify positive and negative responses
- Analyze self-thoughts, responses, behaviors

Handouts:

- #1 Decision Making
- #2 CBT Chain
- #3 Adjusted Mindset CBT Chain

Materials:

- Handouts Unit 3 Activity 2 1-3,
- Pencils

Instruction Sequence:

Decision Making

1. Introduce unit topic; reference foundational skills from Unit 1 and Mindset/Thinking/ Emotions from Unit 2. Distribute Handout 1. Using the instructor's information sheet, share information about the decision making. Discuss the importance of decision making in regards to daily life how decision making could affect the reentry process and integration into the work force.
2. Explain the difference between positive and negative outcomes of decision making. Have individuals complete handout # 1 on decisions they have had to make in their past or present lives. Share responses with the class and allow time for discussion.

Cognitive Behavioral Analysis

1. Utilizing what was discussed with Handout # 1. Introduce the idea of cognitive behavioral analysis. Initiate a discussion about thoughts, feelings and, behaviors and how they correlate with one another to produce an outcome either positive or negative. Provide the class with the concept of thoughts create feelings, feelings create behavior, behavior reinforces thoughts and create an outcome. Discuss Automatic Responses.
 2. Distribute Handouts # 2 & # 3. Provide the class with examples of both negative and positive outcomes based on Thoughts, Feelings, Behaviors. Divide class into small groups to complete each scenario provided to them. Encourage students to think about the scenario utilizing their automatic responses to the situation. Take the time to come back as a group and discuss their process through those scenarios. Then have groups discuss amongst each other the scenario utilizing Rational Thoughts and Adjusted Behavior.
 3. Using Handouts # 2 & # 3, have students individually analyze their own situations and how they would automatically respond. Discuss with the class. Then have students take the same situation and utilize Rational Thoughts and Adjusted Behavior to provide positive outcomes of situation.
-

Unit 3 Activity 2 Handout 1

Decision Making

1) What was the most important decision you have ever made?

2) What choice did you have to make?

3) What's the opportunity cost of this choice? (What choice can this person no longer make?)

4) Write the CHALLENGE facing YOU now.

5) List as many CHOICES as you can.

6) Choose one of the choices listed above and list the CONSEQUENCES (Pros and Cons) in the boxes below.

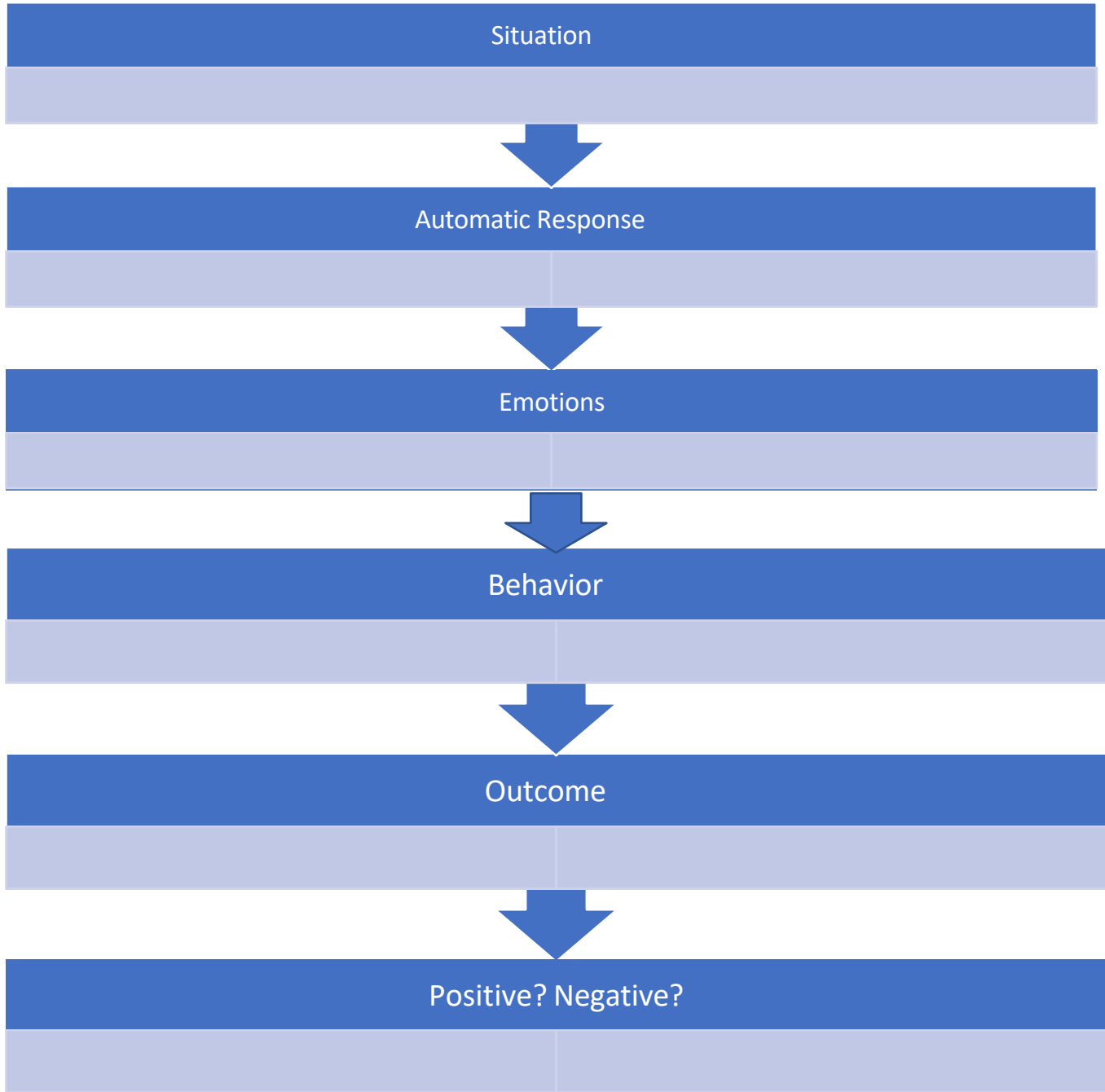
CHOICE: _____

CONSEQUENCES:

PROS	CONS

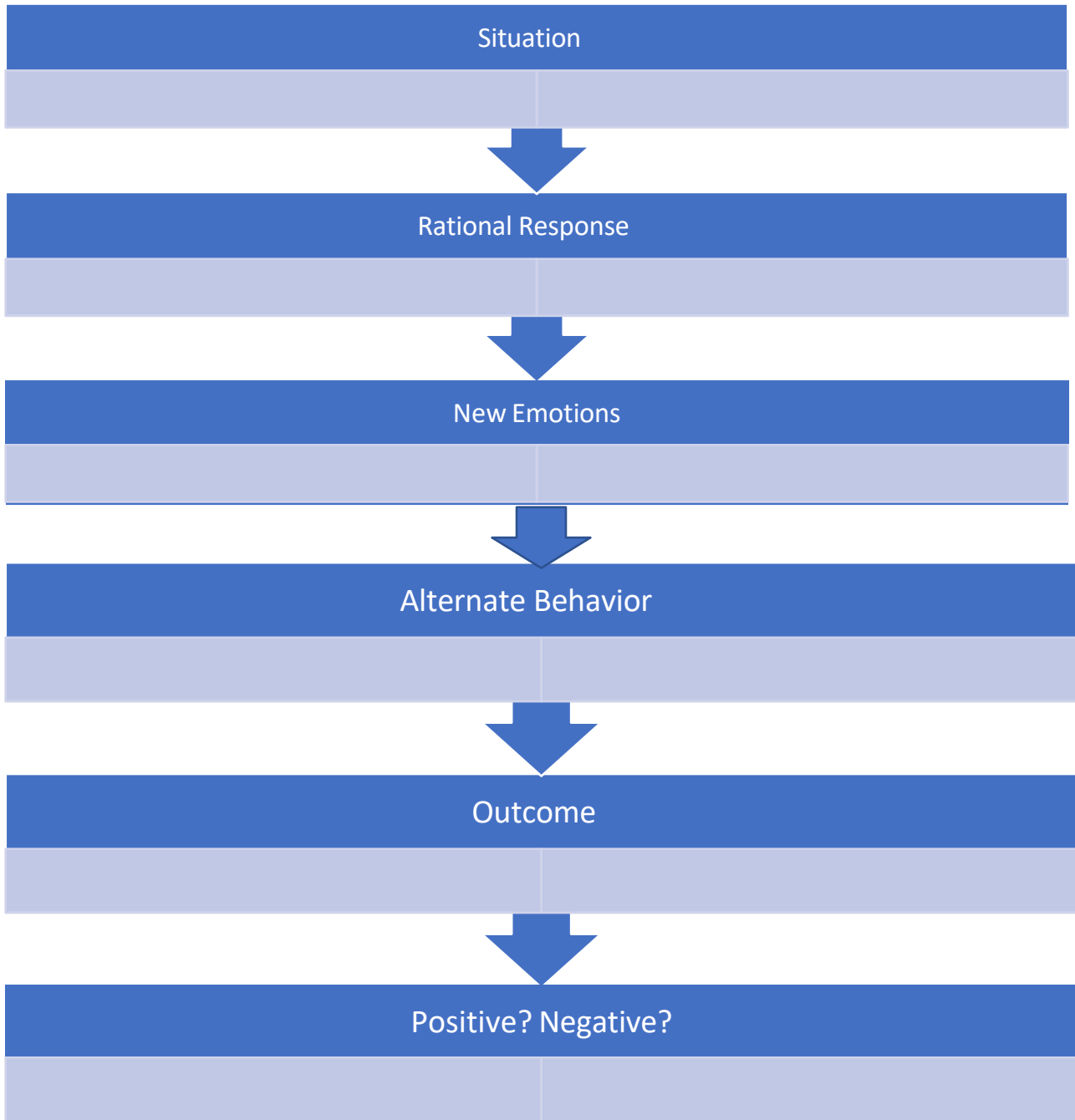
Unit 3 Activity 2 Handout 2

Cognitive Behavioral Chain



Unit 3 Activity 2 Handout 3

Adjusted Mindset Cognitive Behavioral Chain



Unit 3 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 4 Overview

Better opportunities: What is available post incarceration?

“Because of your record there are a few things you may not do; everything else is still open to you.”

In this unit the speaker(s) will provide an overview of career and work opportunities that are available once the student reaches the RRC. This will give the students time to consider and plan specific steps to meet their immediate and future career goals.

Overview will cover the following:

1. Union Apprenticeships
2. Trade Schools
3. Community College Vocational Offerings
4. Overview of other programs

Estimated Total Hours

2 hours

Objectives

- Students will be able to identify employment and training opportunities that are relevant to targeted career goals

Portfolio Building Product

- Thinking About My Career Pathway

Suggested Activities

Activity #1: Training Opportunities

Supplemental Activities

Discuss and show assorted flyers and hand out from unions and schools etc. (gather these from the area you are in or the areas students will be released to)

Resources

Lists of union apprenticeships

https://en.wikipedia.org/wiki/List_of_labor_unions_in_the_United_States

Lists of local trade schools

FSA Terms

Unit 4 Activity 1

In this activity students will explore how training opportunities are accessed.

Facilitator Preparation

Review the following resources:

- List of possible trainings available to participants
 - College based programs
 - Union Apprenticeships
 - Trade Schools
 - CareerLink – Skill Up PA Learning Metrix, The Big Interview training tool, ETPL training provider list
- Support – Funding with FSA
 - Tuition up to 10K
 - PWE, TWE, and OJT job placement (see FSA definitions for more information)
 - Needs based support while in training including housing, child care, and transportation assistance.

Materials

Paper
Pencils
Thinking About My Career Pathway Map

Procedure

1. Beginning to explore your career pathway: Training
 - a. Have students look at their selected jobs from Unit 1 using “Why I chose this Job”
 - b. In pairs have them talk about
 - i. What skills do you have to do this job? (Think about the O*NET Interest Profiler and the Foundation Skills Self-Appraisal);
 - ii. What education or training would you need to get to do this job?
 2. Matching available training
 - a. Have students look at their three identified jobs from Unit 1.
 - b. Do any of these jobs match the available trainings? If they don’t match exactly, are there trainings that might help them gain experience or education that will help them work towards that job (i.e., may not match exactly but will help move them toward their goal?).
 - c. Fill out the Thinking About My Career Pathway Map.
-

- d. If these trainings are not available, ask students if they want to reassess their target jobs. Why would they make a different choice? Have them note these new ideas and the associated trainings on their handout.
3. Have students review the training opportunities and identify skills or knowledge needed for the job. Then have students compare these skills to their Foundation Skills Priority List. Have them identify the jobs that will build general employability skills that will help them build skills for their target job

NOTE: *This activity is to help students identify employment opportunities that may not specifically align with their target job or career but will help build experience and employability skills that can be listed on a resume.*

Formative Assessment

Informal assessment

- Ask students what available trainings are associated with jobs
-

Thinking about my Career Pathway Map

Training

JOB #1



Training

JOB #2



Training

JOB #3



Unit 4 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 5 Creating a Career Plan

Overview

Students will learn how to establish and create SMART goals for their Career Pathways goals based on their interests, available courses, and labor market information. They will review what career pathways are and catalog their career goals, interests, and experiences relevant to their identified career pathway. This process will also include determining next steps, enrolling in educational or vocational courses, signing up for inmate employment/Correctional Industries, correspondence course, etc., as appropriate.

Estimated Total Hours

2 hours

Objectives

- Students will be able to explain and set SMART goals.
- Students will be able to describe and use a process to identify primary steps to meet their career goals.
- Students will be able to develop a career plan that includes additional steps that might take students beyond targeted career goals on the pathway.
- Develop detailed action steps for each step using the SMART goals process; students will include work and educational opportunities at FCI, employability skills development, and potential reentry opportunities

Portfolio Building Products

- Career Pathway Plan which includes:
 - Concrete goals and steps identified while incarcerated (e.g., training, exploration);
 - Associated skills, education, and experience; and
 - Potential reentry opportunities
- Reviewing My Target Job

Suggested Activities

Activity #1: Creating a Career Plan Activity #3:
Reviewing My Target Job

Supplemental Activities

Download and show this Famous Failures video and discuss how to overcome failures and how goal setting might support one in getting back on track:

<https://www.youtube.com/watch?v=zLYECljmnQs>

Resources

This website will lead you through some interesting activities around goal setting:

<http://www.exploring.org/activity/setting-smart-goals-activity/>

There are many videos that address SMART goals. Here is an example of one:

<https://www.projectsmart.co.uk/how-to-write-a-smart-goal.php>

Unit 5, Activity 1 Creating a Career Plan

Description

In this activity students will review what a career pathway is and catalog their career goals, interests, and experiences relevant to their identified career pathway. They will be introduced to SMART goals.

Estimated Time Required

1 hour¹

Facilitator Preparation

Review the following resources:

- SMART Goals handout Instructor Version

Materials

Paper Pencils
Career Pathway Plan handout
SMART Goals handout

Procedure

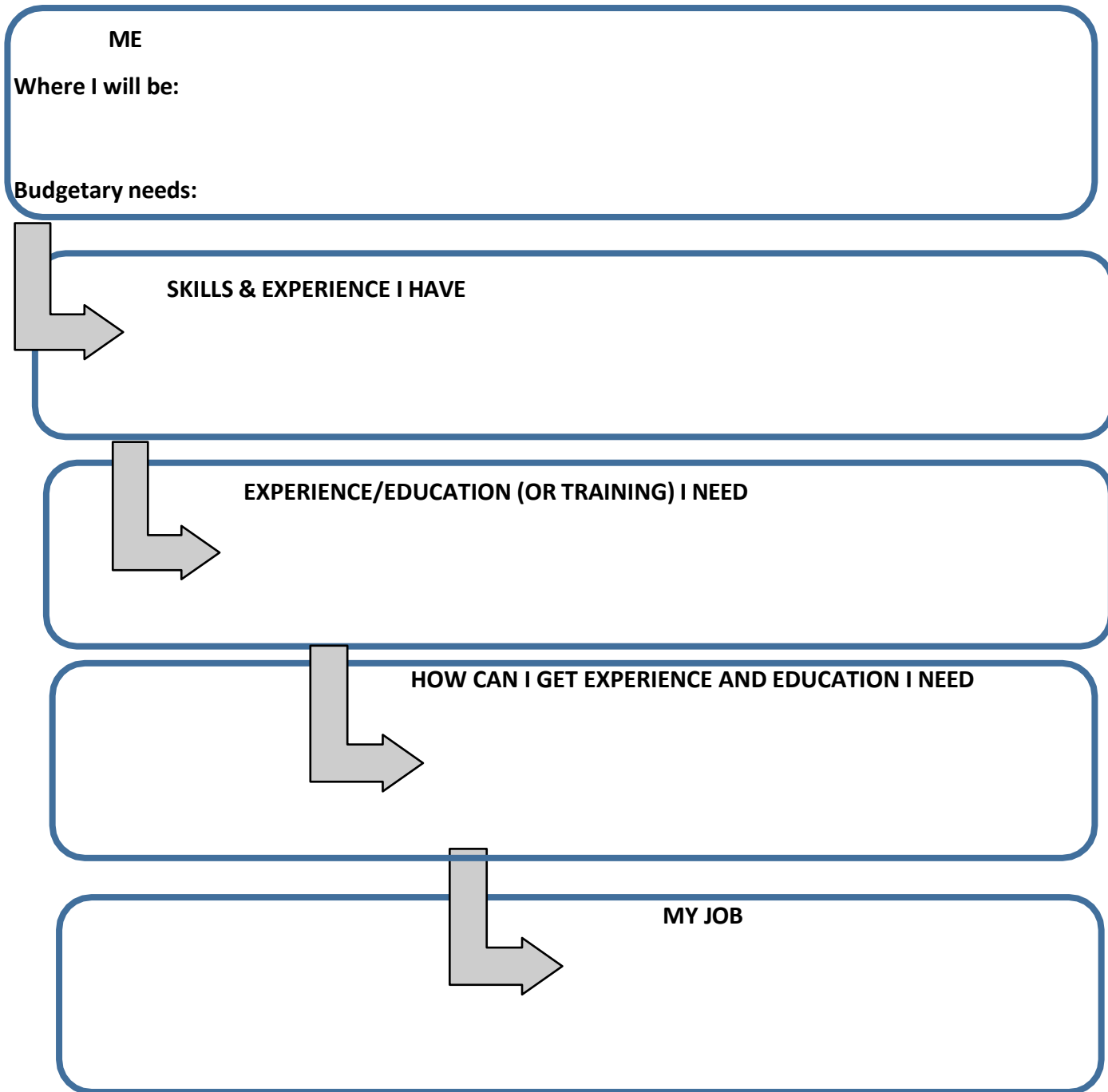
1. Revisit career pathways and things to consider using previous portfolio building products
2. Have students plot this information into the Career Pathway.
3. Share and discuss their ideas as a class. Discuss what their challenges might be in carrying these ideas out.
4. Introduce and discuss SMART Goals using the SMART Goals handout. Talk them through why one sets SMART Goals and the features of setting them (Specific, Measurable, Achievable, Realistic and Timely).
5. Have students look at their Career Pathway, Square 4 *How I Can Get Experience/ Education I Need* ideas and complete the Activity: Set Your Own Goals (SMART Goals handout).
6. Once students have completed this sheet, have each one craft a concise SMART Goal

Formative Assessment

Informal assessment

1. Review SMART Goals
 2. Ask students to name the elements of setting SMART Goals
-
-

Unit 5 Activity 1 Handout 1 Career Pathway Plan



Setting Career-Related Goals

Helping students set career-related goals can be considered a first step in establishing a solid career pathway. Once goals are set, practitioners may want to assist students to create a written action plan. Action plans lay out the steps to achieve the stated goals. They can also help students stay organized and mark progress. As the action plan is developed and implemented, student strengths and barriers must be considered. Each accomplishment should be celebrated to demonstrate progress and encourage students to take the next step. The action plan should be used as a flexible working document until the final goal is achieved; students and case managers or other supportive staff can adjust the action plan as needed to reflect progress, changes in goals, or address setbacks.

The **SMART Goals Framework** is another tool that can help students set career-related goals. SMART Goals are: Specific, Measurable, Achievable, Realistic and Timely.

Specific: Include details in the goal that are more specific to increase the odds of achieving the goal.

Questions to ask include:

- **Who:** Who needs to be involved/ considered in setting and achieving the goal?
- **What:** What do I want for myself?
- **Where:** Where do I want to work/go to school? (location)
- **When:** By when do I want to accomplish X? (timeframe)
- **Which:** Which impediments, constraints, and supports will encounter? (Identify requirements, constraints, and processes)
- **Why:** Why do I want to do this? (Reasons, purpose, gains)

Measurable: Establish how progress will be measured towards each goal. When progress is measured, it helps students to stay on track. The more specific a goal, the easier it is to measure and chart success.

Achievable: Help students identify the most important goals and then determine ways to achieve these goals. Note that smaller goals may need to be set to attain a larger goal.

Realistic: Students must be willing and able to work towards their goal. Have students examine similar experiences or accomplishments to evaluate the legitimacy of a goal. Help students to determine if their current life situation will enable them to achieve their goal. Help students to identify and address barriers so that their goals can be realistic and therefore able to be achieved.

Timely: Create a timeline for accomplishing the goal to help create a sense of immediacy and to hold the student accountable.

Unit 5 Activity 2 :SET YOUR OWN GOALS

EXAMPLE: General goal: "Get a job." SMART goal: "Become employed using my CDL credential making at least \$11 per hour within the next six months."

Directions: Look at Square 4 of "my career plan" (How I Can Get Experience/Education I Need). Choose one idea that you want to set as a goal. Thinking about this goal, write it as a goal and answer the following questions.

MY IDEA:

MY GOAL:

SPECIFIC:

Who: Who needs to be involved/ considered in setting and achieving the goal?

What: What do I want for myself?

Where: Where do I want to work/go to school? (location)

When: By when do I want to accomplish X? (timeframe)

Which: Which impediments, constraints, and supports will I encounter? (identify requirements, constraints, and processes)

Why: Why do I want to do this? (reasons, purpose, gains)

Unit 5, Activity 2 SMART Goals

Measurable: How will I measure my progress? Are there smaller steps that will help me know I am on the right track?

Achievable: Can I achieve this goal? Is my goal too big or long term? Are there goals I need to set to reach this bigger goal?

Realistic: Why do I think I can achieve this goal? What kind of help do I need? What kind of living situation will I need? What kind of schedule will I need? What do I need to do to be successful to achieve this goal? What kind of barriers might stop me from achieving this goal? Can this barrier be overcome or should I set a different goal?

Timely: When will you start working on this goal? How long do you think it will take you to complete this goal? If it will take you a long time to complete this goal. Keep this bigger goal but now do this activity again with a smaller goal.

Unit 5, Activity 2 Handout 2 SMART Goals**My SMART Goal:****Specific****Measurable****Achievable****Realistic****Timely**

Unit 5 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Introduction to PA CareerLink® System

Unit 6 Overview

In Unit 6 students will be introduced to the PA CareerLink® and resources and services available at the PA CareerLink®. This information will be presented by a PA CareerLink® representative. Students will become familiar with the PA CareerLink® locations so that they will know where to go for services upon reentry. Students will also learn about CareerOneStop online and what it offers.

Estimated Total Hours

2 Hours

Objectives

- Students will be able to name 4 to 6 services or resources provide by PA CareerLink®.
- Students will be able to explain the online PA CareerLink® and its relevance to job searches and career planning.
- Students will be able to explain eligibility requirements for using PA CareerLink® resources and services.
- Students will be able to explain the process for enrolling for PA CareerLink® services.
- . Students will learn about CareerOneStop online and its relevance to reentry.

Portfolio Building Products

- Expanded Career Pathway Plan that includes relevant PA CareerLink® services and resources that can support him/her in working towards stated career goals.
- . CareerOneStop worksheet

Activities

- Activity #1: Introduction to PA CareerLink®
- Activity #2: PA CareerLink® Services
- Activity #3: CareerOneStop Worksheet

Unit 6, Activity 1

*Introduction to Pa CareerLink***Description**

In this activity a guest speaker from a PA CareerLink® will introduce students to the PA CareerLink® services, including the online PA CareerLink®, training opportunities, eligibility, and enrollment procedures.

NOTE: In Phase 2 (RRC) of First Step Act Grant Program, this activity can be completed by taking or referring participants to

Estimated Time Required

1 hour

Facilitator Preparation

Review the following resources:

- PA CareerLink® Services <https://www.pacareerlink.pa.gov/jponline/>
- Any other materials provided by the PA CareerLink®
- List of PA CareerLink contacts on the Resources page on the DOC/PBPP intranet

Materials

PA CareerLink® Notes sheet
Paper
Pencils

Procedure

1. Give each student a PA CareerLink® notes sheet. Ask them to write down relevant information on the sheet. Instruct them to pay particular attention to information about services that they may be eligible for or benefit from, such as OVR, Adult Basic Education, Veterans, and the online PA CareerLink®.
2. Introduce PA CareerLink® representative.
3. Questions and Discussion

Formative Assessment

Informal assessment

1. Collect notes sheet to determine the accuracy of the notes indicating the understanding that students gained from the presentation.

Unit 6, Activity 1, Handout 1

Directions: Use this sheet to take notes as you learn about PA CareerLink® services.

Topic	Notes
What is PA CareerLink®	<ol style="list-style-type: none"> 1. 2.
What services does PA CareerLink® offer	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
How do I enroll at PA CareerLink®	
What is the online PA CareerLink®	
What can I do with the online PA CareerLink®	
How do I enroll in the online PA CareerLink®	

Unit 6, Activity 2

Introduction to Careeronestop

Description:

In this activity an introduction to CareerOneStop will familiarize students to the Careeronestop online services and resources. Students will review and reinforce information about the Careeronestop and discuss how it will support them in meeting their career pathway goals once they reenter, and identify how they might use the Careeronestop resources.

Estimated Time Required

30 Minutes

Facilitator Preparation

- Review the following resources:
- Careeronestop services <https://www.careeronestop.org/>
- Scavenger Hunt activity
- Careeronestop handout

Materials

- Paper
- Pencils

Procedure

1. Give each student a PA Careeronestop resource handout and ask them to follow along and ask any questions they may have.
2. Describe the Careeronestop website and its resources to the students. Explain how they may use the Careeronestop to assist them with their re-entry.
3. Create a discussion based off the materials and resources.
4. Distribute the Scavenger hunt and have students use the Careeronestop handout to answer questions.

CareerOneStop is...

Your source for employment information and inspiration
The place to manage your career

Your pathway to career success

Tools to help job seekers, students, businesses and career professionals
Sponsored by the U.S. Department of Labor

CareerOneStop Mission:

To deliver integrated, easy-to-understand workforce information that helps job seekers, students, workers, workforce intermediaries, and employers develop their capacity and make sound economic decisions in the new economy.

CareerOneStop Vision:

To be the nation's most trustworthy provider of comprehensive, integrated, relevant, and personalized workforce information tools and resources on any desired electronic delivery system. These tools and resources serve job seekers, students, workers, workforce intermediaries, and employers to enhance their employment opportunities and business prosperity.

(<https://www.careeronestop.org/Site/about-us.aspx>)

careeronestop
your source for career exploration, training & jobs
Sponsored by the U.S. Department of Labor. A proud partner of the [americanjobcenter](#) network.

Login Español

Search CareerOneStop

Explore Careers Find Training Job Search Find Local Help Toolkit Resources For

Explore career options

- Assessments
- Career videos
- Highest-paying careers

Find training and education

- Schools and programs
- Scholarships
- Certifications

Job search planning

- Resumes
- Interviews
- Job Finder

Find local help and services

- American Job Centers
- Unemployment
- Specialized programs

Resources for

Find career, training and job search resources just for you.

Career Changer	Military and Veterans	Worker with a Criminal Conviction	Entry-level Worker	Businesses
55+ workers	Young Adult	Workers with Disabilities	Para hispanohablantes	Career Advisors

Explore Careers; salary Finder, Interest Assessment, Skills Matcher, Explore Careers; salary Finder, Interest Assessment, Skills Matcher, Work Values Matcher

Explore Careers

What kind of career will fit you best?

- Self assessments**
 - Interest assessment
 - Skills assessment
 - Work values
- Learn about careers**
 - Career clusters
 - Career profiles
 - Career videos
 - What's hot
 - Military options
 - Self-employment
- Plan your career**
 - Set career goals
 - Salaries
 - Licensed occupations
 - Professional development
 - Research industries

Occupation Profile

Get wages, employment trends, skills needed, and more for any occupation.

Search by Occupation

Keyword or Code

Location

City, State or ZIP Code

Search

**Job Search
Find Training**

Build skills and credentials to advance your career.

- Types of training**
 - High school equivalency
 - Adult Basic Education
 - Short-term training
 - College
 - Certifications
 - Apprenticeships
 - Internships
 - Professional development
 - Do you need a license?
- Pay for training**
 - How much will it cost?
 - Find money for training
 - Financial aid
 - Scholarships
 - Make a budget
- Find your path**
 - What's right for me?
 - What's in demand?
 - Make a training plan
 - My skills are out of date
 - College for adults
 - Is education worth it?

Find Local Training

Find training programs, colleges, and universities in your local area.

Occupation or program name

Keyword or Code

Location

City, State or ZIP Code

Search

Education and Training Tools

- Scholarship Finder
- Certification Finder
- License Finder
- Professional Associations

ToolKit- Find the tools you need to research, careers, find training, or search for jobs.

<p>Careers</p> <ul style="list-style-type: none"> Interest Assessment Occupation Profile Compare Occupations Work Values Matcher Target Occupations Green Careers Fastest-Growing Most Openings Largest Employment Declining Employment 	<p>Training</p> <ul style="list-style-type: none"> Local Training Finder Certification Finder Scholarship Finder License Finder Professional Association Finder 	<p>Skills</p> <ul style="list-style-type: none"> Skills Matcher mySkills myFuture Tools & Technology Finder 	<p>Jobs</p> <ul style="list-style-type: none"> Job Finder Practice Job Application Resume Guide Business Finder Largest Employers Veterans Job Matcher
<p>Wages</p> <ul style="list-style-type: none"> Salary Finder Compare Salaries Compare Cost of Living Highest-Paying Careers 	<p>Industry</p> <ul style="list-style-type: none"> Employment Patterns Fastest-Growing Industries Highest-Paying Industries Industries with Declining Employment Industries with Largest Employment 	<p>State and Local</p> <ul style="list-style-type: none"> State Resource Finder Available Workforce See Local Help 	<p>Mobile</p> <ul style="list-style-type: none"> Mobile Apps

Search for local help

Find workforce services in your neighborhood or across the country.

<p>American Job Centers</p> <ul style="list-style-type: none"> Find American Job Centers 	<p>Workforce development</p> <ul style="list-style-type: none"> Workforce Development Board Finder Youth Committee Finder 	<p>Community services</p> <ul style="list-style-type: none"> Community College Finder Job Club Finder Library Finder 	<p>Find an American Job Center</p> <p>American Job Centers can help you look for work and offer job search workshops, free computer access, and more.</p> <p>Location</p> <input type="text" value="City, State or ZIP Code"/> <p>Search 🔍</p>
<p>Unemployment benefits</p> <ul style="list-style-type: none"> Unemployment Benefits Finder 	<p>Benefits and assistance</p> <ul style="list-style-type: none"> State Resource Finder 	<p>Employment and training programs</p> <ul style="list-style-type: none"> Apprenticeship Office Finder Employment Network Finder Farmworker Jobs Program Finder Job Corps Center Finder Native American Program Finder Older Worker Program Finder ReEntry Program Finder Refugee Assistance Finder WIOA-Eligible Training Program Finder 	

Unit 6 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 7: Resume, Cover letters, and Applications

Objectives: Students will be able to:

- Identify skills, education, and experience and create a resume.
- To align skills and experience to identify appropriate jobs that also match their targeted career goals.
- To write a cover letter for a job.
- To fill out sample job applications.

Estimated Time: 2 hours

Portfolio Building Products:

- Resume
- Student created job inquiry letters
- Student created cover letters
- Several job application models

Materials: Paper, pencils, Student Portfolio: Resume Writing PowerPoint, John Doe Mock Resume Handout, Resume Key Words Handout, Cover Letter Overview, Cover Letter Template and Examples, Application Guide, Blank job applications (Big Lots,) Student Resume, Cover Letter, and Job Applications

Instruction Sequence:

Activity 1: Resumes

- Introduce students on how to develop a resume using Introduction to Resume Writing presentation.
- Go over an example of a resume using the John Doe Mock Resume handout
- Have students handwrite a resume using the tools provided in the presentation and the Resume Key Words handout.

Activity 2: Cover Letters

- Introduce students to the purpose and how to write a cover letter using Cover Letter Overview.
- Have students create a cover letter using the Cover Letter Template and Examples handout.

Activity 3: Applications

- Introduce students to applications and tips for completing an application using the Application Guide.
- Ask students to create a blank application

Resources:

[Unit 7 printable PowerPoint This will contain all aspects of resume writing, cover letters, and application.](#)

Unit 7 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 8 Overview Interview Skills

In Unit 8 students will explore how to create and deliver a professional job interview. Students will learn tips for handling questions, topics to include or exclude in a job interview. They will have the opportunity to practice and polish the interview through delivery, observation and evaluation by and of other students or recorded interviews. Finally, students will learn how to address the topic of having a criminal record in an interview.

Estimated Total Hours

2 hours

Objectives

- Students will be able to identify four key components of a well-crafted job interview.
- Students will be able to script a job interview.
- Students will be able to use their resume to identify strengths to include in an interview.
- Students will be able to deliver a job interview that incorporates highlighting their skills and abilities and their criminal record.

Required Activities

Activity #1: Preparing for a job interview

Activity #2: Delivering the interview

Activity #3: Mock Interviewing

Description

In these activities students will explore how to create and deliver a professional job interview. Students will learn tips for handling questions, topics to include or exclude in a job interview. They will script, practice, and revise the interview through delivery, observation, and evaluation. Finally, students will learn how to address the topic of having a criminal record in an interview.

Facilitator Preparation

- Review and print handouts.

Materials

Paper

Pen/Pencil

Copy of Resume

Handouts

Procedure (PA DOC Provided)

1. Interview Preparation
 - a. Discuss how to prepare for an interview using Getting the Interview Teacher Guide.
 - b. Discuss researching the company and position.
2. Delivering the Interview
 - a. Give students the Interviewing Skills Handout. Then review and discuss the interview process, how to present oneself in an interview and information to be included in an interview using the Interview Guide Teacher Guide.
 - b. Review the Interview Questions in the Interview Questions Teacher Guide of most frequently asked questions.
 - c. Mock Interview Questions and Tough Interview Questions Regarding Your Incarceration handouts. Review the questions with the students asking for possible responses to the questions. Break students into groups of 2-4 students. Participants will conduct mock interviews. Each participant will take turns being the employer asking the questions. Have students divide up the questions among the group so everyone answers a different question. Round #1 will use the “Mock Interview Questions” handout. Round #2 will use the “Tough Interview Questions Regarding Your Incarceration” handout.
3. Following up on an Interview
 - a. Review process for following up with an employer after having an interview. Use Interview Follow Up Teacher Guide.
 - b. Review the Thank You Note Handout with students. Have students write a sample Thank you Note.

Formative Assessment

Informal assessment

1. Review interview script and delivery by students.
2. Determine how well students respond to interview questions (both about target job skills and criminal record).
3. Determine how well students understand the interview process by listening to the questions and feedback they give to other students.

GETTING THE INTERVIEW

Attitude

The attitude you have when looking for a job is critical. You may quickly lose faith when you apply for three jobs and all three ask the dreaded question: "Have you ever been convicted of a crime?" You immediately know what the result will be when you answer and you feel like walking out without finishing the application. The result may not be what you think. Many companies will hire reentrants depending on the crime and the amount of time that has passed. Even when things seem to be at their worst, try to keep a positive attitude. This attitude will show through when you go to interviews and you only have to impress one interviewer to get that job. Never let yourself form the attitude of "They aren't going to hire me anyway so why bother." When you plant that poison in your mind you have set yourself up for failure. Every failure after this is the result of that attitude which only gives justification to strengthen the attitude. Finding a job is difficult anyway so you must expect it to be more difficult with a conviction. Eventually it will pay off.

One mistake many make is walking into a business and asking 'are you hiring' or 'do you have any jobs, I'll do anything'. Companies do not want people who will do anything. They want people who are interested in the company and willing to do a good job. They want people who are motivated and interested in something specific.

Tips for Calling Regarding Employment

Below are examples of phone scripts you can use when calling an employer to get more information about a job or to apply for a job.

For a Classified Ad:

Hello, my name is **(name)**. I'm calling about the **(Job title)** position advertised in **(name of newspaper)**. I've had **(number of years of experience or "a lot")** years of experience in this field and would like to set up a time when we could discuss this job in more detail.

For a Random Call When No Position Has Been Advertised:

Hello, my name is **(name)**. I'm calling to see if you have any openings for **(specific job you're interested in)**. I've had **(number of years or "a lot")** years of experience in this field and would like to set up a time when we could discuss this job in more detail.

If They Don't Have Openings:

Would it be possible for me to come down and fill out an application in case any positions become available? Do you know of any **(job title)** openings in the area? Or Would it be OK if I called back next week if you might have openings then?

Remember that communication is not just the words you use. Your Total Message Is:

- ▶ 7% actual words
- ▶ 38% tone, pitch, volume, rate
- ▶ 55% body, posture, clothing, facial expressions, gestures

Research Worksheet - Company Information

- **Shop Rite**

- <https://shop.riteaid.com/>
- <https://shop.riteaid.com/ca@.fil.>
- <https://shop.riteaid.com/contact-us>
- <https://shop.riteaid.com/about-us>

- **Lowe's**

- <https://www.lowes.com/>
- <https://careers.lowes.com/>
- <https://careers.lowes.com/opportunities/#store>
- <https://careers.lowes.com/opportunities/#corporate>
- <https://careers.lowes.com/opportunities/#distribution>
- <https://www.lowes.com/cd>About+Lowe's+-+Landing+page+56763695+3?storeId=10151&langId=-1&catalogId=10051>

RESEARCH WORKSHEET

Research is the key to taking control of your job search. Being prepared for the interview means doing some homework before you arrive. Your research will show the employer initiative and organization, and you will feel more confident about your ability to respond to the questions. Consider using additional paper to record your findings.

COMPANY INFORMATION

Company Name _____

Address _____ Telephone# _____

Company Website _____ E-mail _____

Type of Organization _____

Type of Job _____

Directions and Parking _____

Duties of the Job _____

Salary and Benefits _____

Union Affiliation No ___ _ Yes ___ _ Type _____

Training Programs _____

Dress Code _____

Products/Services _____

Targeted Customers _____

Major Competitors _____

Year Established _____ Number of Employees _____

Date Application Mailed _____ Delivery Date _____

DISCLOSING YOUR CRIMINAL RECORD TO AN EMPLOYER

Answer this question in three parts:

Explain briefly your conviction.

Example: I was arrested for drug possession. This occurred during a very immature time in life. I now have direction, goals, and responsibilities that take priority over negatives like drugs.

Explain what you did to change your life while incarcerated.

Example: During the time I was incarcerated, I realized that I needed to incorporate change into my life. I did this by educating myself, focusing on my rehabilitation through participation in therapeutic groups, and using inmate employment to help in my transition to working in the community.

Explain what you will do to ensure that relapse will not occur.

Example: Because of the difficult times I've faced, I have positively changed my life. By conquering my weaknesses and helping others I have accelerated my healing process. I believe that meaningful employment, and staying chemically free, will continue to help this healing process.

Do's and Do Not's

- ▶ Do let your prospective employer know that you take responsibility for your offense.
- ▶ Do maintain your pride no matter what the offense.
- ▶ Do practice answering these types of questions in a mock interview or aloud to yourself.
- ▶ Do not set yourself up to fail when disclosing your criminal record. Make sure your target job is not **related** to your offense.
- ▶ Do not make excuses or place blame.
- ▶ Do not go into graphic detail of your offense.
- ▶ Do not lie, deceive, or be dishonest.

INTERVIEWING SKILLS

"The Do's and Don'ts"

DO make sure your hands are attractive. This means clean, with trimmed nails.

DO make sure that your hair is in place and conservative. Make sure you dress appropriately for the interview.

DO remember to brush your teeth. If you need gum or a mint to freshen your breath before the interview, don't forget to dispose of it before you get there.

DO pay attention to your scent. Men with intense colognes can destroy interviews. Moderation is recommended.

DO go to the bathroom before you enter the building. It is embarrassing to interrupt and interview to "go" and you do want to be as comfortable as possible.

DO get a good night's sleep before each day that you search for employment. If you yawn in the lobby or smother a yawn during the interview, it will cost you. Be rested and alert.

DO look the interviewer in the eye. Interviews place a lot of emphasis on eye contact.

DO try to sparkle. Use gestures in your conversation. Make sure they are smooth and emphatic. Avoid using phrases over and over. This shows nervousness.

DO smile.

DO make sure you get the interviewer's name right and use it a few times during the interview.

DO take notes if you wish. After all, the interviewer takes them. Why shouldn't you? You might consider writing down some questions before you go into the interview. A few good questions (and ones you should want the answers to) are:

1. Is it your policy to promote from within, or are most senior jobs filled by experienced people from the outside?
2. Is there a union that I will be asked or perhaps required to join?
3. Are there training programs available to me so that I might learn and grow?
4. How often is job performance reviewed?

DO let the interviewer set the pace of the interview. Let him/her lead with the questions. DO let the interviewer decide when the interview is over.

DO ask the interviewer when you will hear from him/her again.

I

DO thank the interviewer for his/her time in meeting with you.

DON'T arrive late. It's best to arrive at the interview 5-10 minutes early. DON'T greet the interviewer(s) with a weak handshake.

DON'T sit down until invited to sit down.

DON'T fidget in your seat or tap your pen, keys, or foot. Try to relax. It shows confidence.

DON'T bring up pay. Unless the interviewer brings it up, save this conversation for when you are offered the job.

DON'T come unprepared, have at least one pen. Research the company so you are well informed about who they are in the community and what they do. Study common interview questions and practice what you would say if asked that question.

DON'T speak without knowing what you are going to say - think before you speak.

DON'T brag or boast about yourself. You want to showcase your skills, experience, and accomplishments in a humble way that brings out your integrity, not your obnoxiousness.

DON'T overly look around the interview space/office. This may give the appearance that you are nosy or are trying to snoop.

DON'T come to an interview "sick". If you're sick, reschedule if possible. First impressions mean a lot.

DON'T keep looking at your watch.

DON'T speak too loudly or too softly. Use an appropriate volume to be clearly heard. DON'T be rude or condemn past employers.

DON'T turn down the job if they ask you to start that day. Say yes, and start working if it's the job for you.

THE INTERVIEW GUIDE

No matter where you went to school,
No matter what your grade point average is, No
matter how much experience you have, No
matter who you know,
If you aren't able to interview successfully, you won't get the job.

THE INTERVIEW

The interview is a structured exchange of information between people for a specific purpose. The purpose of the employment interview is for you to get a job and for the employer to get the best possible person to fill a job that needs filling. The employer is interested in how your education and work experience relate to the job. It is up to you to show the employer that you are the right person for the job.

During the interview you will have a chance to ask questions. These questions should illustrate that you have knowledge of the business or industry and position for which you are applying. These questions should also assist you in determining whether or not the job is right for you.

Following are some insights designed to help you successfully interview and get the job you want.

The structure of a typical job interview is:

1. Introduction, exchange of pleasantries and small talk with the purpose of putting you at ease.
2. Discussion of your background, work experience, education, and extracurricular activities.
3. Discussion of what you have to offer, skills and abilities.
4. Closing remarks by the interviewer, information on when the decision will be made.



On the following pages, you will find tips on how to dress for an interview, what to bring with you, what questions you might be asked, and what to do after the interview is finished.

PREPARING FOR AN INTERVIEW

1. Know the name and title of the person who will interview you if at all possible.
2. **Research the industry, business, or job.**
 - ▶ Be able to relate your previous work experience and education to the job for which you are applying.
 - ▶ You should be able to show the interviewer that you have a good knowledge of the industry, business, or job.
 - ▶ Refer to the "Research Worksheet" from activity #2. You can use it to help you research potential employers.
3. Anticipate some of the questions you are likely to be asked and be prepared to answer them.
 - ▶ Refer to "Mock Interview Questions" handout for a list of potential questions.
4. Know the general salary range for the type of job for which you are applying.
 - ▶ Try to research the job well enough to have an idea of what the salary might be. This way, you will be prepared if the interviewer asks how much you are willing to be paid for the job.

It's important to make a good impression from the moment you enter the reception area. Greet the receptionist cordially and try to appear confident. You never know what influence the receptionist has with your interviewer. With a little small talk, you may get some helpful information about the interviewer and the job opening. If you are asked to fill out an application while you're waiting, be sure to fill it out completely.

Things to take to the interview

1. Bring a pen and notebook in the event you need to write down pertinent information.
2. Your portfolio, which might include:
 - a. A completed job application
 - b. Your resume
 - c. Copies of high school diploma or GED and/or Vocatrona[Education Certificates
 - d. Letters of recommendation and a list of other references
 - e. Samples of quality work, if applicable
 - f. Personal information, which should include copies of your driver's license and your social security card.

DURING THE INTERVIEW

Approach each interview with one thought in mind - I want to work here!

Actually, until you have heard all about the job, met some people and received an offer, you really cannot decide. But, if you do not sell yourself to the employer during the interview, you will probably never get the opportunity.



Here are some general guidelines:

1. Be on time, or better yet, be a little early.
2. Go alone.
3. Tell the receptionist your name, the name of the interviewer, and the time of your appointment. Be polite to the receptionist; an interviewer will often ask for his/her opinion about a candidate.
4. While waiting in the outer office, behave in a business-like manner.
5. If appropriate, give the interviewer a firm handshake. Stand until invited to sit, and stand or sit up straight.
6. Leave your personal belongings on the floor or in your lap.
7. Try to be confident and at ease.
8. Be sincere, honest and forthright in answering questions, but be brief.
9. Do not chew gum.
10. While you are watching the interviewer, he or she is also watching you. So beware of these non-verbal irritants: slouching in the chair, playing with your eyeglasses or handbag, tapping your feet, nervous laughing, or failing to make eye contact.
11. Be positive and truthful in all your replies, especially regarding your experience. Tell the interviewer whatever you can to help you toward your objective...a job offer!
12. Identify positive points -be proud of your accomplishments, but do not brag.
13. Relate your past experience to the job that you are applying for.
14. Listen, express interest, and ask questions.
15. Let the interviewer bring up salary.
16. If you can do the job and want it, say so. Ask for the opportunity.
17. Leave your troubles at home. The employer is not interested in your personal or family problems. They are interested in you as a prospective employee.
18. At the end of the interview, reiterate your interest in the job, thank the interviewer for his/her time, and shake hands.

PERSONAL APPEARANCE AND DRESS

Most employers place a high value on neatness, cleanliness, proper clothing, and positive attitude for the person seeking a job. Good grooming and appropriate clothing will enable you to feel confident and devote your complete attention to the job interview. An appropriate personal appearance is the first impression made during the interview. Take the time to visit a few businesses in the industry you are interested in to see how their employees dress. This will give you a good idea of how to dress for your interview.

Here are some general guidelines:

It can be difficult to choose the right job interview clothes. You'll probably want a balance between wearing something smart, that makes you feel confident, and squeezing yourself into your starchy "weddings and funerals" suit.

- Most companies will give you information about their dress code if you phone their reception. Even if they say they have a casual dress policy, it's still a good idea to dress in slightly smarter attire to show you've made the effort. **If in doubt, dress slightly smarter than you usually would for work.**
- **Think about the activities you may be undertaking during the interview.** Be aware that you may do things you're not expecting. Say you're applying for a job in the marketing department of a manufacturing company; they may take you on a factory tour.
- **Choose an outfit that is slightly conservative.** Anything too tight, aggressive, or fashion forward might distract an interviewer or make you seem like you don't understand good business taste. You don't have to look like everyone else, but be careful about pushing the limits of what's appropriate in an office.
- For **women**, the **important considerations** are **slacks or skirt, length of skirt, comfort of shoes**. We all know that if our feet hurt, it can show in our faces and **ensure plunge of neckline is definitely conservative.**
- For **men**, the **important considerations** are whether to wear a **suit or jacket and trousers**. **Choose darker suits**, for a more authoritative air. With ties, it's about **whether to opt for a formal or casual tie**. Yes, interviews are about allowing your personality to shine through, but Auntie Bettie's Christmas reindeer tie-wearers don't always get the job.
- It's a really good idea to **try out your Job interview clothes a few days before hand**, to make sure they're comfortable. And always remember to get suits dry cleaned in good time - it's easy to forget!

For Men and Women:

- Be neat and clean. Wear clean clothes that are right for the job.
- Have clean hands and fingernails.
- Remember body odors and bad breath are offensive.

Men

- Wear a dark conservative suit with shirt and tie or jacket with shirt and tie.
- Wear clothes that are clean and pressed.
- Wear dark socks - very important.
- Be sure hair is trimmed and neatly combed.
- Be clean-shaven or have a neatly trimmed beard or mustache.
- Wear extreme hairstyles, hair too long or hair covering eyes.
- Wear cologne or heavy aftershave.

Women

- Matching skirt and jacket or tailored dress.
- In most cases pant suits are appropriate. Be careful to check the company dress code with the HR staff.
- Clean shoes and purse/bag.
- Make sure your hair is neat, clean and styled simply.
- Use makeup sparingly, applied carefully.
- Choose subtle makeup colors that blend with natural-skin tones.
- Wear sandals.
- Wear bare legs, short socks, or fancy patterned hose.
- Wear extreme hair styles, or bangs covering eyes.
- Wear low necklines, or skirts that are too short or tight.
- Wear a sleeveless dress.
- Wear see-through fabrics.
- Wear jangling jewelry.
- Wear heavy perfume

If you are still not sure how to dress for the interview, call them and ask! That's right--call the employer. But this is one time when you do not want to call the Hiring Manager--instead, ask to be put through to Human Resources and say:

"I have an interview with _____ in the _____ department for a position as a(n) _____ .
Could you please tell me what would be appropriate dress for your company?"

REASONS PEOPLE DO NOT GET HIRED

The 14 Worst Job Interview Mistakes

The following are job interview mistakes that you should try to avoid. A big part of interview success is being careful not to commit obvious wrongs. Avoid these mistakes and you're far more likely to find yourself in the job-search finals.

1. Arriving Late For the Interview.
Nothing makes a worse impression. If you can't turn up on time for the interview, what on earth would you do as an employee? If something can go wrong, it will. Leave plenty early to compensate for potential problems.
2. Poor Personal Appearance or Improper Dress.
You never get a second chance to create a good first impression. How you look has a lot to do with how you're seen. Often times in the very first few minutes of the interview, the decision is made whether it's going to be a turndown or a second interview.
3. Smoking.
In one Seattle University study, up to 90 percent of all executives surveyed said they'd hire a nonsmoker over a smoker if their qualifications were equal.
4. Bringing Along a Friend or Relative to the Interview.
Resist the urge to bring someone along to hold your hand or help you fill out applications. This can make you look as if you didn't have the nerve to get there on your own.
5. Chewing Gum.
Gum is not a good substitute for self-confidence. Gum chewing looks appropriate only in vintage movies.
6. Not Doing All Your Homework
Knowing about the company you are applying to is extremely important. You should investigate and research the companies' products or services. This will show a sincere interest in and your desire to work for the company.
7. Admitting a Flaw.
Some interviewers will ask, "What are your weaknesses?" Giving a straightforward, totally honest answer is a mistake. Answer the question by stating a "positive weakness." Turning negatives into positives is good rule of thumb.
8. Not Knowing Your Own Strengths.
You must know your own background so thoroughly that you are prepared to answer any question about it without hesitation and in enough detail to satisfy the interviewer.



9. Asking Too Many Questions.
If you were the interviewer, would you hire someone who dominated the entire interview and put you on the defensive?
10. Not Asking Any Questions.
Not asking any questions makes you look uninterested, unimaginative or both.
11. Inquiring About Benefits Too Soon.
Ask not what the company can do for you but what you can do for the company. If you seem more interested in the three-week vacation policy or the new dental plan than in actual job duties, the prospective boss may develop serious concerns about your priorities.
12. Over Interest in Money.
Let people discover how wonderful you are before you tell them how much you cost. Showing more concern for the amount of money you will make than interest for the job will send negative vibes to the prospective employer.
13. Accusing Discrimination.
Quite often, not everyone involved in the hiring process knows exactly which questions aren't allowed -- and in complete innocence they may bring up a forbidden issue. Don't jump up and scream accusations. Even if the intentions aren't honorable, a dramatic protest is unlikely to get you the job.
14. Bad-Mouthing Your Boss.
Never say anything negative about a person or company you worked for in the past. It brands you a complainer or someone who can't get along with their supervisors.

OTHER REASONS PEOPLE DO NOT GET HIRED

- Speech mumbled, answers too short such as "yes, no. or I don't know".
- Lack of tact and manners, lack of maturity.
- Failure to look the interviewer in the eye.
- Sloppy job application.
- Lack of interest and enthusiasm.
- Limp, wimpy, fishy handshake.
- Unwillingness to follow instructions.
- Record of tardiness to class or other jobs.
- Failure to express appreciation.
- Indefinite response to questions.
- Overbearing, overaggressive, conceited with superiority or "know-it-all" attitude.
- Lack of planning for a career or goal.

- Lack of confidence and poise, nervous, ill at ease.
- Makes excuses: evasive, hedges on unfavorable factors.
- Lack of courtesy.
- The inability to express oneself clearly, poor voice, poor grammar.
- Wants to put in a minimum of time and effort.
- Inability to take criticism.
- Unwillingness to go where the company sends you.
- Unwillingness to work overtime or on weekends.

CLOSING PHASE

During the closing phase of an interview, you will be asked whether you have any other questions. Ask any relevant question that has not yet been answered. Highlight any of your strengths that have not been discussed. If another [interview is to be scheduled, get the necessary information. If this is the final interview, find out when the decision is to be made and when you can call. Thank the interviewer by name and say good-bye.

INTERVIEW QUESTIONS

The most frequently asked interview questions are listed below. These questions are designed to give employers insight into your skills, abilities, and attitudes.

Review these questions and give each question serious thought. Come up with an honest and complete answer so you can better sell yourself at the interview.

Most Often Asked Interview Questions:

- Tell me something about yourself.
- What type of position are you most interested in?
- Do you prefer working with others or by yourself?
- What qualifications do you have for the position?
- Why should we hire you?
- What do you know about our company?
- What do you see yourself doing three to five years from now?
- What are your plans for the future?
- How long would you expect to work here?
- What jobs have you held and why did you leave them?
- Briefly describe your duties at your current or last job.
- What did you like/dislike about your last job?
- Why are you leaving your current job?
- What accomplishments have given you the greatest satisfaction?
- What have you learned from your mistakes?
- What is your most important strength?
- What is your greatest weakness?
- If a conflict came up between you and some of your co-workers, how would you handle it?
- What rewards, other than money, motivate you to work hard?
- Would you be willing to go where the company sends you?
- Would you be willing to work overtime, weekends and evenings?
- What do you like to do in your spare time?
- Why did you choose the career for which you are preparing?

FREQUENTLY ASKED QUESTIONS AND SOME SUGGESTED RESPONSES

1. "Tell me about yourself."

Briefly describe your experience and background. If you are unsure what information the interviewer is seeking, say,

- a. "Are there any areas in particular you'd like to know about?"

2. **"What is your weakest point?"** (A stress question)

Mention something that is actually a strength. Some examples are:

- a. "I'm something of a perfectionist."
- b. "I'm a stickler for punctuality."
- c. "I'm a go getter."

Give a specific situation from your previous job to illustrate your point.

3. "What is your strongest point?"

- a. "I work well under pressure."
- b. "I am organized and manage my time well."

Give a specific example to illustrate your point.

4. "What do you hope to be doing five years from now?"

- a. "I hope I will still be working here and have increased my level of responsibility based on my performance and abilities."

5. "What do you know about our company? Why do you want to work here?"

This is where your research on the company will come in handy.

- a. "You are a small/large firm and a leading force in the local/national economy"
- b. "Your company is a leader in your field and growing."
- c. "Your company has a superior product/service."

6. "What is your greatest accomplishment?"

Give a specific illustration from your previous job where you helped to save money or increase their profits.

7. **"Why should we hire you?"** (A stress question)

Highlight your background based on the company's current needs. Recap your qualifications keeping the interviewer's job description in mind. If you don't have much experience, talk about how your education and training prepared you for this job.

8. "Why do you want to make a change now?"
 - a. "I want to develop my potential."
 - b. "The opportunities in my present company are limited."
9. "Tell me about a problem you had in your last job and how you resolved it."

The employer wants to assess your analytical skills and see if you are a team player. Select a problem from your last job and explain how you solved it.

Some Questions You Should Ask

- "What are the company's current challenges?"
- "Could you give me a more detailed job description?"
- "Why is this position open?"
- "Are there opportunities for advancement?"
- "To whom would I report?"

TOUGH INTERVIEW QUESTIONS REGARDING YOUR INCARCERATION

1. Have you ever been convicted of a felony?
2. Why were you in prison? What were you in prison for?
3. How can I be sure that you won't commit a new crime?
4. How can we be sure we can trust you at this job?
5. Why should we hire you over someone that has not been convicted of a felony?
6. What have you learned from your prison experience and how has this affected you?
7. How did you spend your time in prison? What did you do while you were in prison?
8. Do you feel that you can get bonded?
9. Do you feel that you've paid for your crime?
10. Do you feel that you are now rehabilitated?
11. Are you currently on parole?
12. Are there any restrictions or limitations that would hamper or prevent you from doing this job?

Mock Interview Questions

- I. Tell me a little bit about yourself.
 1. What kind of position are you interested in?
 2. What kind of previous experience do you have in the _____ field?
 3. Tell me about your educational background and training.
 4. What do you feel is your greatest job strength? Give me an example of how you used that to be more productive in your last job?
 5. Are you seeking full-time or part-time employment?
 6. What are your short term goals? Long term goals?
 7. If I would hire you, would there be any issues that would prevent you from getting to work on time?
 8. Do you have your own tools?
 9. Do you have any certifications, licenses, or recent training that would make you more qualified than other applicants?
 1. Have you ever been convicted of a felony?
 12. Our company requires all employees to be bonded; will you be eligible for this?
 13. Do you feel it's okay to use company office supplies for your own personal use?
 14. Our company conducts pre-employment and random drug and alcohol screenings; do you foresee any problems participating in this?
 15. What type of salary/benefits package are you expecting?
 16. Do you have any questions for me?

INTERVIEW FOLLOW-UP

After the interview, following up with a thank you note or letter could be the difference of getting the job or not. Not only should you thank the interviewer for the opportunity to interview for the job, but you should also express your interest in the job.

It is a good idea to request the interviewer's business card before leaving the interview. This will help when writing your thank you note to correctly spell the interviewer's name and job title.

Tips for thank you notes:

Neatly handwrite or type the note.

Address the note to the interviewer or the lead interviewer.

Keep it short. (No longer than one page.)

First paragraph: Thank the employer for the interview. Also, mention that you are interested in the position.

Second paragraph: Briefly state a few of your skills without repeating the information on your resume word for word. Include any important information not mentioned at the interview.

Third paragraph: Provide your contact information, telephone number with area code, and an e-mail address, if available.

Sign the note with your first and last name.

Proofread the note to check for spelling or grammar errors. Ask another person to proofread the note.

Mail the note within two to three days of your interview.

Enthusiasm can buy you a big advantage in today's competitive world of job hunting. Your follow-up does not need to be long, but it is important to mention something meaningful from the interview. Timeliness is critical. Get your note in the mail right away not six days later. You may change the employer's impression with a well thought out follow-up letter.

SAMPLE THANK YOU NOTE

Linda Williams
200 Waterfall
Way
Creekside, PA 90000
(123) 456-7890
e-maii: L\jv'iiiiams@xxxxxxx.net

July 20, 2015

Mr. John Smith,
Manager Smith
Advertising
100 Sunset Avenue
Creekside, PA 90000

Dear Mr. Smith:

Thank you for the opportunity to interview with your company on July 19, 2015. I am very interested in the receptionist position we discussed.

My recent experience as a receptionist where I developed current computer software skills has well prepared me for your receptionist position. I enjoy the challenge of keeping customers happy in a busy office. I am especially interested in the new computerized message tracking system discussed at the interview. I would enjoy the opportunity to contribute to the message tracking project.

I look forward to hearing from you soon. If you need any additional information, feel free to contact me at (312} 555-6210 or e-mail:

lwilliams@xxxxxxx.net.

Thank you again for your

time. Sincerely,

Linda Williams

Unit 8 Survey

1. What did you like best about this unit?

2. What did you like the least?

3. Did the activities and discussions keep you engaged and interested?

4. What aspects of this unit could be improved?

Unit 9 Overview

United States Probation and Pretrial Services Officer Presentation

Description

In this activity students will participate in a presentation by a Probation Officer staff . Allowing the students to ask question on expectations of supervised release.

Estimated Time Required

1-2 hours

Facilitator Preparation

Collaborate with Probation Officer on how information sessions with be conducted

Materials

Paper

Pencils

Instruction Sequence

Introduced Probation officer and give each student a piece of paper to take notes if needed.
Inform students that this is an opportunity to learn what to expect for supervised release.

Unit 10

Wrap up

Overview:

Unit 10 is student lead unit. A time to review all previous 9 chapters and address any concerns or questions that the students expressed on their end of unit surveys.

Teacher prep:

Review all 9-unit surveys. Find any similarities on suggestions or questions and address those during the last class.

Give additional time for students to give feedback, ask additional questions and complete end of program survey.

Pathway to Success Student Survey

Directions: Please think back on your Pathway to Success class and answer these questions. Your answers will help us make the class better for other students.

1. I took this class because it was mandatory for my GED/CSD.
 Yes **No**
2. Did you have a career or job goal before you participated in this class?
 Yes No
3. Did you change your career or job goal because of information that you learned during class?
 Yes No
4. If you changed your goal, why did you change your career or job goal?
5. What is your exact career or job goal?
6. Do you feel more prepared for a career or a job after participating in the activities and completing your portfolio?
 Yes **No**
a) Why or why not?
7. Which activities and portfolio products were most helpful for you as you were exploring careers? (Be specific)
8. What else could Goodwill provide to help you achieve your career goal?
9. The teacher's presentation style helped me to understand the information.
 Yes **No**
a) Why or why not?

