

Job Seekers Guide Workshop Curriculum

Job Seekers Guide Overview:

The **Job Seekers Guide** was created as part of a national collaboration with International Jewish Vocational Services (IAJVS) and iSeek Solutions. Funding for the project was provided by the U.S. Department of Labor.

This curriculum supports both the website and the print guide. It is meant to be flexible, allowing each state affiliate to use and modify this curriculum for workshops that best support their unique program population and objectives.

The Job Seekers Guide steers adult job seekers through a six-step career planning process. It is based on the career cycle depicted on the website and the print guide. This curriculum helps job seekers to go deeper and conceptualize the information.



- **Job Seekers Guide Website:** www.jobseekersguide.org/US/
- **Job Seekers Guide Print Guide:** www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf

Job Seekers Guide Workshop Curriculum

Table of Contents

Workshop Description	Page 3
Workshop Modules	Page 3
Workshop Outcomes	Page 3
Workshop Prerequisites	Page 4
Workshop Materials	Page 4

The Seven Workshop Modules:

1. Career Management: Build a Foundation	Pages 5-8
2. Assess Yourself	Pages 9-13
3. Explore Careers	Pages 14-17
4. Create a Plan and Set Goals	Pages 18-20
5. Expand Skills	Pages 21-24
6. Find a Job	Pages 25-29
7. Career Management: Move Forward	Pages 30-32

Addendum:

1. Schedule Template	Page 33
2. Sample Evaluation Form	Page 34
3. Sample Participant Certificate	Page 35
4. Additional Resources for Workshop Facilitators	Pages 36-37
5. Best Practices for Workshop Facilitators	Pages 38-39

Acknowledgements	Page 40
------------------------	---------

Job Seekers Guide Workshop Curriculum

Workshop Description:

This seven-module workshop is an immersion into the world of career planning and goal setting. Each module is designed for local workshop facilitators to tailor sessions that best support their customers' needs. The curriculum is geared toward facilitators who are new to career planning and job search processes, tools, and strategies. It uses proven, popular activities and resources for guiding job seekers through the career planning process.

The curriculum highlights the basic concepts and research methods needed for each step in career management. Content emphasizes the importance of planning and decision-making. Job seekers are encouraged to have proactive and positive attitudes toward work and career planning. This curriculum can be used in conjunction with other career planning materials.

Workshop Modules

The schedule of each module is two hours. Or the entire curriculum can be completed in two six-hour sessions. The modules built upon each other and should be offered in the suggested sequence. Each module follows a suggested schedule template. Each session starts with icebreaker, has at least two interactive exercises or discussions, includes a take-home assignment for next module, and ends with an evaluation. Goal setting is emphasized in every module.

Workshop Outcomes:

At the completion of all of the modules in this workshop, participants will be able to:

1. Understand lifelong career planning and management.
2. Be prepared to successfully match employer expectations in the “new world of work,” including skills, job search strategies, and self- management.
3. Communicate a job search target and focus their job search activities to support that target.
4. Understand the importance of setting and accomplishing goals.
5. Describe their work skills, interests, and values, and match them with occupations that fit those criteria.
6. Consider how to fill skill gaps with education and work-based learning.
7. Understand how to communicate appropriately with employers through their appearance, correspondence, job search strategies, and behaviors.

Job Seekers Guide Workshop Curriculum

Workshop Prerequisites:

The intended audience for this curriculum is low-skilled adult job seekers unfamiliar with career development. Participants should have basic computer and Web literacy skills. Participants must be able to read U.S. English at a six grade level or higher. Participants are expected to complete pre-workshop assignments before each session begins.

Workshop facilitators should familiarize themselves with the entire curriculum including content, recommended resources, and exercises prior to offering the workshop.

Included in this preparation is ensuring technical access for participants to take all career assessments. Links to self-assessment tools are included in this curriculum. These assessments were chosen because they link to no-fee occupational information, such as O*NET. Facilitators can use their own assessment instruments or occupational information as needed.

In addition, the National Career Development Association (NCDA) recommends that counselors and workshop facilitators find out about the psychometric properties of each assessment before using with clients. Here is NCDA's list of online assessment tools:

http://associationdatabase.com/aws/NCDA/pt/sp/resources#list_resources_all-R101-NCDA

Workshop Materials:

Course materials for this curriculum are drawn from the **Job Seekers Guide** print version and website. Facilitators can determine how to best use these resources. References are also made to print resources readily available at local libraries. All referenced websites are national resources from established, accurate sources, such as the U.S. Department of Labor. None of the references mentioned in this curriculum are fee-based. However, they may require registration, either of the facilitator or the workshop participant. For example, O*NET's Career Exploration Tools require facilitator's registration and preparation prior to administering the tool to participants.

See Best Practices for Workshop Facilitators (Addendum 5) for additional materials such as a workshop folder for participants and professional portfolios.

Job Seekers Guide Workshop Curriculum



Module 1: Career Management - Build a Foundation

Objectives

Workshop participant will be able to:

- Understand the current realities of the world of work
- Understand the importance of longer term planning and goal setting

Materials/Resources

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide: www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
 - Paper copy of the *Career Planning Cycle*: See cover of the print guide
 - Paper copy of the *Long-Term Goals (Exercise 3.1)*: www.jobseekersguide.org/US/sites/default/files/long_term_goals_3_1.pdf
- White board/poster paper and markers for large group discussions.
- Interest, skill and work values assessments – Make arrangements for all participants to have completed these assessments by next session.

Preparation

- Workshop facilitators should familiarize themselves with the *Career Management: Build a Foundation* web pages (<http://www.jobseekersguide.org/US/node/1>).
- Make arrangements to administer assessments for Module 2.

Job Seekers Guide Workshop Curriculum

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules

- a. Logistics and Workshop (Overview):
Provide an overview of the workshop such as time commitment, breaks, schedule, rest room locations, assignments, etc.
- b. Expectations of Participants (Overview):
Discuss the rules of behavior expected of the participants such as confidentiality, nonjudgmental participation, listening to each other, active participation, and completion of assignments, etc.
- c. *Career Management* and the *Career Planning Cycle* (Overview):
Start the workshop by providing a brief overview of what career management is including the benefits. Then, introduce the career planning cycle that is reflected on the main page of the Job Seekers Guide website.
 - i. www.jobseekersguide.org/US/what-is-career-management
 - ii. www.jobseekersguide.org
- d. Ice Breaker: Career Planning Cycle (Participant Introductions):
Using the career planning cycle, each participant introduces themselves. Each participant picks where they are on the cycle and briefly states what they hope to accomplish from this workshop, their work background, and any career goals.

The facilitator can use the career planning cycle to describe the importance of career planning and as a needs assessment. For example, if participants focus on the “Find a Job” section, then the facilitator could gently probe by asking what occupations they are targeting. If they know, what do they know about their target occupation's entry requirements, certification/licensing requirements, projected growth, or other labor market information or hiring procedures. Also, do they know how their skills fit that occupation or any occupation?

2. Core Activity: *The World of Work* (Large Group Discussion):

Either facilitate a large group discussion or create a handout for people to fill in and then discuss as a whole group. Write the *World of Work* topics on the board and ask for group input. After all of the topics have been addressed, compare the group's answers with the New *World of Work* content from the Job Seekers Guide (www.jobseekersguide.org/US/new-world-of-work). The purpose of this exercise is to introduce participants to the realities of the world of work.

After completing this large group discussion, individuals will understand that they need to take control of their own career planning and start determining some goals.

Job Seekers Guide Workshop Curriculum

World of Work Topics	Group Input	World of Work Content
1. Education and training: What is required for jobs beyond entry level?		Job Market: www.jobseekersguide.org/US/job-market
2. Job search skills: After you get a job, how important is it to know job search skills?		Job Market: www.jobseekersguide.org/US/job-market
3. Job changes: <ul style="list-style-type: none"> Once you get a job, you won't change jobs very often. Most people don't have to worry about losing their jobs if they work hard. 		Relationship between Employers and Employees: www.jobseekersguide.org/US/node/54
4. Job security <ul style="list-style-type: none"> You should make sure you get one job and stay at it your whole life. You should do only the work your boss asks you to do. Your employer tells you if you get a raise or promotion. Which jobs offer the best job security? 		Employment Realities: www.jobseekersguide.org/US/node/55
5. Motivation <ul style="list-style-type: none"> Your boss is in charge of your job and career. Once you get a degree, you're done with school. Only some jobs use computers. Jobs are tied to your local town. You don't have to worry about people from different countries or cultures.		Motivate Yourself: www.jobseekersguide.org/US/node/56

4. Break

5. Core Activity: Career Planning

- a. Definitions of Career, Job, Occupation, Industry (Large Group Discussion):
 Facilitator writes the words "Career," "Job," "Occupation," and "Industry" on the board and asks the participants to describe the differences between each term and to provide an example of each one. At the end of the discussion, facilitator provides the definitions from the *Is a Job the Same as a Career* web page.
www.jobseekersguide.org/US/difference

Job Seekers Guide Workshop Curriculum

b. Introduction to goal setting (Long-Term Goals Exercise 3.1):

Ask the participants to briefly think about their future and write down their thoughts on the *Goal Setting* handout. “In five years, where do you see yourself (e.g., your career, education, finances and personal?)” .

www.jobseekersguide.org/US/sites/default/files/long_term_goals_3_1.pdf

6. Wrap up, Assignments, Evaluation

a. Each participant must complete a skills, interest, and values career assessments prior to the next module. Facilitator to ensure each participants’ results are available for the next module.

i. Skill assessment options:

1. Online: www.iseek.org/careers/skillsAssessment - While this skills assessment is easy to use, the occupations are Minnesota-based. Make sure you’re clear with participants to transfer their occupations to state or local occupations.

2. Paper (O*NET tool that requires administration planning).

www.onetcenter.org/AP.html?p=2

ii. Interest assessment

www.jobseekersguide.org/US/sites/default/files/interests_occupations_1_2.pdf

iii. Work values assessment

www.jobseekersguide.org/US/sites/default/files/work-values-1_3.pdf

b. Assignments for Next Module:

i. Write down two past situations you accomplished that you really enjoyed (e.g., past job, school, volunteering, hobby). Include the details about what you did, what you liked about the setting and the people you worked with, and any feedback or external recognition you received from it. Write down as much detail as possible about each situation.

ii. Start to fill in your *Long-Term Goals (Exercise 3.1)* handout and bring to the next session.

NOTE: Depending upon the needs of the particular group, core activities can also focus on:

- Taking care of themselves (soft skills):
www.jobseekersguide.org/US/take-care-of-yourself
- Budgeting: www.jobseekersguide.org/US/manage-your-finances

Job Seekers Guide Workshop Curriculum



Module 2: Assess Yourself

Objectives

Workshop participant will be able to:

- Understand the importance of self-assessment and self-knowledge related to career planning.
- Explore career clusters.
- Find and use resources to connect their interests, skills, and work values to occupations.

Materials/Resources

Facilitators can use their own assessment instruments and occupational information as needed. Assessments provided here are online and require no fees. However, facilitators should well familiarize themselves with their chosen resources prior to offering this module. Also, participants need to have completed their individual assessments before attending this session.

Note: This module is likely to take more than two hours. Options are to schedule this module for 2.5-3 hours, or carry over part of the values exercises to the next module.

- Job Seekers Guide *Assess Yourself*
 - Website: www.jobseekersguide.org/US/assess
 - Print Guide: www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- White board/poster paper and markers for large group discussions.
- Websites for this module:
 - *Career Clusters*: www.careerclusters.org/16clusters.cfm
 - O*NET Occupations:
 - Online Occupations by Interests (Holland Codes) <http://online.onetcenter.org/find/descriptor/browse/Interests/>

Job Seekers Guide Workshop Curriculum

- Online Occupations by Skills:
<http://online.onetcenter.org/find/descriptor/browse/Skills/>
- Online Occupations by Work Values:
<http://online.onetcenter.org/find/descriptor/browse/Work Values/>
- John Holland's Theory of Personality:
www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html
- Print Resources
 - Copy of the *Career Clusters*:
www.careerclusters.org/resources/misc/16clusters.pdf
 - Copy of *Transferrable Skills*: www.jobseekersguide.org/US/node/21
 - Copy of the Exercises:
 - *Match Skills to Occupations*:
www.jobseekersguide.org/US/sites/default/files/match_skills-1_1.pdf
 - *Match Interests to Occupations*:
www.jobseekersguide.org/US/sites/default/files/interests_occupations_1_2.pdf
 - *Match Work Values to Occupations*:
www.jobseekersguide.org/US/sites/default/files/work-values-1_3.pdf
 - *Put Your Assessments Together*:
www.jobseekersguide.org/US/sites/default/files/occupations-assessment-1-4.pdf

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules
 - a. Check-in, questions, issues from last session's evaluations
 - b. What is self-assessment and why does it matter? (Overview)
Provide an overview of self-assessment.
 - i. Sources: www.jobseekersguide.org/US/assess OR www.iseek.org/careers/assessyourself.html
 - c. Ice Breaker: Each participant introduces themselves and briefly states one thing about an ideal job that would be important to them and why.

Job Seekers Guide Workshop Curriculum

2. Core Activity: Interest Assessment

- a. Interest Assessment (Facilitator Preparation):
Review John Holland's Theory of Personality. Be prepared to present information on the benefits, research, and the six career areas.
www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html
- b. How to match occupation that fit each person? (Overview)
People find occupations that fit them by starting with their unique interests. Briefly present some of John Holland's research on the importance of choosing careers that fit your interests.
- c. Interest Groups (Large Group Exercise)
Briefly lead the group through Holland's Party Exercise. End this exercise with a summary of Holland's career areas.
<http://web.mit.edu/career/www/workshops/finding/identifying.html>
- d. Interest Assessment Results (Large Group Discussion):
Discussion of the results of the individual's assessment results. Did their assessment results match their perception of the party exercise? Write down their top assessments on the *Match Interests to Occupations (Exercise 1.2)*.
www.jobseekersguide.org/US/sites/default/files/interests_occupations_1_2.pdf

3. Break

4. Core Activity: Skills Assessment

- a. Skills (Overview):
Review concept of what skills are and how they can be used for career exploration and job search. For example, employers use skill language on job descriptions. People use their skills on their resumes, cover letters and in interview. Review the list of common *transferrable skills* from the *Know Your Work Skills* web page. Include a skills list such as basic skills, management skills, people skills, system skills, technical skills, and education skills that are from the *ISEEK Skills Assessment*. This skills list is written in easy-to-follow language. It is comparable to O*NET's skills list which is used on next module.
 - i. Know Your Work Skills: www.jobseekersguide.org/US/node/21
 - ii. ISEEK's Skills List: www.iseek.org/careers/skillsAssessment

Job Seekers Guide Workshop Curriculum

b. Transferable Skills (Large Group and Small Group Exercise):

Using the homework assignments of two situations, ask for a volunteer to read one of their stories. As a large group, identify skills that were used in the situation. They could be transferrable skills or other skills mentioned above. Ask questions to clarify the individual's contributions. Participants write down the skills they heard. After the person is finished with their story, participants tell the individual the skills they heard and give them their written lists.

Then, ask the participants to get into groups of three. One person reads one of their stories, the others listen and write down skills. Then the two listeners say the skills they heard. Switch when everyone has told one story. Each individual will have a list of their skills.

c. Skills Results (Overview)

Each person should review the results of their individual skills assessment. What does their assessment results say about the type of work that would fit for them? Write down their top assessments on the *Match Skills to Occupations (Exercise 1.1)*.

www.jobseekersguide.org/US/sites/default/files/match_skills-1_1.pdf

5. Core Activity: Work Values Assessment

a. Work Values (Facilitator Preparation):

Prior to this session, facilitators should review the theory behind "work adjustment theory," and the values list from the Job Seekers Guide.

i. Work Importance Locator User's Guide:

www.onetcenter.org/dl_tools/WIL_zips/WIL-UG-deskp.pdf See pages 19-22 on the Work Adjustment Theory.

ii. Work Values (Exercise 1.3):

www.jobseekersguide.org/US/sites/default/files/work-values-1_3.pdf.

b. Benefits of Assessing Work Values (Overview):

Provide a summary of the importance of exploring career options that fit individual's unique work values: *"...when exploring careers, individuals are: more likely to be satisfied by jobs that meet their needs, are more likely to perform better if they have the abilities necessary to do the job, will perform better if satisfied, and will be more satisfied the better they perform. Lastly, individuals will stay on the job longer if satisfied and performing well."* (Work Importance Locator User's Guide, p. 20).

Job Seekers Guide Workshop Curriculum

- c. Work Values (Overview):
Describe the individual Work Values. Give some examples of how these type of work values may impact an individual in a work place. For example, what would it be like if someone highly valued “achievement” and they worked in a factory doing the same work every day? Or, what would it be like if someone valued “recognition”? What would their work behaviors be in the *New World of Work* to ensure they got work activities to support this value?
 - d. Work Values Assessment Results (Overview):
Each person should review the results of their individual work values assessment. What does their assessment results say about the type of work that would fit for them? Update their *Work Values (Exercise 1.3)*:
www.jobseekersguide.org/US/sites/default/files/work-values-1_3.pdf.
6. Wrap up, Assignments, Evaluation: Assignments
- a. Update your assessment results:
 - i. Top 10 Skills:
www.jobseekersguide.org/US/sites/default/files/match_skills-1_1.pdf
 - ii. Top 2 to 3 Work Values:
www.jobseekersguide.org/US/sites/default/files/work-values-1_3.pdf
 - iii. Top 1 to 2 Interests (Holland Code):
www.jobseekersguide.org/US/sites/default/files/interests_occupations_1_2.pdf
 - b. On your assessment results form, brainstorm at least one occupation per assessment that you think fits you.
 - c. Update your *Long-Term Goals (Exercise 3.1)* and bring to the next session.

Job Seekers Guide Workshop Curriculum



Module 3: Explore Careers

Objectives

Workshop participant will be able to:

- Understand how their assessment results can be matched to occupations
- Learn how to research occupations
- Describe career ladders or career pathways

Materials/Resources

Facilitators can use their own assessment instruments and occupational information as needed. Ideally, this session is offered in a computer lab that includes a projector, individual PCs, and Internet access to demonstrate and explore occupational information web-based resources.

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide: www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- Web Resources to Explore Careers:
 - Find Career Information: www.jobseekersguide.org/US/find-career-information
 - Browse Occupations by Career Cluster: <http://online.onetcenter.org/find/career?c=12&g=Go>
 - Career Ladders: www.careeronestop.org/CompetencyModel/CareerPathway/CPWReviewSamplePaths.aspx
 - 16 Career Clusters and Their Pathways: www.careerclusters.org/list16clusters.php
 - *Occupational Research Summary (Exercise 2.1)*. www.jobseekersguide.org/US/sites/default/files/occupation_research_summary_2_1.pdf
- Occupational Outlook Handbook:

If you don't have access to computers for this exercise, make sure you have several copies of this resource to help participants research occupations.
- White board/poster paper and markers for large group discussions.

Job Seekers Guide Workshop Curriculum

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules
 - a. Check-in, questions
 - b. Overview of today's module: Why Career Exploration is important:
www.jobseekersguide.org/US/explore
 - c. Ice Breaker: Each participant will briefly describe three to five things that would make a career a good fit for them (e.g., list their work values, interests, skills). Using the Career Clusters handout from last week, the group can help each participant by listing a cluster that may fit this participant.
2. Core Activity: Match Assessment Results to Occupations (Internet Demonstrations)
 - a. Match occupations to interests (Brief Demonstration):
Participants will look at their results from the interest inventory.
Demonstrate how to match occupations using their interests and list their top occupations using:
 - i. O*NET Online
<http://online.onetcenter.org/find/descriptor/browse/Interests/> or
 - ii. Enhanced Occupational Outlook Handbook:
Check with your local library or bookstore. Have the reference book or a copy of several pages and instruct your participants.
www.hollandcodes.com/career-clusters-and-holland-codes.html#enhanced.
 - b. Match occupations to skills (Brief Demonstration):
Show participants their results from the skill inventory. Demonstrate how to match occupations using their skills and list their top occupations using O*NET. <http://online.onetcenter.org/find/descriptor/browse/Skills/>
 - c. Match occupations to work values (Brief Demonstration):
Show participants their results from the work values inventory. Demonstrate how to match occupations using their work values and list their top occupations using O*NET.
http://online.onetcenter.org/find/descriptor/browse/Work_Values/

Job Seekers Guide Workshop Curriculum

3. Core Activity: Career Ladders/Career Pathways

a. Careers and Career Pathways (Review)

Facilitator provides a brief review of the difference between “Job,” “Occupation,” “Career,” and “Industry” from Module 1. Provide examples of a career pathways.

i. Use the example from that page to discuss a career pathway.

www.jobseekersguide.org/US/difference.

ii. Discuss other career ladders (e.g., CareerOneStop):

www.careeronestop.org/CompetencyModel/CareerPathway/CPWReviewSamplePaths.aspx

4. Break

5. Core Activity: How to Research Occupations:

a. Using Labor Market Information (Internet Demonstration):

Using an example of a participant’s occupation from their assessment results, provides an overview of labor market information. Discuss the important factors to consider when researching occupations. Important factors include: skills, education or training needed, median or average pay, size of the occupation, and the demand for the occupation in your area. Resources include:

i. O*NET’s *Browse by Career Clusters*: www.onetonline.org/find/career

ii. *Occupational Outlook Handbook*.

iii. *Find Career Information*:

www.jobseekersguide.org/US/find-career-information.

b. Occupational Research (Practice): Allow time for each participant to look online or at a print resource to research one of their occupations from their homework from last module.

c. Other Resources to Research Occupations (Brief Overview):

Provide information about other ways to research occupations such as informational interview, working, and offerings at your local library.

Job Seekers Guide Workshop Curriculum

6. Wrap up, Assignments, Evaluation: Assignments include:
- a. Write down occupations that fit your skills, interests and work values on the *Put Your Assessments Together* handout:
www.jobseekersguide.org/US/sites/default/files/occupations-assessment-1-4.pdf.
 - b. Choose at least five occupations that interest you.
 - c. Use at least two different resources to research at least two different careers. Fill in the *Occupational Research Summary (Exercise 2.1)*.
www.jobseekersguide.org/US/sites/default/files/occupation_research_summary_2_1.pdf
 - d. Use recommended websites, *Occupation Outlook Handbook*, informational interview, and local resources (e.g., public library, local One-Stop Career Center, or another career center). *Build Your Network* web page provides resources for informational interviewing. www.jobseekersguide.org/US/build-your-network

Job Seekers Guide Workshop Curriculum



Module 4: Create a Plan & Set Goals

Objectives

Workshop participant will be able to:

- Start to vision their future work lives
- Understand the importance of long-term goal setting
- Create a list of their personal goals
- Be able to break down their goals into smaller steps

Materials/Resources

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide:
www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- White board/poster paper and markers for large group discussions.
- Web Resources for Goal Setting:
 - Goal Setting: www.jobseekersguide.org/US/SetGoals
 - Set Long-Term Goals: www.jobseekersguide.org/US/set-long-term-goals
 - Make Your Goal Setting Plan:
www.jobseekersguide.org/US/make-your-goal-setting-plan
 - Guided Imagery:
http://wps.prenhall.com/chet_sukiennik_careerfit_8/49/12563/3216342.cw/index.html
- Handouts
 - *Long-Term Goals (Exercise 3.1):*
www.jobseekersguide.org/US/sites/default/files/long_term_goals_3_1.pdf
 - *Career Plan Worksheet (Exercise 3.2)*
www.jobseekersguide.org/US/sites/default/files/career_plan_worksheet_3_2.pdf
 - *Rank Your Occupations (Exercise 4.1)*
www.jobseekersguide.org/US/sites/default/files/rank-occupation_4_1.pdf

Job Seekers Guide Workshop Curriculum

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules

- a. Check-in, Questions
- b. Overview of today's module: Why is goal setting important (Brief Overview).
www.jobseekersguide.org/US/SetGoals
- c. Ice Breaker: Each person discusses a time when they planned a large activity or event and how they accomplished it. They can use their past success stories. The facilitator and the group listens for and points out behaviors that make this person a success.

2. Core Activity: Visualize Your Life Plan (Large Group Exercise or Guided Imagery)

Facilitator leads the group into an exercise to help them focus on their life plan. This exercise can be facilitated in a large group setting or on an individual basis. End the exercise by reviewing and updating their *Long-Term Goals (Exercise 3.1)*. Exercise options:

- a. Use the *Set Long-Term Goals* web page:
Think back to what your life was like two years ago or five years ago. What would you have done differently? Now think ahead two years. Where would you like to be working? What do you want your life to be like in a few years? Ten years? What choices can you make today that will make your life better in the future? Write down these choices or goals. These are your long-term goals.
www.jobseekersguide.org/US/set-long-term-goals
- b. Work Life Five Years from Today:
Help the participants image their work life in five years using a guided imagery. After the guided imagery, participants should write down their work life as many of the detail as they can remember.
http://wps.prenhall.com/chet_sukiennik_careerfit_8/49/12563/3216342.cw/index.html

3. Break

Job Seekers Guide Workshop Curriculum

4. Core Activity: Set Goals and Create a Plan (Large and Small Group Discussions and Written Exercise).

Use the *Career Plan Worksheet (Exercise 3.3)* to facilitate a discussion about career goals and the actions to support them. Use an example how to break down a long-term career goal into small term activities. You can use the example from the *Make Your Goal Setting Plan* web page or use one of your participants' stories from the previous core activity. Each person reviews their long-term goals from *Long-Term Goals (Exercise 3.1)* and brainstorms short-term activities on their *Career Plan Worksheet (Exercise 3.3)*. Each participant reads their long-term goal and activities to a small group or to the large group for feedback, additional resources, and affirmation. Participants update their *Career Plan Worksheet (Exercise 3.3)* as needed.

www.jobseekersguide.org/US/make-your-goal-setting-plan

5. Wrap up, Assignments, Evaluation:

- a. Complete any homework from today or past modules (e.g., *Occupational Research Summary (Exercise 2.1)*).
- b. Research at least two more occupations and add them to your *Occupational Research Summary*.
- c. *Rank Your Occupations (Exercise 4.1)*
List your top occupations and rank them in order.

www.jobseekersguide.org/US/sites/default/files/rank-occupation_4_1.pdf

Job Seekers Guide Workshop Curriculum



Module 5: Expand Skills

Objectives

Workshop participant will be able to:

- State what kinds of skills and training are needed for occupations that interest them
- Understand the value of expanding their skills through work-based learning and formal education
- Be able to find resources to help them deal with possible barriers to education

Materials/Resources

Facilitators should familiarize themselves with education and work-based learning options in their local area. This includes local Adult Basic Education, college-preparatory training, community colleges that offer short-term training, and stackable credentials. Your local One-Stop Career Center or library may likely have these options.

Links to local resources:

- *Get Help and Get Started:* www.jobseekersguide.org/US/get-started
- *How to Gain Skills:* www.jobseekersguide.org/US/gain-skills
- *Get More Training, CareerOneStop*
www.careeronestop.org/ReEmployment/JobSearchHelp/GetMoreTraining/GetMoreTraining.aspx
- *Why Go to College?*, U.S. Department of Education: www.college.gov/wps/portal

Job Seekers Guide Workshop Curriculum

Web resource for this module:

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide:
www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- Expand Skills
 - *Get Job Skills*: www.jobseekersguide.org/US/get-job-skills
 - *Formal Education Pays*: www.jobseekersguide.org/US/education-pays-off

Other Resources

- White board/poster paper and markers for large group discussions.

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules
 - a. Check-in, Questions
 - b. Overview of today's module
 - c. Ice Breaker: Review of Occupations That Fit Goals:
Using the *Occupational Research Summary (Exercise 2.1)*, each participant describes one occupation that they researched from Module 3. Why did they like that occupation? What were the skills and training required? What were any related occupations (e.g., career ladders)? Each participant lists one thing they need to do if they were serious about pursuing this occupation further.
2. Core Activity: Upgrade Skills: (Brief Overview and Group Discussion)
 - a. Why Upgrade Job Skills (Brief Discussion)
Summarize the ice breaker discussion to point out examples of increasing skills (e.g., school, gaps in skills, lack of credentials, etc.). As a large group, brainstorm reasons why upgrading skills is important. List these reasons on the board.
 - i. Remind participants about the employers expectation in the *World of Work* from Module 1.
 - ii. *Get Job Skills* web page describe benefits
www.jobseekersguide.org/US/get-job-skills
 - iii. *Formal Education Pays* web page: Briefly discuss the connection between formal education and increase in wages and decrease in unemployment.
www.jobseekersguide.org/US/education-pays-off

Job Seekers Guide Workshop Curriculum

- b. How to upgrade work skills? (Brief demo).

Create a handout or show the participants the chart in the *Look at Your Education Options* web page. Also show them Work-Based Learning Options.

Ask the participants which of these options seems to fit their goals and desired occupations from their research.

- i. www.jobseekersguide.org/US/your-education-options.
- ii. www.iseek.org/education/training.html

3. Break

4. Core Activity: Possible Barriers for Getting into Formal Education (Group Discussion)

Lead a discussion about possible barriers to formal education. What gets in the way of getting more education? List these barriers on the board. After you get a list, have the group provide resources or solutions to counteract that barrier. Show them web resources that can help them.

Possible Barriers to Education	Resources or Solutions
I didn't finish high school.	Go to your local Adult Basic Education for GED and GED prep courses. www.literacydirectory.org/
I didn't get great grades in high school. I'm not good at math, reading, etc. I'm too old.	See the <i>Prove Your Potential</i> web page on www.college.gov Also, many colleges require the passing of entrance exams. Students who don't pass can often can support from local Adult Basic Education (usually no or low fees).
I don't have any money.	<i>Pay for Your Education</i> web page: www.jobseekersguide.org/US/pay
I don't know how to find a school or training program that fits me.	<i>How to Gain Job Skills</i> web page: www.jobseekersguide.org/US/gain-skills
I don't have child care, transportation, etc.	<i>Take Care of Yourself</i> web page: www.jobseekersguide.org/US/take-care-of-yourself
Once I find a school, I don't know what I need to do to get into it.	<i>Apply to School</i> web page (e.g., admissions tests): www.jobseekersguide.org/US/apply
I don't know how to decide if a school is a good fit for me.	<i>Look at What the Schools Offer</i> web page: www.jobseekersguide.org/US/what-schools-offer
I don't know if I can succeed once I'm in school.	<i>Ask about student services. Look at What the Schools Offer</i> web page: www.jobseekersguide.org/US/what-schools-offer

Job Seekers Guide Workshop Curriculum

5. Wrap up, Assignments, Evaluation:

- a. Update their *Career Plan Worksheet (Exercise 3.2)*:
www.jobseekersguide.org/US/sites/default/files/career_plan_worksheet_3_2.pdf

- b. Pick a Target Occupation: *Job Search Target (Exercise 5.1)*
www.jobseekersguide.org/US/sites/default/files/job-search-target_5_1.pdf

- c. Fill in *Elevator Speech (Exercise 5.2)*
www.jobseekersguide.org/US/sites/default/files/elevator_speech_5_2.pdf

Job Seekers Guide Workshop Curriculum



Module 6: Find a Job

Objectives

Workshop participant will be able to:

- Communicate their job search target and their skills to support it
- Understand how employers view potential job seekers
- Use key job search strategies such as writing resumes, finding job leads, interviewing, etc.

Materials/Resources

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide: www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- Find a Job Web Resources:
 - *Find a Job*: www.jobseekersguide.org/US/find-job
 - *Elevator Speech (Exercise 5.2)*: www.jobseekersguide.org/US/sites/default/files/elevator_speech_5_2.pdf
 - *Job Search Checklist (Exercise 5.6)*: www.jobseekersguide.org/US/sites/default/files/u_job_search_checklist_5_6.pdf
 - Research occupations, industries and companies (Exercise 5.4): www.jobseekersguide.org/US/sites/default/files/u_research_5_4.pdf
 - *Take Care Of Yourself*: www.jobseekersguide.org/US/take-care-of-yourself
 - Succeeding in the Workplace: www.jobseekersguide.org/US/node/20
- White board/poster paper and markers for large group discussions.

Job Seekers Guide Workshop Curriculum

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules

a. Check-in, questions

b. Overview of today's module:

Use the *Find a Job* web page to provide an overview of job search strategies and why it is important to be prepared. Also, handout a copy of the *Job Search Checklist* as a guide for tracking their job search strategies. Use it as a guide to talk about the importance of being prepared for a job search. Use the *Find a Job* web page to provide an overview of job search strategies and why it is important to be prepared. Also, handout a copy of the *Job Search Checklist* as a guide for tracking their job search strategies. Use it as a guide to talk about the importance of being prepared for a job search.

1. www.jobseekersguide.org/US/find-job

2. www.jobseekersguide.org/US/sites/default/files/u_job_search_checklist_5_6.pdf

c. Ice Breaker: *Elevator Speech (Exercise 5.2)*:

Each person prepares and presents their job target using the elevator speech format. Then, the group discusses what makes a good elevator speech. (e.g., Did you understand the kind of job that was being sought and why someone is a good fit for it?).

www.jobseekersguide.org/US/sites/default/files/elevator_speech_5_2.pdf

2. Core Activity: Research Employers (Large Group Discussion)

The facilitator helps participants understand how a potential employer reviews applicants.

a. Think about someone you recently met who provided great customer service. What did they do? (e.g., paid attention to your needs, listened to you, timely, reliable, friendly, etc.). Employers look for those kinds of qualities. They want someone to pay attention to their needs. Many job seekers only think about themselves. They commonly look at a job lead's salary and apply for the position. However, hiring managers have specific needs. They look for specific skills and experience.

Job Seekers Guide Workshop Curriculum

- b. Pick a local job lead that seems to fit the target occupations of several participants. The facilitator will pull up the website of the company or organization seeking an employee. The facilitator briefly reviews the webpage to point out common key words, and the employer requirements for this job. Use *Research occupations, industries, and companies (Exercise 5.4)* for information to look for both on the job lead and the employer’s website. Also, the facilitator can use this time to point out the importance of “soft skills,” such as those listed in the *Take Care of Yourself* web page. Participants practice understanding job lead requirements and matching their skills and experience to it. Point out resources from the web page that participants can use to further research an employer.
- www.jobseekersguide.org/US/sites/default/files/u_research_5_4.pdf
 - www.jobseekersguide.org/US/take-care-of-yourself

What an Employer Wants	How I Match their Needs HINT: Use the language from the job posting
List the skills, requirements, and job duties (from the job description)	List your skills, interests, aptitudes and values that match.
Think about their values and what’s important to the company (from the web page: About us, Mission Statement, Jobs/Careers, etc.)	List how your values and interests match their workplace (e.g., work outside, size of company, public versus private, type of products, etc.)
Think about what they do and how they do it (from the web page: Types of products, services, locations, processes, awards, etc.)	List your values and personal strengths that match.

Job Seekers Guide Workshop Curriculum

3. Core Activity: Job Search Options.

Depending on the needs of the group, the facilitator can choose one more activities that best support their participants.

4. Wrap up, Assignments, Evaluation:

- a. Update *Career Plan Worksheet (Exercise 3.2)* as needed:
www.jobseekersguide.org/US/sites/default/files/career_plan_worksheet_3_2.pdf
- b. Review *Succeeding in the Workplace* web page:
www.jobseekersguide.org/US/node/20
- c. Review your Life Plan (Module 4). Update it by answering: “When I’m on the job,”
 - i. I’ll wear ...
 - ii. I’ll get to work using this transportation option...
 - iii. I’ll use this child care option...
 - iv. I’ll be doing these work activities...
 - v. I’ll be interacting with coworkers by...
 - vi. I’ll be communicating by...
 - vii. I’ll be handling conflicts by...
- d. Facilitator can assign another project depending upon the activities chosen for the next module (e.g., take an online assessment for communication styles or workplace etiquette).

Job Seekers Guide Workshop Curriculum

Job Search Core Activity Options

1. Filling out job applications (Exercise):
Handout a copy of the application. Each participant fills it out to the best of their ability. Walk through how to fill out an application with the group. If time, provide tips on how to fill out online applications using key words from their occupation research.
www.jobseekersguide.org/US/job-applications
2. Resume writing (Overview and Exercise):
Provide an overview of the types of resumes and how to write good resumes (e.g., targeted, active verbs, etc.). Have each person review their target occupation from their research (Module 3) and compare the required skills and duties with their personal and transferrable skills from the skill assessment (Module 2). Use these skills to start writing a resume. www.jobseekersguide.org/US/write-good-resumes
3. Writing cover letters (Overview and Exercise):
Provide an overview of cover letters and then have each person prepare a cover letter for a job. Practice writing a cover letter. www.jobseekersguide.org/US/cover-letters
4. Mock interviews (Overview and Exercise):
Review the interview questions and provide tips on how to interview. Provide a mock interview of a good and bad examples. Break up the group into threes who will take turns doing brief interview. One person is the interviewer, one is the interviewee, and the third is an observer. The observer provides constructive feedback to both the interviewee and the interviewer. www.jobseekersguide.org/US/interview
 - Interviewing bad examples: www.iseek.org/news/sp/sp113Spotlight.html
5. Networking information (Overview and Exercise):
Handout a copy of *Your Network (Exercise 5.3)*. Ask each participant to brainstorm and write down a list of people to contact for information. Use the *Build Your Network* web page to help participants expand their list. Have them pair up and practice doing an informational interview.
 - www.jobseekersguide.org/US/build-your-network
 - www.jobseekersguide.org/US/sites/default/files/u_networking_5_3_0.pdf
6. Find Job Openings (Demonstration and Exercise):
 - a. Demonstrate some Internet job search tools using *Find Job Openings* web page. www.jobseekersguide.org/US/find-job-openings
 - b. Practice a script for contacting employers using *the Employer Contact Script (Exercise 5.5)*
www.jobseekersguide.org/US/sites/default/files/u_contact_script_5_5.pdf

Job Seekers Guide Workshop Curriculum



Module 7: Career Management - Move Forward

Objectives

Workshop participant will be able to:

- State what they've learned during this workshop series
- Be able to articulate their career goals and their next steps

Materials/Resources

- Job Seekers Guide
 - Website: www.jobseekersguide.org/US/
 - Print Guide: www.jobseekersguide.org/US/sites/default/files/JobSeekersGuide.pdf
- White board/poster paper and markers for large group discussions.

Schedule

1. Introduction/Warm Up/Overview of the Workshop Modules
 - a. Check-in, questions
 - b. Overview of today's module:
Move Forward and prepare for lifelong career management.
 - c. Ice Breaker:
Each participant answers what is they have learned during this workshop and what's different about them.
2. Core Activity:
Participants can be ready to begin their journey of their career goals. The facilitator prepares for a topic and activity that best supports the needs of their participants. Examples include:

Job Seekers Guide Workshop Curriculum

- a. Dress for Success
Bring in a speaker or provide a discussion about appropriate attire for men and women. www.iseek.org/jobs/dress-for-success.html
- b. Finding a Mentor:
Bring in a speaker in a local mentorship program. Or discuss what a mentor is and how to find one.
- c. Communication Styles in the Workplace:
Have participants take a communication style inventory. Break them up into groups based on their type and discuss the pros and cons of their style. If time, discuss constructive giving and receiving constructive criticism based on their type. www.asme.org/Jobs/Manage/Whats_Communication_Style.cfm
- d. Professional Etiquette
Provide scenarios of workplace issues and discuss how to handle them. Or take an online assessment and discuss the answers in a large group.
www.careers.utoronto.ca/libresource/quizzes/workplacequiz.asp?tr=
- e. Guest Speaker(s):
Former job seeker with traits participants can relate to discusses his/her career journey and give tips for success. Or employers to provide feedback about what makes a good job applicant and a successful employee.
- f. Mock Interviews
Have invite business leaders or other volunteers conduct one-on-one practice interviews with each participant; interviews fill out evaluation form for workshop facilitators to review with participants. Or conduct one or two practice interviews with a participant in front of the group, allowing all participants to provide peer feedback. www.jobseekersguide.org/US/interview
- g. Resume Critiques
Participants turn in a resume before the session and the facilitator or business leader goes over the resume with the participant. Or invite business leaders or recruiters to review participant resumes during the session.
www.jobseekersguide.org/US/write-good-resumes
- h. Social Networking 101
Provide information on how job seekers can utilize social networking and other Internet tools to help in their job search, including the hazards of presenting a negative image to employers and security concerns. Presentation could be an in-person guest speaker, or show an online video clip or webinar on the topic.
www.jobseekersguide.org/US/connect-online

Job Seekers Guide Workshop Curriculum

3. Break

4. Core Activity: Review of Career Goals and Resources (Brief Review)

Each participants discusses their career goals and next steps. The facilitator and participants listen and affirm their direction. During the activity, the facilitator affirms that it is normal to feel overwhelmed or scared when making life-changing decisions such as starting a job search, checking out schools, or exploring new careers. The facilitator and participants can provide local resources to help individuals to achieve their goals. Also, the facilitator reviews the importance of goals and persistence in moving forward. Managing change is a lifelong process. Each person should leave these workshop series feeling empowered and supported as he/she continue to make life changes.

5. Graduation ceremony for completing career classes

6. Wrap up, Assignments, Evaluation

- Give referrals for:
 - Job clubs that meet on a regular basis
 - Job fairs and networking events
 - Informational Interviews: www.jobseekersguide.org/US/node/42
 - Online groups and discussion boards:
www.jobseekersguide.org/US/connect-online
 - Professional associations:
www.careerinfonet.org/crl/library.aspx?LVL2=58&LVL3=y&LVL1=33&CATID=15&id=14&nodeid=23&PostVal=3



Job Seekers Guide Workshop Curriculum

Addendum 1: Suggested Schedule Template

This schedule is for sessions that are two-hours long. Facilitators offering shorter workshops may choose to omit the break and one of the core activities.

1. Introduction/Warm Up
 - a. Introduction to Module and Part of the Career Planning Cycle.
 - b. Check-in: Time for feedback and/or questions
 - c. Planned Ice Breaker

2. Core Activity
 - a. New lesson, guided discussion
 - b. Video/ You Tube/Exercise

3. Break

4. Core Activity
 - a. Guided discussion of previous or new lesson
 - b. Small groups
 - c. Open comments, feedback, discussion

5. Large Group Work, Wrap up, Assignments, Evaluation

Job Seekers Guide Workshop Curriculum

Addendum 2: Sample Evaluation Form

Workshop/Session Name: _____

Instructor / Location: _____ Date: _____

Thank you for attending this workshop. We value your feedback. Please take a few minutes to fill out this evaluation form.

Read each statement. Check the box that best describes your thoughts.					
Statement	5 Strongly Agree	4 Agree	3 Not sure	2 Disagree	1 Strongly Disagree
1. The information presented in this session is helpful to my job search, work or personal life.					
2. The presenter is knowledgeable about the topic.					
3. The material was presented in a clear and organized way.					
4. The presenter responded to questions well.					

5. What information was most beneficial from this workshop? Why?

6. What was the least beneficial? Why?

7. What would you add or change about this workshop? Why?

Job Seekers Guide Workshop Curriculum

(Insert
Organization
Logo)

Certificate of Achievement

Awarded to:

(Participant Name)

For Completion of:

(Number of Hours) of (Name of Workshop)

(Dates) (Location)

Instructor Name

Instructor's Signature

Supervisor's Name

Supervisor's Signature

Job Seekers Guide Workshop Curriculum

Addendum 4: Additional Workshop Facilitator Resources

Career Planning, Career Management, and Job Search Books

Book Title	Author(s)
Career Distinction: Stand Out by Building Your Brand	William Arruda & Kristen Dixon
Career Wisdom for College Students: Insights You Won't Get in Class, on the Internet, or from Your Parents	Peter Vogt & Doug Hardy
Do What You Are	Paul Tieger & Barbara Barron
Don't Slurp Your Soup, A Basic Guide to Business Etiquette	Elizabeth Craig
Making a Living While Making a Difference: Conscious Careers in an Era of Interdependence	Melissa Everett
Making Career Decisions That Count: A Practical Guide	Darrell Luzzo & Lisa Severy
New Directions in Career Planning and the Workplace: Practical Strategies for Career Management Professionals	Jean M. Kummerow (Ed.)
No One is Unemployable: Creative Solutions to Overcoming Barriers to Employment	Debra L. Angel
Overwhelmed--Coping with Life's Ups and Downs	Nancy K. Schlossberg
Strengths Finder 2.0	Tom Rath
Strengths Quest	Donald O. Clifton & Edward "Chip" Anderson
Strong and MBTI® Career Development Guide	Allen L Hammer
The Adventures of Johnny Bunko: The last career guide you'll ever need	Daniel H. Pink & Rob Ten Pas
The Career Counselor's Handbook	Richard N. Bolles
The College to Career Road Map: A Four-Year Guide to Finding Your Path	Terese Corey Blanck, Peter Vogt, & Judith Anderson
Unemployment Boot Camp: Tactics for Surviving and Thriving in the 21st Century	R.A Long
What Color is Your Parachute	Richard N. Bolles
What Should I Do With My Life?: The True Story of People Who Answered the Ultimate Question	Po Bronson
Working Identity: Unconventional Strategies for Reinventing Your Career	Herminia Ibarra
Working with MBTI Step II Results: A Comprehensive Resource for Introductory Workshops and Leadership, Team, and Career Management Programs	Jean M. Kummerow & Naomi L. Quenk
WORKTypes	Jean M. Kummerow, Nancy J. Barger & Linda K. Kirby

Job Seekers Guide Workshop Curriculum

Recommended Websites

About.com Job Search Tools: <http://jobsearch.about.com/od/findajob/a/jobtools.htm>

These the job search tools helps user find solutions to a wide range of job search needs.

CareerOneStop: <http://careeronestop.com/>

Connects employers, job seekers, learners, and workforce professionals to national electronic tools for career planning, exploring education and finding jobs.

O*NET Online: <http://online.onetcenter.org>

Has detailed descriptions of occupations that can be filtered by interest, work values, skills, in-demand jobs, green and other areas.

Occupational Outlook Handbook: www.bls.gov/oco

A nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives.

Education World: www.educationworld.com

Helps educators navigate the Internet for educational information. It includes educational sites, shared lesson plans, articles and featured columns, employment listings, and other resources.

National Career Development Association: www.ncda.org

Offers professional development, resources, standards, scientific research, and advocacy for career development professionals.

Quintessential Careers: www.quintcareers.com

Presents comprehensive career, job, and college resources through articles, tools, tips, samples, tutorials), and links to job sites.

Job Seekers Guide Workshop Curriculum

Addendum 5: Best Practices for Workshop Facilitators

1. Job Seekers Packet:

Workshop facilitators may consider preparing a **Job Seekers Guide** packet that includes print versions of all of the exercises for each participant to bring to each session. The packet could be a folder with tabs for each of the sections.

2. Professional Portfolio:

Workshop facilitators could help participants start a professional portfolio by collecting each participant's job search target, resumes, skill lists, and other items to show potential employers. The portfolio could include personalized action items to continue their career management journey. This portfolio can be given to each participant on the last session as part of his or her "graduation ceremony."

3. Connect with Local Partners:

The websites linked to in the **Job Seekers Guide** are general and national. Whenever possible, use your agency, state or other local social services and resources.

- Find your local One-Stop Career Center: www.servicelocator.org/onestopcenters.asp
- Find out available resources at your local library: www.servicelocator.org/Libraries.asp
- Connect with your local community colleges for college preparation and transition programs: www.servicelocator.org/community_colleges.asp
- Government or community agencies: www.servicelocator.org/National_Locators.asp

Job Seekers Guide Workshop Curriculum

4. Localize Your Resources:

Update your handouts and website to include your local partners. Here is a list of areas in the **Job Seekers Guide** that would benefit from localization:

- Manage your Career:
 - Take Care of Yourself - Links to local services under "More resources to manage your finances"
 - Manage Your Finances - Links to local services under "More resources to manage your finances"
 - Deal with Changes - Links to local services under "More resources to deal with changes"
 - Succeed in the Workplace - Links to local services under "Resources"

- Assess Yourself:
 - Know your Work Skills – List or table of skill sets used by your agency

- Explore Careers:
 - What are Career Clusters - Link to local career cluster information
 - Find Career Information – Links under "How to find career information"
 - Career information for Ex-Offenders – Links under "Find resources for ex-offenders in your state"

- Create Plans & Set Goals"
 - Add text and link to resources used by your agency

- Expand Skills:
 - Get Job Skills - Links under "Resources to Help You"
 - How to Gain Skills – Links under "Resources to Help You Gain Skills"
 - Pay for your Education – Links under "Resources to Help You Pay for Education"
 - Apply to School – Add links to local colleges and training programs
 - Keep Advancing Your Career - Link to resources used by your agency

- Find a Job:
 - Get Started and Get Help - Link to resources used by your agency under " Get Job Search Help" and " More resource"
 - Tips for Building Your Network - Add text and link to resources used by your agency
 - Research Employers - Add text and link to resources used by your agency
 - Find Job Openings - Add text and link to resources used by your agency
 - Write Good Resumes - Add text and link to resources used by your agency
 - Write Good Cover Letters - Add text and link to resources used by your agency
 - Know How to Interview - Add text and link to resources used by your agency

Job Seekers Guide Workshop Curriculum

Acknowledgements

This curriculum and the *Job Seekers' Guide* were produced by Jewish Family and Children's Service of Minneapolis, and iSeek Solutions, as part of a national collaboration of the International Association of Jewish Vocational Services, with funding provided through the U.S. Department of Labor.

This curriculum was developed by Denise Felder and Shelia Cunningham McComb of iSeek Solutions. For information about other iSeek Solutions projects: www.iseek.org/info/about.html.

To provide feedback on this guide: <http://iseek.custhelp.com/app/ask>.



To get job search and career help from a counselor, contact: International Association of Jewish Vocational Services, (215)854-0233; www.iajvs.org.

