

A – Z FOR RUREADY.ND.GOV

INTRODUCTION

This guide is intended to support your career development work in either a group setting or on an individual basis. The activities included are intended to bring to life and further integrate the knowledge that your students have learned through their experience with RUPrepare.ND.gov. In addition, there are supplemental activities that can provide you with concrete ways that you can work with your students to explore topics that are integral to a successful career campaign. The included activities will support you to create a continued dialogue around ongoing career development topics.

A

AWARENESS JOURNAL

OBJECTIVE: Participants will journal various aspects of their life—these individual stories will support them in identifying career options

ACTIVITY: In the Planning Tools – Personal Information section of Your Portfolio – Your Profile section of RUPrepare.ND.gov, have individuals write about the following:

Life (Hobbies/Talents/Interests):

1. Make a list of all the activities you choose to spend your spare time on
2. Identify what these activities have in common with one another, e.g. all outside, all with large groups of people, all involve computers
3. Write down three things that you have learned about yourself as a result of identifying and grouping these activities. Discuss how these three self-discoveries can be used in your job search

Work (Employment History):

1. Write a list of all of the paid jobs you have held
2. Write a list of all the responsibilities that you have in your own home
3. Take a look at both lists and choose five jobs that you like the most and write about why you like each job
4. Take a look at both lists and choose the five jobs you like the least and write about why you dislike these jobs
5. After identifying these jobs and what you like and don't like about them, journal about what skills you have developed through these jobs and how this relates to your job search

ARTICULATE YOUR SKILLS

OBJECTIVE: To have participants be able to identify and articulate their transferable skills

ACTIVITY: Once individuals have completed the Transferable Skills Checklist; have them use their identified skills to support them with their resume and cover letter. Using the Cover Letter Creator, have participants write a career



objective for their cover letter that outlines the type of skills they offer and are looking to use. In addition, individuals can use their transferable skills results to develop a combination resume (chrono-functional resume) that incorporates a description of their key transferable skills.

B

BY ASSOCIATION

OBJECTIVE: To look at the ways to use the For More Information and Web Sites section of a Career Profile to further develop job search leads

ACTIVITY: Post this fact for participants to read: Seven out of 10 people in the U.S.A. belong to at least one organization, and 25% are members of four or more. Go around the group and ask individuals what associations they belong to. Remind the group this could be anything from a professional association to a PTA. Discuss ways to use their membership in associations to support their job search.

BRAINSTORM RACE

OBJECTIVE: To recap information that the group has learned about a certain career-related topic

ACTIVITY: If you have reviewed a topic that contains a lot of material, such as interviews or resumes, this activity supports the group in reviewing all the information covered within a lesson. Give each team a sheet of flip chart paper and a topic. Teams are asked to race to brainstorm and list as many items as they can remember in a certain amount of time – without speaking! The team with the most correct answers for that topic wins a point. The first team to 10 points wins the race!

BEYOND JOB POSTINGS

OBJECTIVE: To have participants brainstorm ways of looking for work beyond traditional job postings

ACTIVITY: Have the participants brainstorm, in groups or individually, all the traditional or “normal” ways they can look for work and post the results. Next, have them brainstorm all the ways that are different from the ones already listed.

BROADCAST LETTER

OBJECTIVE: To understand how to apply for a job when the company is not advertising, using a broadcast letter. A broadcast letter is a way to communicate to a company that you have the skills, talents and abilities to work for them even though the company is not currently hiring. A broadcast letter is different from a cover letter.

ACTIVITY: Create a broadcast letter. Have participants choose a company where they want to work. Have the participants use the research they did on the company in order to create a broadcast letter.

CHANGING THE WORLD OF WORK

OBJECTIVE: Participants will have the tools necessary to prepare for and manage change

ACTIVITY: Brainstorm a list of changes that are relevant to the world of work. Have the group identify both small and big changes such as shift changes and technology. Once this list is complete have the group brainstorm a list of feelings associated with these changes. Break the group into teams of three or four and have them brainstorm ideas about how to best manage these workplace changes, and the feelings associated with them. Upon completion, review with the whole group.

CHALLENGE 5

OBJECTIVE: To support participants in brainstorming areas where they can search for work

ACTIVITY: Have participants use RUReady.ND.gov and the Web to gather the following information:

1. Name five job titles by which the job you are searching for is known to various employers.
2. Name five different general types of businesses (not specific employers) which hire people doing the job which you are searching for.
3. Name five local employers who hire people in the job which you are searching.
4. Name five people who are part of your personal job search network.
5. Name five steps you can take now that you have the information that you have researched.

Once this information has been found, have them develop an action plan for using the information in their job search.

COMMAND CONTROL

OBJECTIVE: Participants will understand how important it is to have an organized place dedicated to conducting their career campaign

ACTIVITY: Ask participants to draw a picture or write about where their command control is, what it looks like, what is in the room, what supplies are available, what technology is available, etc.

Now, once they have analyzed it, ask them to draw or write about what else they need, what their perfect space would look like, and how they can create it.

D

DEALING WITH DISAPPOINTMENT

OBJECTIVE: To understand how to deal effectively with disappointment and how to be proactive about ways of handling disappointments

ACTIVITY: When things don't turn out as imagined, it may seem like the end of the world. Have the participants talk about a time when something that disappointed them actually turned out to be an opportunity for something better or greater. Discuss what they learned from this experience. Once this discussion is finished, have the group write down on a slip of paper examples of a time in their job search when they might feel disappointed or feel like a failure.

DECISION MAKING

OBJECTIVE: To look at effective ways of making solid decisions

ACTIVITY: Divide the participants into groups of four to six. Give them a road atlas or a map of the local area and ask them to decide which is the best route between two points. Debrief by asking what processes and criteria they used to reach their agreement and how they arrived at a group decision. Discuss the most effective steps to use while making a decision. Have participants use the Compare Careers tool in RUPrepare.ND.gov and follow the decision making steps to choose a good career match.

E

EMPLOYEE OF THE MONTH

OBJECTIVE: At the end of this workshop, participants will have a list of qualities they think make a good team member

ACTIVITY: Participants will partake in role play. Let each participant know that they have been chosen as Employee of the Month. They have now been asked to give a short speech to a group of new employees about the importance of teamwork and the effects teamwork has on the company's success. Have them write a one to two minute speech on teamwork. Upon completion of the speech writing, have participants give their speech to the group.

ELEVATOR PITCH

OBJECTIVE: Participants will create and practice an elevator pitch for a job of their choice

ACTIVITY: Discuss with participants the importance of an elevator pitch and why they should spend time practicing it. Let participants know that they should think of their elevator pitch like a TV commercial: an advertisement of their skills and abilities. The elevator pitch will outline for an employer why you should be picked as their newest team



member, over another candidate. Such a pitch can often be used at the end of an interview when the employer asks, "Is there anything else that you would like to add?"

Pose this question to participants: "Suppose you ran into the CEO of a company you wanted to work for in an elevator and they casually asked what you did? What would you say?"

Remind the group that a good pitch should discuss what they have done in the past that demonstrates their skills and abilities and what benefit they will bring the company. Have them review the information found inside their Portfolio from RURReady.ND.gov and have them write down and practice what they would say to that CEO on a short elevator ride.

F

FALLING FORWARD

OBJECTIVE: Participants will understand the benefits of failure and how failure can be presented in a positive light on a resume or in a job interview

ACTIVITY: We all know what it feels like to be asked in an interview, "What is one thing that you are working on improving?" or "Please outline a time when you found something difficult and how did you overcome it?"

There is a growing body of evidence that hiring managers are often looking for people who have failed at a past project or job because it demonstrates learning. This does not mean that participants should highlight all their failures, but that they need to be prepared to understand and talk about a time when they failed and how it helped them in the long run.

In a group or one-on-one, have a discussion/brainstorm about how failure can be valuable for a job seeker. Here are some topics you can use for discussion:

- Failure is a learning experience
- Failure teaches success
- Failure teaches faster and better reactions
- Failure demonstrates that people are willing to take risks

Ask participants to think of a time when they "failed" at something. What did it teach them? How did that occasion relate to all the questions listed above?

Add-on: Ask participants to think of someone very successful who they know or in the media, and ask them to think about all the ways that they have failed and still been successful. Here are some examples that you can use with your participants;

- Walt Disney was fired by a newspaper editor because, "he lacked imagination and had no good ideas." He went bankrupt several times before he built Disneyland. In fact, the proposed park was rejected by the city of Anaheim on the grounds that it would only attract riffraff.

- Winston Churchill failed sixth grade. He was subsequently defeated in every election for public office until he became Prime Minister at the age of 62. He later wrote, "Never give in, never give in, never, never, never, never – in nothing, great or small, large or petty – never give in except to convictions of honor and good sense. Never, never, never, never give up."
- Albert Einstein did not speak until he was four years old and did not read until he was seven. His parents thought he was "sub-normal," and one of his teachers described him as, "mentally slow, unsociable, and adrift forever in foolish dreams." He was expelled from school and was refused admittance to the Zurich Polytechnic School. He did eventually learn to speak and read. Even to do a little math.
- "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." - Michael Jordan

FACEBOOK AND YOUR JOB SEARCH

OBJECTIVE: Participants will understand the value of social networking and how it can help or hinder their job search

Activity: Five ways to jump start your job search with Facebook. This activity can be done in a computer lab, in a classroom, or at home. Ask participants to do the following activities related to their Facebook page:

1. Ask participants to clean up their profile, reminding them that all pictures and comments should be appropriate for a future employer to view
2. Ask them to start building their online portfolios on Facebook. They can add links to work that they have done or upload pictures of projects they have completed
3. Ask participants to upload their resume to their Facebook page
4. Ask participants if they are willing to make themselves public so that employers can find them more easily and access their information
5. Ask participants to build their networks, perhaps assigning them 15 more contacts in the next week

Create a further discussion around how participants think Facebook can help or hinder their job search.

G

GROUP WARM UPS

OBJECTIVE: Have a better understanding of which participants are in the workshop, and build a comfortable environment for everyone to share their thoughts and ideas

ACTIVITIES:

Two-Minute Table Topics – Ask people to pair up, and chat for two minutes with each other. Give the group a job search-related topic for discussion, such as: What is your top work value? What is your Myers-Briggs Type? When the two minutes are up, and when they hear your signal, everyone is to find a new partner and chat for the next two minutes. This is a great warm up to get individuals to review the material they have discovered about themselves with RUReady.ND.gov.



Stand Up or Sit Down – Participants are in a circle and all start out in a standing or sitting position. You ask them questions, such as: Do you know your top work value? Do you have an elevator pitch? Have you made a cold call to an employer in the last week? If the answer is Yes, then they change to the other position. If it is No, then they stay the same.

GROUP RESUME

OBJECTIVE: To have participants share their successes and share in other people’s successes

ACTIVITY: Divide participants into groups of four. Ask each participant to find three events, activities, or accomplishments within their working career that are important to them. Provide ten or so minutes for individuals to think and jot down ideas before you ask them to share their events with their group. Once this has been done, ask participants to create a group resume that highlights all the skills and abilities of the combined group members. Have them write the resume on a flip chart and post it where the entire group can see everyone’s accomplishments.

H

HIDDEN JOB MARKET

OBJECTIVE: To enhance awareness of the hidden job market

ACTIVITY: Post the following for participants to see: “80% of all available jobs are not posted to the public.”

Have the group brainstorm and discuss the following:

- What are examples of the hidden job market?
- What skills do you need to access the hidden job market?

Once the group has a better understanding of the hidden job market, have them source and follow up with three new leads.

HOW MUCH WILL YOU MAKE?

OBJECTIVE: To understand that there is a systematic way to identify salary needs other than guessing!

ACTIVITY: Using the worksheet list from the Career Planning section of the Portfolio, have participants print and complete the Salary Worksheet PDF.

Using this template, have participants fill in all the relevant information. Ask them to reflect on what they learned by doing this and what might have surprised them.

OR

If you have time, ask participants to fill in the Salary Worksheet based on a movie star of their choice. Ask them to guess at salary expectations and then work out the other deductions as a fun way to understand the concepts of identifying salary needs.

INFOMERCIAL YOUR CAREER

OBJECTIVE: To understand the most important aspects of your career and how to communicate them

ACTIVITY: Have participants work in groups or individually to create an infomercial related to their career.

Ask them to consider the following questions:

- What is the environment like?
- How do they want to present themselves?
- What are the key skills they want to portray?
- What tasks will they be responsible for?
- Who will they work with, and how will they work with their coworkers?
- Who are their customers or clients?

If you are doing individual work, you could have a client create an advertisement for a magazine for their career and discuss the advertisement one-on-one.

INTERVIEW AWARENESS

OBJECTIVE: To better understand how and why an employer develops interview questions

ACTIVITY: Ask your participants to pick a career that they are interested in or have researched. Ask them to imagine that they are the employer or CEO and will be conducting interviews with 10 people the following day. Ask each participant to develop a set of 10-15 interview questions based on the specific career they have chosen and have them answer the question with the “best” or ideal answer. Have participants provide explanations of why they asked each question and why each answer is ideal.

JOB SEARCH ORGANIZATION

OBJECTIVE: To encourage participants to stay organized while job searching

ACTIVITY: Remind participants that looking for work is a full-time job. Discuss some ways that they can help themselves stay organized with their job search. Have them participate in the following activities:

1. Advance Scheduling – Have each participant set a goal of when (day and time) they will search for work. Have participants map this in their day timers.

2. An Accountability Partner – Have participants pair up with an “accountability partner” (this could be a spouse, friend, family member, etc.) to support them with their weekly goals. Have partners set a time to meet weekly to review how their time mapping is going and to help brainstorm solutions to any challenges that arise.
3. Keep Accurate Records – Discuss the importance of keeping accurate job search records. Have participants note when and where they have applied in their Portfolio.

K

KEEPING POSITIVE

OBJECTIVE: To discover ways that participants can stay positive throughout the job search process

ACTIVITY: Discuss the importance of maintaining a positive attitude while job searching. Have the group brainstorm reasons why it is important to maintain a positive attitude while they look for work. Note the following examples:

- You will feel better about yourself and have more energy
- Other people will be drawn to you and want to support you
- Prospective employers are more likely to hire someone who has a positive attitude

Have small groups discuss some of the ways they can maintain a positive attitude as they search for work.

Some examples could include:

- Identify rewards and schedule these activities into your week
- Develop a support network and use these individuals when you are having difficulties

Have each group member select a partner (i) to brainstorm ways they can support each other through the job search process and (ii) to come up with creative ways to stay positive. Participants should identify an “accountability partner” (this could be a spouse, family member or friend) to be their job search support person throughout their job search.

L

LIFE-WORK OBJECTIVE

OBJECTIVE: To understand how life and work are interrelated, and how to create a statement to express this idea

ACTIVITY: This exercise is about creating a statement that participants can use to express their needs and values around integrating work and life to create the balance they want. Have participants answer the following questions related to work and life:

- What is your number one career choice and why?



- What specific skills do you want to use on the job?
- What type of work environment will best support you? Consider all aspects of yourself (spiritual, physical and emotional).
- Using the Work Values Sorter, what work values do you want your work and personal life to express?
- Who do you want to work for and with, and why?
- Why do you want to work – what needs will it fulfill?

I want to use my _____ skills to _____ in a
_____ company/organization where my colleagues are
_____, my work space is _____, and my values of
_____ will be fulfilled.

An example would be:

I want to use my teaching, coaching and counseling skills to help people with employment-related challenges as a small business owner where my colleagues are other small business owners, my work space is at home with an office outside the home to go to and my values for family, independence, and working with people will be respected.

LIKES

OBJECTIVE: To help participants understand what motivates them and to focus on what they “WANT” in a job/career, not what they DON’T want

ACTIVITY: Ask participants to think of a job, volunteer opportunity or work experience they have had in their life. Have each participant write down all the things they liked about their job. Remind participants to be as specific as possible, e.g. I liked my boss; they fostered teamwork and encouraged people to share best practices. You can use the categories below as a guide, as working in smaller more manageable topics sometimes helps participants to come up with responses.

Categories to help spark ideas on what you liked about your job/volunteer opportunity/work experience:

Physical/Environment:

- Geography
- Travel
- Physical Space
- Facilities
- Tools and Equipment

Company/Organization Ideologies

- Boss/Top Management



- The Company
- Organizational Structure
- Culture
- Stress Level
- Political Climate

Company/Organization's Products/Projects

- Products/Services
- Tasks/Projects/Activities
- Duties and Responsibilities

Benefits

- Compensation
- Benefits
- Rewards

Customers/Team Members/Company Representatives

- People
- Peers
- Employees
- Customers
- Vendors/Consultants

This is what can be referred to as a "Sit with it." It is better when your participants have time to think about their answers. One idea is to tape their list to the refrigerator and make notes from time to time as they walk by. The more time participants have to think about their "likes" the longer and more detailed the list becomes. The more data they have, the easier it will be for them to see trends and patterns.

Ask the participants to look at what they have written and uncover the common themes in regards to what they like. Write up the themes and ask the participants to discuss with people who know them well, what they think and whether they can suggest any additional themes.

It is important to remember that we can't have all of our dreams met, but dreams firmly stated in writing are more likely to be actively pursued and realized.

Add-on: You can ask participants to prioritize the patterns to determine which patterns/dreams are most important to them.



LABOR MARKET INFORMATION

OBJECTIVE: To understand how to evaluate labor market information

ACTIVITY: Have participants pick a career and pull up its Career Profile. This activity will focus on the National Employment and Outlook and the National Earnings sections. Ask the participants to print out the Money and Outlook section of the Career Profile. . Once they have done this, ask them the following questions:

1. What labor market trends affect this position?
2. What is the outlook for the job they have chosen? If the outlook is poor, is this important to the participant?
3. What is the entry-level wage for this position? Is the participant at an entry-level wage, or are there specific skills that may be value-added and potentially allow for an increase in rate of pay, or perhaps allow the participant to start at a higher rate of pay?
4. What are other ways in which participants can think critically about labor market information?

M

MOTIVATE YOUR PARTICIPANTS

OBJECTIVE: For participants to understand what motivates them

ACTIVITY: Ask participants to complete the Work Values Sorter in RUReady.ND.gov and print out a copy of their results.

Using their results, have participants translate their values into work-related examples.

For example:

My top two values are: Achievement and Independence

- Achievement in the workplace means that I am able to work on tasks that have an ending
- Achievement in the workplace means that I can use my project management skills to implement plans to achieve desired outcomes
- Independence in the workplace means to me that my manager allows me the freedom to set my own hours of work

Once participants have translated their values into work-related examples, have participants reflect on their values and how they reinforce their motivation at work.



MIND MATTERS

OBJECTIVE: To understand that the mind is a powerful tool to help create positive thoughts and therefore positive feelings

ACTIVITY: Write five to seven positive words on the board and ask participants to pick out positive feeling words. Some examples are: exceptional, fantastic, wonderful, creative, energetic, etc. Now have them go around the room and introduce themselves to each other saying, "Hi my name is (name) and I am feeling (positive feeling) today." You can also have them stand up and introduce themselves to the group in this way.

Reflect: Ask them how this felt. What did they notice about the energy in the room and how they feel now? Relate this back to how they can use their thoughts to create positive energy.

MAP IT OUT

OBJECTIVE: For participants to understand what it is like to try and find "something" without a plan

ACTIVITY: Ask your participants to go to a destination where they have not been before. Do not give them instructions and do not give them any directions. Now, ask them to go somewhere where they have been and/or somewhere with a map.

OR

Ask your clients to do some research on the Internet to find something obscure without any information or directions and then ask them to find something equally as obscure but give them hints, information and a plan for finding the information.

Reflect: Ask participants to describe the differences between having information and a plan and not having information and a plan. Ask them to relate this back to their career planning process and what they think finding a career would be like without a plan and what it would be like with a plan.

Participants can mind map or chart out the "positives" of creating a career plan.

Add-on: Have participants complete the Career Plan Builder. The Career Plan Builder is found in the Explore Career Section of the Career Planning tab in RUPrepare.ND.gov

MIND MAPPING

OBJECTIVE: Have participants understand how their RUPrepare.ND.gov assessment results are related to their career.

ACTIVITY: A mind map is a diagram that is used to represent words, ideas or tasks that are linked to and arranged around a central key word or idea. Mind mapping can be a very effective tool in problem solving or decision making.



Have participants draw a small circle in the middle of a plain piece of paper. In that circle, ask them to write something that they are currently working on in relation to their job search (for example, “resume writing”). Then have them brainstorm all the ways that they are working on having their résumé completed. Here are some tips:

To make notes on a subject using a Mind Map, you can use this as a guide;

1. Write the title of the subject of exploration in the center of the page, and draw a circle around it.
2. As they come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) ask them to draw lines out from the circle. They can label these lines with these subdivisions or subheadings.
3. As they "delve" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, they can draw these as lines linked to the subheading lines.
4. Finally, for individual facts or ideas, they can draw lines out from the appropriate heading line and label them.

Add-on: Once the participants understand the concept of mind mapping, they can add color to separate different ideas; they can use symbols and/or images that mean something to them; and they can use cross linkages to show how one part relates to another.

N

NOW WHAT? GOAL SETTING STEPS

OBJECTIVE: Review the specific steps to setting goals and have participants set a SMART goal

ACTIVITY:

1. Review the concept of **SMART** goal setting:
Specific: The goal should be clearly defined
Measurable: The goal and its benefits should be measurable
Achievable: The goal should be attainable given the individual’s skills and abilities
Realistic: The goal should be something that you can be successful with
Timely: The goal should have a completion time
2. Have each person develop a goal statement and answer the following:
What is my goal?
Where am I now?
What are the obstacles and what are the solutions?

NINETY-NINTH BIRTHDAY EXERCISE

OBJECTIVE: To understand how important it is to visualize what you want in life

ACTIVITY: Have participants close their eyes and imagine that they are 99 years old and ask participants to write or draw a picture about their many life accomplishments. Ask the participant to describe all of these accomplishments, with a particular focus on the area of work.

Once they have finished, ask them to present to the group or to a partner what they learned by doing this exercise, how they felt, and anything that surprised them.

What are the accomplishments that are important to them? How are they going to achieve these?

O

OCCUPATIONS IMPACTED BY TECHNOLOGY

OBJECTIVE: To determine how technology will impact a given career choice

ACTIVITY: Have participants choose one career that they have saved in their RUReady.ND.gov portfolio and answer the following questions:

1. What computer skills are important for me to have in this career?
2. How will technology impact this career in the future?
3. What kind of technology/computer skills do I need to address in my cover letter and resume for this career?
4. What kind of technology/computer lingo do I need to be able to use in an interview?

Did technology affect your career choice? Are there any skill gaps that you could focus on to help you achieve this career goal?

P

POWER OF A STRONG HANDSHAKE

OBJECTIVE: Participants will understand the use of non verbal communication for networking and job searching

ACTIVITY:

1. Discuss the following concept and draw a pie chart to illustrate this point to the group: 93% of communication is non verbal: Body language (55%), Tone of Voice (38%), Verbal (7%).
2. Host a discussion with the group. Have the group brainstorm the following:
 - Ask the group how the pie chart relates to the concept of non verbal communication and their job search
 - Brainstorm with the group how they should greet someone they are meeting for the first time
3. Model for the group three different types of handshakes, have them practice these three handshakes with the rest of the group, and discuss the message that each portrays:
 - The “no confidence” handshake (sloppy and loose)
 - The “air” shake (hardly touching)
 - The “crusher” (aggressive and hard)
4. Discuss what a proper handshake should feel like and have them practise a solid firm handshake

PHONE MARKETING TECHNIQUES FOR JOB SEEKERS

OBJECTIVE: Participants will build their phone marketing techniques



ACTIVITY: Discuss the following concept with participants – Cold calling an employer directly increases your chance of getting an interview and is much more effective than e-mailing or faxing a resume with no personal contact.

Have participants take the following steps to support them with their phone marketing techniques:

1. Have them create an “Elevator Pitch” (see elevator pitch activity) that they can say to an employer in 10-15 seconds
2. Have them source potential employers that they can call
3. Have them practice making a telephone call to a potential employer

Phone Techniques

1. Ensure you are calling from a quiet area
2. Have a copy of your resume, elevator pitch and employer info beside the phone
3. Take a deep breath, then pick up the phone and make the call
4. Speak slowly and ask the employer for an appointment to meet with them

This conversation could look like this:

Caller: “Could I speak to the manager please?”

Manager: “Hello, this is Sam.”

Caller: “Hello, my name is Mary Smith. I’ve heard that you may be hiring food servers in the next few weeks. I’d like to come down and drop off my resume and meet with you if that’s possible.”

Manager: “Sure. Why don’t you tell me about yourself?”

Caller: (Quick Elevator Pitch)

Manager: “Sounds great. Are you looking for part-time or full-time?”

Caller: “Part-time. When would be a good time to come by?”

Manager: “Any time outside of peak times.”

Caller: “Well, I will be down today after lunch. Thank you for your time.”

Cold calling can be an effective sales pitch, and help get your foot in the door – if done properly. Be sure to have your phone techniques (steps 1-4) prepared.

PHONE LIST

OBJECTIVE: To create a “Phone List” for when things get tough in their job search or their first few months of work



ACTIVITY: When a participant is feeling discouraged or down in regards to his/her job search or in their first couple of months of work it is often the hardest time to reach out and ask for help, but it is in fact the most critical time to do so. Ask participants to make a “Phone List” of supporters just for these times.

Ask participants to include the names and phone numbers of their career coach, friends, family and others that support them in their job search. Remind participants that it is important to let these people know ahead of time that they are on the phone list and may get a phone call one day asking for their support.

Ask participants to brainstorm other ways that they can seek job search support.

PARTY EVENT PLANNING

OBJECTIVE: Understand how to plan something and to understand the relevance of planning for their job search

ACTIVITY:

- Work together to plan a party or event
- List all the tasks to be undertaken
- Assign responsibilities
- Create realistic deadlines
- Review the plan

Once the participant has completed the plan for the party, they can ask others in the group or you as their Coach what they might have missed and what to add. Discuss their strengths in creating the plan. Now, have the participants reflect on how closely this mirrors the job search process and how important planning is to a successful career campaign.

Q

QUICK REFELCTION

OBJECTIVE: Participants will understand how to fully utilize their portfolio

ACTIVITY: Ask the participants to click on the Portfolio tab of their RUReady.ND.gov Portfolio. Next, ask participants to click on the Your Profile section of the Portfolio. Participants should fill out all of the information requested on the Your Experiences area of the Your Profile Section and then print it out by clicking Print This at the top of the page. This printout has a wealth of information. Discuss with participants how their portfolio can be used as a personal marketing tool. Have participants further develop their portfolios by adding other items including:

- Certification documentation
- Letters of recommendation
- Transcripts
- Certificates of attendance at seminars or workshops



These items can be uploaded to the Portfolio using the Upload a Document link on the right side of the Your Profile section of the Portfolio.

R

REALITY CHECK

OBJECTIVE: Participants will understand the REAL job duties for a specific career

ACTIVITY:

- Pick a favorite TV Show or Book
- Identify a favorite main character

- List all the job duties you think they are responsible for

NOW, research this career's typical tasks in RUReady.ND.gov and determine what the reality of the job is.

Have discussions in regards to what the participants thought the job duties were prior to the research and how they changed upon completion of research. What was surprising? What similarities were there between your answers before and after completing research?

RETENTION FOR LIFE

OBJECTIVE: To understand that the best way to retain a job is to retain and upgrade your skills

ACTIVITY: According to the U.S. Department of Labor, the average U.S. worker changes careers three to five times during their lifetime. Have the participants complete the Transferable Skills Checklist and print out the results. Using this checklist, have the participants pick five of their top skills that they would like to focus on for the purposes of their current job search.

Listing these **five** skills, have them brainstorm answers to the following questions for each skill:

1. Why do I think that this skill is important to my current job search?
2. How can I demonstrate to an employer that I have this skill?
3. List three concrete examples of times that I have used this skill
4. How can I make sure that I do not lose this skill?
5. What is one thing I can do to further enhance this skill?

For example, 'Researching Social Sciences for the purposes of obtaining a job as a Career Coach':

1. Researching Social Sciences is important to me as I need to be able to keep up to date on all labor market trends and to educate my clients on where the jobs are and what the outlooks are. In addition, it is important as I need to be able to support my clients to find more information on the careers they are looking for and how to find these careers.

2. I can demonstrate these skills to an employer by researching their company to find out all I can about their values, goals and markets. I can show an employer that I have researched their company in my cover letter and my interview.
3. The three examples of me using my research skills are through Internet research related to employment trends; searching for relevant information on careers for my clients; and using online applications to find more information on companies that are hiring.
4. I can make sure that I do not lose this skill through ongoing practice on the Internet; researching topics of personal and professional interest; and asking my colleagues how they are researching to learn new skills.
5. I can take an online course on how to better make use of the Internet for the purposes of gathering information on employment trends, etc.

S

SMALL TALK SCRIPT

OBJECTIVE: To understand the art of small talk and how important it can be for informational interviewing, networking, interviews, and most importantly, relationship building

ACTIVITY: Have the participant prepare a small talk script. Have copies of newspapers and magazines available and ask them to go through the articles to find three things that they could talk about in a situation where they might need to make small talk.

Have the participants come up with additional topics for conversation related to topics that you choose.

Here are some examples:

- Books they have read recently
- Sports they like
- Food/Recipes that they like
- Past work that they were passionate about
- Vacations

Add-on: Ask participants to come up with a list of five questions that they could ask almost anywhere and which they can review prior to an event.

T

TEST YOUR KNOWLEDGE

OBJECTIVE: Participants will create a series of questions to illustrate how much they know about themselves

ACTIVITY: Ask participants to imagine that they are meeting someone for the first time. They could have someone in mind already or it could simply be someone they have always wanted to meet.

Have them develop a list of 20 general questions that they would like to ask this person. Once they have completed their questions, have them exchange questions with another person in the group. Are they able to answer all the questions listed, what information is missing, and what do they need to learn more about themselves?



TWITTER: HOW TWITTER AND LINKEDIN CAN HELP PREPARE YOU FOR A JOB INTERVIEW

OBJECTIVE: To understand how Twitter and LinkedIn can be used to help job seekers

ACTIVITY: Twitter is being used more and more by companies and professionals. Job Seekers can use Twitter information to research companies and hiring managers prior to interviews. The information on Twitter can help participants locate information that will be valuable in preparing for an interview.

Have your participants pick a target company and ask them to research that company on Twitter. Ask them to:

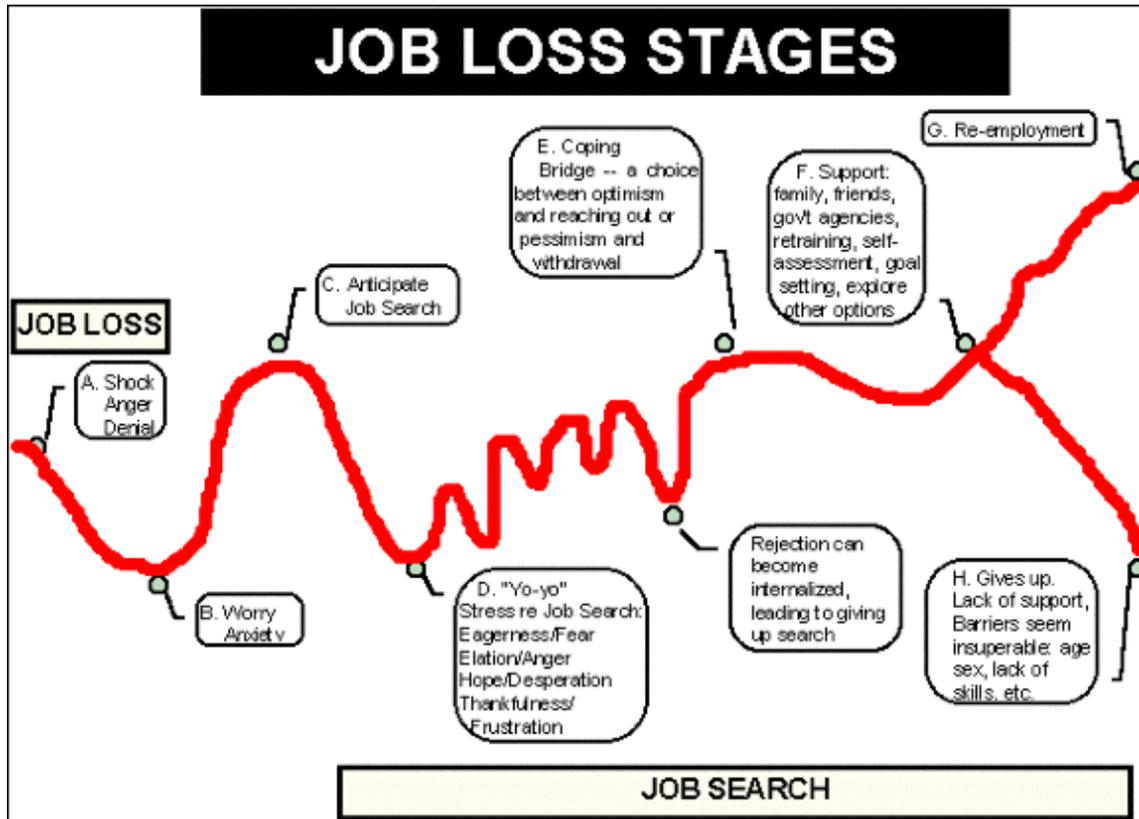
1. Find as many company contacts as they can and list them.
2. Ask them to look beyond the hiring manager and find as many people and positions from the target company as possible. What does this tell them about the company?
3. Search LinkedIn (repeat steps 1 & 2).
4. Choose someone from the target company to follow on Twitter. Ask participants to choose wisely in terms of whom to follow, as this may provide valuable information regarding company goals and/or vision. Ask them to write about what valuable information they found.
5. Ask participants to follow conversations on Twitter and list any valuable information that they have gained regarding the company, including hiring practices and management style. What did the conversations tell them and how were they helpful in finding more information relating to the company?
6. Ask the participant to ask key people in the company some direct questions. They may be surprised at how willing people are to help!

Remind your participants that the sooner they access Twitter, the more information they will gather.

Reflect: Ask them to consider how using Twitter might give them an advantage in an interview.

THE ROLLERCOASTER OF UNEMPLOYMENT

OBJECTIVE: To understand what happens during the stages of job loss and link this to self care



ACTIVITY: Losing a job can bring about a wide range of emotions, from shock to anger to worry. Some people compare losing a job to riding a roller coaster. Support participants in exploring their own situations and encourage them to develop coping strategies for the stage they are currently in, through the following steps:

1. Review the Roller Coaster of Unemployment diagram with the group
2. Have participants determine which stage of job loss they are currently at
3. Have participants discuss the concept of the coping bridge
4. Encourage the group to brainstorm as many ideas as possible to help them cope with the effects of job loss

TRANSFERRING SKILLS

OBJECTIVE: Participants will begin examining their skills prior to filling out the Transferable Skills Checklist

ACTIVITY: Write RETAIL SALES CLERK on the flipchart. Have the group think of the skills that a RETAIL SALES CLERK demonstrates. Encourage details, e.g. calculating sums, greeting people.



Cross out RETAIL SALES CLERK and write MANAGER at the top. Ask group if this new job title still fits the list of skills. Discuss how many of the skills listed transfer into the Manager position.

Choose another job title and have the group brainstorm skills again. Once this is complete have them identify what other careers utilize the same skills.

U

“U” ARE THE EXPERT

OBJECTIVE: Participants will begin to discover what makes them unique

ACTIVITY: Have participants journal and discuss the following questions:

1. When asked to volunteer for a group project, either in the workplace or in your life, what areas do you typically offer your assistance?
2. Think back to all the memorable moments in your life where you were congratulated or acknowledged for your efforts. Think back on what people said about you at this time. Write a thank-you note or testimonial that someone would have written on your behalf.
3. Write a brief performance evaluation for skills that you excel at on the job. Cite specific examples and steps.

When you're finished answering and writing the answers, go back and re-read your answers. Discuss what personal attributes make you uniquely you.

UNDERSTANDING LABOR STANDARDS

OBJECTIVE: Participants will gain an awareness of their rights as an employee

ACTIVITY: Contact a local government information office for a brochure on employment standards and design a quiz to illustrate up-to-date employment standards in your region.

V

VISUALIZE YOUR IDEAL DAY

OBJECTIVE: Participants will understand how powerful their positive thoughts can be

ACTIVITY: Have participants visualize details of their ideal day of job search. This can be done using the following topics:



- Cold calling
- Networking
- Job interviews
- First month on the job

Ask participants to write, draw or collage (whatever medium they feel most comfortable with) the details of their chosen topic. Below are some questions to prompt participants with this exercise, using the example of the day of the big job interview:

1. What time will your alarm go off?
2. What do they see when you wake up?
3. What will you wear?
4. What will you have for breakfast?
5. How will you get to the job interview?
6. What will you say to the receptionist?
7. How will you introduce yourself to the interviewer?

Ask them to include as much detail as possible including: sights, sounds, colors and any other details they can think of.

Ask participants to be imaginative, creative, and to dream big! Ask them to imagine all the doors opening and none of the doors closing

This is a great exercise for allowing participants the time to reflect on what they want (focusing on the positive aspects) to get a clear focus on future successes. Have participants present what they have learned (this could be done as a group or on an individual level).

VISION BOARD ALTERNATIVES

OBJECTIVE: Participants will create a visual representation of their goals

ACTIVITY: Instead of a traditional vision board, participants will create a visual plan of their goals, using one of the following creative avenues:

1. Make a book with one picture per page; include a short phrase to represent their goal.
2. Make a book with one theme per page; include a word or two to represent the theme.
3. Create an electronic vision board.

W

WHAT WOULD YOU DO? CASE STUDY JOB SEARCH

OBJECTIVE: Participants will brainstorm ways to support another person with their job search

ACTIVITY: Have participants discuss the following case study:



Molly is 26 years old. She quit school 10 years ago. She has 12 credits from the senior high school program. Molly is divorced. She has two children -- a girl age five and a boy age seven. Molly went to work at a local factory after she left school. She worked there until the factory closed. She used to think she would work there as long as she wanted. She was making pretty good money and living comfortably. She has no idea what to do next.

In groups or individually, have participants brainstorm some ways that Molly can begin searching for a new job. Some ideas may include: online job search, networking, cold calling etc.

Have individuals present these ideas and discuss how each idea is a solution.

WHAT WOULD YOU DO? CASE STUDY OF WORKPLACE EXPECTATIONS

OBJECTIVE: Participants will brainstorm solutions for real work situations

ACTIVITY: Have participants discuss the following case study:

You're the receptionist in a busy office. When you come in every morning, the other co-workers that are there often walk by your desk in a hurry and don't even look up to say hello. This makes you feel bad and wonder if they dislike you. You don't want to work in an unfriendly environment and right now, you're feeling negative about your job because of this issue. What should you do?

In groups or individually, have participants brainstorm ways to dissipate the negative feelings you (the receptionist) are feeling.

Have individuals present these ideas and discuss how each idea is a solution.

WHO'S WHO?

OBJECTIVE: To understand the company the participant wants to work for and how to present themselves and their comprehensive knowledge to a potential employer in an interview, cover letter or broadcast letter

ACTIVITY: Ask the participants to research and answer the following questions:

- What are the company's primary services or products?
- What is the company's primary target market?
- Who are the people in the company's talent pool (their employees)?
- What does the company's branding focus on?
- What is the company's slogan?
- What is the company's mission statement?
- How long has the company been in business (years, months)?
- Who makes up the company's leadership?
- Who is the company's biggest competitor?
- List additional competition for this company.
- List what the company's greatest strengths appear to be.
- List what appear to be the company's greatest weaknesses.
- I can see myself working for this company because...
- I believe my skills and experience will benefit this company in the following ways or areas...

The person best suited to receive my resume is (company person's name and position) because (reason).



Researching a company before sending a resume and cover letter, or before picking up the phone to cold-call, is essential. Have participants share with each other how answering the above questions better prepared them to write a cover letter or broadcast letter, or to have an interview.

X

Y

YOU'RE HIRED! EMPLOYER EXPECTATIONS

OBJECTIVE: Participants will experience what it feels like to be on the other side of the job search continuum

ACTIVITY: Break up the group into groups of five. Ask each group to think of themselves as the Board of Directors of a large corporation. What kind of company are they? What is the name of the company? What is their company's philosophy? What position are they hiring for?

On a flip chart or handout, have the group brainstorm all the skills/qualifications and personal attributes/qualities needed for the kind of job they are looking for in their real-life job search, inside the company they have created. Encourage the group to think of as many things as possible for these two categories, as employer looking to hire someone. Now ask the group to decide which of these two categories is the most important and have a discussion about what they have chosen and why.

Let the group know that most employers would rather hire a certain set of attributes/qualities rather than skills. Discuss the reasons for this and how it relates to their own job search. Have individuals discuss how it felt being an employer as opposed to a job seeker.

YOUR PERSONAL LEARNING STYLE

OBJECTIVE: Participants will discover how they learn best

ACTIVITY: What is a learning style? Discuss various learning styles with the group: visual/tactile/auditory.

Have each participant answer the following – what would be the best way for you to learn?

- How to make a paper airplane
- How to bake a cake
- How to salsa dance
- How to spell a difficult word

After reviewing how each participant learns things, go around the group and have each participant finish the following statement:

“I find I am able to learn the best when...”

Discuss how this relates to their learning on the job and what they need to keep in mind when they begin to learn new tasks at a job site.

Z