

MODEL TRANSITION PROGRAM Job Readiness

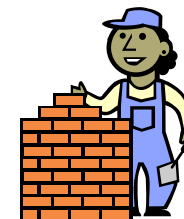
SUPPLEMENTAL HANDOUTS





Building Your Resumé

You may not realize what you can offer an employer.
Ask others about your strong points!



Who To Ask	Names	What Do They Think Should Go On Your Resumé?
Teachers		
Guidance Counselors		
Coaches		
Club Supervisors		
Volunteer Supervisors		
Family Members		
Neighbors		
Employers		

Job Searches



Go to each of these sites to become familiar with how they are organized.
Practice searching.

www.monster.com

Are there any jobs in Buffalo, NY in automotive repair, or data entry in Rochester, NY?

www.careerbuilder.com

Name 5 jobs that are currently in your geographic area. (They should come up on the home page.)

www.thingamajob.com

What are the manufacturing jobs that are available? Where are they? Are there desktop support jobs (technology) in New York State?

www.craigslist.org

What jobs are offered currently in the food/ beverage/ hospitality category?

Find local sites:

- Local on-line newspaper job search site
- Local community college career and employment center sites
- Local radio job search sites
- Local Chamber of Commerce job search site



Transferable Skills

Source: Quintessential Careers – www.quintcareers.com
A website loaded with information on job-seeking after high school.

Use this worksheet to capture skills you've attained from any aspect of your life that are transferable and applicable to the job you want next. Consider skills used in jobs, classes, extracurricular activities, internships, volunteer/community-service work, travel, work, projects, parenting, hobbies, sports, and more.

Start with the 5 skills that almost all employers seek:

1. *Communication skills*: Give examples of how you have used this skill, especially examples of how you've shined using this skill:

2. *Interpersonal skills*: Give examples of how you have used this skill, especially examples of how you've shined using this skill:

3. *Teamwork skills*: Give examples of how you have used this skill, especially examples of how you've shined using this skill:

4. *Leadership skills*: Give examples of how you have used this skill, especially examples of how you've shined using this skill:

5. *Computer/Information technology skills:* Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Now, identify your skills in the second tier of most-in-demand skills:

6. *Adaptability/flexibility skills:* Give examples of how you have used this skill, especially examples of how you've shined using this skill:

7. *Problem-solving skills:* Give examples of how you have used this skill, especially examples of how you've shined using this skill:

8. *Organizational skills:* Give examples of how you have used this skill, especially examples of how you've shined using this skill:

9. *Analytical skills:* Give examples of how you have used this skill, especially examples of how you've shined using this skill:

10. *Research and Planning skills*: Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Now, list skills specific to the job/type of job you're applying for. Get this information from the employment ad, job posting, or job description for the position.

Listed skill:

Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Listed skill:

Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Listed skill:

Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Listed skill:

Give examples of how you have used this skill, especially examples of how you've shined using this skill:

Now, one last group of skill sets. Review these lists and in the remaining spaces, give examples of how you have used the skills that apply to you (and are relevant to the job/type of job you seek), especially examples of how you've shined using these skills:

Research/Planning	Human Relations	Organizational/Management	Work Survival
<ul style="list-style-type: none">▪ Forecasting, predicting▪ Creating ideas▪ Identifying problems▪ Imagining alternatives▪ Identifying resources▪ Gathering information▪ Solving problems▪ Setting goals▪ Extracting important information▪ Defining needs▪ Analyzing▪ Developing evaluation strategies	<ul style="list-style-type: none">▪ Developing rapport▪ Being sensitive▪ Listening▪ Conveying feelings▪ Providing support for others▪ Motivating▪ Sharing credit▪ Counseling▪ Cooperating▪ Delegating with respect▪ Representing others▪ Perceiving feelings, situations▪ Asserting	<ul style="list-style-type: none">▪ Initiating new ideas▪ Handling details▪ Coordinating tasks▪ Managing groups▪ Delegating responsibility▪ Teaching▪ Coaching▪ Counseling▪ Promoting change▪ Selling ideas or products▪ Decision making with others▪ Managing conflict	<ul style="list-style-type: none">▪ Implementing decisions▪ Cooperating▪ Enforcing policies▪ Being punctual▪ Managing time▪ Attending to detail▪ Meeting goals▪ Enlisting help▪ Accepting responsibility▪ Setting and meeting deadlines▪ Organizing▪ Making decisions

Job Searching In A Tight Economy

When there are several applicants for few jobs, it is important to do everything possible to receive serious consideration.

- ☐ Research the background of the places where you will be applying.
- ☐ Review your application or cover letter and resumé for errors. Tailor your application to the employer.
- ☐ Ask at least 2 people to review your application.
- ☐ Make sure you have highlighted your strong points. Are you hiding your skills?
- ☐ Check with your references to discuss what you would like them to emphasize about your skills and job search.
- ☐ Include positive adjectives and descriptions of your experiences and qualities in your application.
- ☐ Dress for job success, even if you are just dropping of an application. Be clean.
- ☐ Practice phone calls and interviews.
- ☐ Be prepared to answer phone calls from employers so that you can show that you are serious and professional.
- ☐ Enroll in classes, training programs, or on-line education to show that you are interested in building your skills.
- ☐ Volunteer in your field of interest as you seek paid work.
- ☐ Don't get discouraged! Employers appreciate candidates who demonstrate perseverance and a clear interest in working.

☞ Starting Somewhere ☞

Sometimes it is hard to remember what you have accomplished in high school. Maybe you don't have blue ribbons and awards or a long list of activities or leadership experiences.

But it is hard to get through high school and you have accomplished a lot!

Think about the following questions. Talk to your friends and teachers and ask them if they can help you to answer them.

Then use the answers in job applications and interviews.



1. When did you do something that was above and beyond what was expected?
2. When has a group benefited from your participation?
3. What is one thing that you are really proud of?
4. Describe one complicated problem that you solved.
5. If you had to write a letter of recommendation about yourself, what would you say?

EDUCATION AND TRAINING INFORMATION

The U.S. Department of Labor provides links to a variety of education and training website resources. Go to www.careeronestop.org/default.aspx and click on Education and Training at the top of the page. This link will lead you to additional links about certification and apprenticeship programs, community colleges, and other sources of training after high school.

EDUCATION & TRAINING OPTIONS	DEFINITION
Apprenticeship	An employer's formal training program combining on-the-job learning with technical instruction for a specific trade.
Certifications	An examination or a record of work-related credentials issued to an individual by an external organization to communicate a certain level of skill attainment. Required in some occupations, for example nursing assistants and financial advisors.
Community College	Institution typically offering two-year or associate of arts degree that can transfer to a four-year college or university.
Technical College	One- to two-year training programs in a variety of subject areas. Short-term training also available.
4-year College or University	Earn a bachelor of arts or bachelor of science degree in your chosen field of study.
Customized Training	Topic-specific, short-term training designed for a specific employer.
Internships	Opportunity for hands-on, real work experience. May be required in some college majors, or may be an entry-level internship you apply for after graduating college.
Job Corps	A free, Department of Labor program designed for individuals ages 16-24 to obtain training and job skills.
Job Shadowing	A short-term visit to a worksite. Choose a career of interest and set up a time to follow someone on the job throughout his or her workday.
Professional Development	Training to enhance your job skills.
Workforce Investment Act (WIA) Training	Federal program that provides short-term training and education at technical colleges, community colleges, and universities.

USE THE SAME SITE TO FIND OUT:

- **What is a certification?**

Hint: Under Education and Training look under "FIND."

- **What is an apprenticeship? Are there any available in your area?**

Hint: Under Education and Training look under "FIND."

- **Where is your local One-Stop Career Center?**

Hint: Under Education and Training look under Apprenticeship.)

RESUMÉ KEYWORDS WORKSHEET

Print out a copy of this worksheet for each job you apply for and use it to identify keywords that are relevant to each. Use the keywords from each job to tailor your resumé and cover letter to specific jobs and employers.

Name of position: _____

Name of employer: _____

Key words from want ad, Internet job posting, or job description.

Keywords from employer Website:

Employer mission statement:

Keywords from other sources, such as professional associations, recruiters and HR professionals, the *Occupational Outlook Handbook* (<http://www.bls.gov/oco/>), members of your network, trade publications, industry-specific online discussion groups, annual reports, informational interviews, and search engines such as Google.

Source: Quintessential Careers Words To Get Hired By
(http://www.quintcareers.com/Quintessential_Careers_Press/Words_Hired_By/Chapter2/page25.html)



Certifications



Certifications are examinations that test or enhance your knowledge, experience, or skills in an occupation. New York State may require certification in the following fields.

Choose 3 fields that interest you and research their certification requirements. Begin with the U.S. Department of Labor Certification Finder. (http://www.careerinfonet.org/certifications_new/default.aspx). Then check out the websites of the New York State Department of Labor and the New York State Education Department (Office of the Professions).

Architecture and Engineering

- ☐ Architects, Except Landscape and Naval
- ☐ Engineers
- ☐ Landscape Architects
- ☐ Surveyors

Arts, Design, Entertainment, Sports and Media

- ☐ Interior Designers

Building and Grounds Cleaning and Maintenance

- ☐ Pesticide Handlers, Sprayers, and Applicators, Vegetation

Business and Financial Operations

- ☐ Accountants
- ☐ Agents and Business Managers of Artists, Performers, and Athletes
- ☐ Appraisers, Real Estate
- ☐ Financial Specialists, All Other
- ☐ Insurance Adjusters, Examiners, and Investigators

Community and Social Services

- ☐ Social Workers, All Other
- ☐ Substance Abuse and Behavioral Disorder Counselors

Construction and Extraction

- ___ Construction and Building Inspectors
- ___ Earth Drillers, Except Oil and Gas
- ___ Explosives Workers, Ordnance Handling Experts, and Blasters
- ___ Hazardous Materials Removal Workers

Education, Training, and Library

- ___ Self-Enrichment Education Teachers
- ___ Teachers and Instructors

Farming, Fishing, and Forestry

- ___ Graders and Sorters, Agricultural Products

Healthcare Practitioners and Technical

- ___ Athletic Trainers
- ___ Audiologists
- ___ Chiropractors
- ___ Dental Hygienists
- ___ Dentists
- ___ Dietitians and Nutritionists
- ___ Emergency Medical Technicians and Paramedics
- ___ Health Diagnosing and treating Practitioners, All Other
- ___ Health Technologists and Technicians, All Other
- ___ Licensed Practical and Licensed Vocational Nurses
- ___ Medical and Clinical laboratory Technicians
- ___ Occupational Health and Safety Specialists
- ___ Occupational Therapists
- ___ Opticians, Dispensing
- ___ Optometrists
- ___ Pharmacists
- ___ Physical Therapists
- ___ Physician Assistants
- ___ Physicians and Surgeons, All Other
- ___ Podiatrists
- ___ Radiologic Technologists
- ___ Radiologic Technologists and Technicians
- ___ Registered Nurses
- ___ Respiratory Therapists
- ___ Respiratory Therapy technicians
- ___ Speech-Language Pathologists
- ___ Veterinarians
- ___ Veterinary Technologists and Technicians

Healthcare Support

- ☐ Dental Assistants
- ☐ Healthcare Support Workers
- ☐ Massage Therapists
- ☐ Nursing Aides, Orderlies, and Attendants
- ☐ Occupational Therapist Assistants
- ☐ Physical Therapist Assistants

Installation, Maintenance, and Repair

- ☐ Security and Fire Alarm Systems Installers

Legal

- ☐ Court Reporters
- ☐ Lawyers

Life, Physical and Social Science

- ☐ Food Science Technicians
- ☐ Medical Scientists, Except Epidemiologists
- ☐ Psychologists

Management

- ☐ Education Administrators
- ☐ Funeral Directors
- ☐ Managers, All Other
- ☐ Medical and Health Services Managers

Personal Care and Service

- ☐ Barbers
- ☐ Hairdressers, Hairstylists, and Cosmetologists
- ☐ Manicurists and Pedicurists
- ☐ Personal Care and Service Workers
- ☐ Skin Care Specialists
- ☐ Tour Guides and Escorts

Production

- ☐ Inspectors, Testers, Sorters, Samplers, and Weighers
- ☐ Water and Liquid Waste Treatment Plant and System Operators
- ☐ Welders, Cutters, and Welder Fitters

Protective Services

- ☐ Private Detectives and Investigators
- ☐ Security Guards

Sales Related

- ☐ Insurance Sales Agents
- ☐ Real Estate Brokers
- ☐ Real Estate Sales Agents

Transportation and Material Moving

- ☐ Bus Drivers, School
- ☐ Bus Drivers, Transit and Intercity
- ☐ Crane and Tower Operators
- ☐ Taxi Drivers and Chauffeurs
- ☐ Truck Drivers, Heavy and Tractor-Trailer



Interested in getting certified?



See the handout on Education and Training information to find out where certificate programs are offered. Also contact your guidance counselor and the nearest Board of Cooperative Educational Services (BOCES) to ask about their post-high school vocational training programs.

(<http://www.vesid.nysed.gov/sedcar/schoollsts/boces.htm>)



In a Nutshell

How can you quickly describe yourself on a resumé or in an interview?

1. Circle words that describe you.
2. Add more descriptive words.
3. Write a short description of yourself using the descriptive words, beginning with: I am...

Adaptable
Analytical
Approachable
Bilingual
Calm
Compassionate
Creative
Customer-focused
Detail-oriented
Diplomatic
Energetic
Hard-working
Innovative
Level-headed
Organized
Personable
Productive
Reliable
Resourceful

Respected
Self-directed
Service-oriented
Team-oriented
Planner
Problem-solver
Self-starter
Adapts well to fast-paced environment
Positive attitude
Ability to see opportunity in challenging situations
Adept at analyzing situations
Able to produce effectively under deadline
Proven communication skills
Quick learner
Strong quantitative skills

I am _____



Self-Advocacy

In your new job you may find that you need to explain your disability or request accommodations.

It is important to advocate for yourself so that your needs are met and you are treated with respect. The following steps can help you to become a successful self-advocate.

1. What is your disability?

Be prepared to identify your disability in a way that is clear to your employer, but comfortable for you. Talk to teachers and family members about how you can explain your disability. Also figure out how to describe your abilities.

What will you say?

2. What accommodations might be necessary for you?

Research accommodations and assistive technology that may be useful in your job. Determine how you will request accommodations.

What will you say?

3. What other adjustments in the workplace could help you to get your work done?

These adjustments may not be required legally, but should at least be discussed with your employer.

What will you say?



Who Can You Contact About A Job?



Sometimes jobs are found by talking to friends, relatives, neighbors, teachers, and guidance counselors. They may know of a job that is perfect for you. They may be able to recommend you for a job. Or maybe they are in a position to hire!



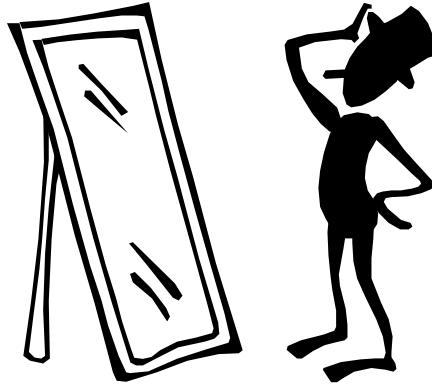
You can't find out about jobs unless you spread the word that you are looking.

Who can you contact?



Neighbors	School Personnel	Friends (and their parents!)
Relatives	Local Stores and Restaurants	Coaches or Club Supervisors
Your Religious Center		Health Care and Counselors

Prepare To Do Your Best



As you start your job search you may be concerned about the impression that you will make. Don't worry! If you plan ahead you can make a good impression. Prepare to do your best!

What will you do to make sure that you look clean and presentable?

What will you say when you first meet an employer?

What do you want the employer to know about you? How will you share this information?

What can you do to show confidence?

How can you relax so you can do your best?

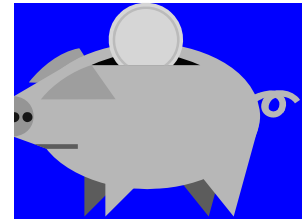
I'M GETTING A JOB!

BEFORE YOU TALK TO YOUR FRIENDS AND FAMILY ABOUT YOUR JOB SEARCH, YOU MIGHT WANT TO BE PREPARED FOR THEIR REACTIONS.

- ☐ **WILL THEY BE EXCITED FOR YOU?**
- ☐ **WORRIED?**
- ☐ **HELPFUL AND SUPPORTIVE?**

WHAT ARE YOUR REASONS FOR WORKING?

- ☐ **MONEY**
- ☐ **NEW FRIENDS**
- ☐ **WORK EXPERIENCE**
- ☐ **INDEPENDENCE**
- ☐ **OPPORTUNITIES FOR TRAINING**
- ☐ **REQUIRED FOR CERTIFICATION**
- ☐ _____ ☐ _____ ☐ _____



HOW WILL YOU RESPOND TO THESE QUESTIONS?

- ☐ **HOW DO YOU PLAN ON GETTING TO WORK?**
- ☐ **WHAT WILL YOU DO WITH YOUR MONEY?**
- ☐ **HOW WILL YOU DO A JOB WITH A DISABILITY?**
- ☐ **WHAT KIND OF JOB DO YOU WANT?**
- ☐ **WHAT ARE YOUR QUALIFICATIONS?**

Educating Co-Workers About Your Disability

It is important to determine what you will tell your co-workers about your disability. You need to protect your health and safety and you want to make sure that they have accurate information.

Once you have started your new job you can figure out **who** to tell and **when** to tell them. In the meantime, think about what you might say.

- What if you need help getting some of your tasks done?
- What if you need a restroom break or a short rest?
- What is the most effective way to communicate with you?
- What if you are not feeling well or there is an emergency?
- How much information will you share about your medications?
- What are your concerns about building access?
- What should be done if there is a building evacuation?
- Do you need accommodations or assistive technology?

Careers for The Future

When you are thinking about what career you would like, don't limit your ideas to traditional jobs that everyone knows about. There are always new jobs that may be interesting to you!

Using the Internet, research these careers for the future.

What are these jobs? Do they interest you?

Respiratory Therapist

Financial Counselor

Futurist

Emergency Medical Technician

Wetlands Delineator

Internet Marketing Specialist

Genetics Technician

Animation Specialist

Quarantine Manager

Technical Writer

Robot Mechanic

Homeland Security Specialist

Alternative Energy Engineer

Biological Scientist



What other jobs of the future can you find?



Answering the Tough Questions



When you start looking for a job after high school you will have a lot of important questions to think about. Discuss the following questions with a trusted friend or family member. You may not come to any final conclusions, but you will have explored some tough questions.

1. What can you personally accomplish in a job?
2. How do you think working in a job will be different than high school?
3. Do you think that you have realistic expectations about working in a job?
4. What will you do if you have trouble getting a job?
5. What will you miss about high school?
6. How do you think you will handle it if your co-workers do not seem to understand how you may need accommodations?
7. What worries you about going to work?
8. Who will you turn to if you are having trouble in your new job?
9. What do you think you can contribute to the organization that hires you no matter what the job is?
10. What if you don't like the job that you get?

PLANNING FOR DISCLOSURE

Check out the organizational culture

- Are there other employees with disabilities?
- Have employers been respectful about your disability?

Wait before you disclose

- Decide when you want to disclose, usually during a second interview if accommodations may be necessary
- Determine who needs to know (for your health and safety and to protect the organization)
- Think about whether it will be stressful to **hide** your disability
- Start with someone you trust

Know your rights

- Make sure that you are familiar with the Americans with Disabilities Act

Practice

- Ask friends and family members if you can practice disclosing your disability

Get Support

- If you decide **not** to disclose, ask others outside of work for their support

Disclosing Your Disability – When? How?

Like many people with a disability, you may be wondering – Should I disclose my disability to an employer? When? Under what conditions? How?

Let's explore and weigh the options...But first, let's highlight a few basics!

Disclosure Basics:

When it comes to disclosing your disability, be aware of the following:

- ◆ It's your personal choice.
- ◆ You're not required to disclose your disability unless you need to request an accommodation.
- ◆ Employers may only inquire about your ability to perform essential job functions, not inquire about your disability.
- ◆ If you don't need an accommodation, you don't need to disclose, and you can choose not to – but be aware that if you don't disclose, you're not covered under ADA.
- ◆ If you choose to disclose, disclose at the time when you feel it will best work to your advantage in getting hired.
- ◆ Although employers may not inquire about your disability in the hiring process, some applicants find it helpful to share information with the employer – to put the employer at ease.

Now, let's look at the various stages when disclosure is possible, and weigh the "timing" pros and cons...

When Disclosure is Possible:

Disclosure can take place at any of these times...

◆ **Agency contact –**

Your counselor or job specialist from Vocational Rehabilitation, the Commission for the Blind, or other agency makes direct contact with an employer on your behalf. In this case, you're off the hook! Disclosure will be taken care of for you.

◆ **An application, resume or cover letter –**

This might be a good time if: an employer is interested in hiring and recruiting individuals with disabilities; the job involves serving people with disabilities; the employer shows interest and support, and perceives disabilities in a positive way; the employer has had positive experiences employing people with disabilities.

If you choose to disclose your disability in a cover letter, present the information in a positive way and highlight the advantages when applicable.

For example:

"As I have a physical disability, I serve as a positive role model for students who face similar challenges." or...

"I possess extensive computer experience and have a proven track record of successfully setting up and managing data files by utilizing screen magnification needed for my vision impairment."

This might be a less desirable time if: the employer has had no experience employing individuals with disabilities; the employer has no experience providing accommodations; the employer has had a difficult or negative past experience.

◆ **When the employer calls to schedule an interview –**

This might be a good time if: you need to request an accommodation for the interview or an application procedure; you have a visible disability, use a guide dog, or use special equipment, and you want to avoid awkwardness during the interview.

In a confidential manner, you might simply say –

“Incidentally, I use a wheelchair. Is the meeting location accessible?” or ...

“I want you to know I have a vision impairment, and my guide dog, Thad, will be with me when I arrive for the meeting.” or...

“I understand I’ll need to complete a supplemental application. Because of my learning disability, I wonder if I could arrange to arrive earlier than scheduled so I have additional time to complete the form. I use a spell checker I’ll be happy to bring along.”

◆ **At the interview –**

This might be a good time if: you have a visible disability, and you feel the surprise factor works in your favor – but be aware the surprise may distract and preoccupy the employer during the interview.

Some people feel this approach avoids employers having a chance to develop any preconceived ideas. After the initial surprise, the applicant works to refocus the employer’s attention by displaying professionalism in dress and manner while interacting in a friendly way. This approach requires employer’s attention in a positive way. It’s not something everyone can do with guaranteed success.

◆ **Before the job offer –**

This might be a good time if: you will need a job accommodation; you have a disability that will affect your work.

You might say something like –

“I want you to know I have a moderate hearing loss. I use a hearing aid and read lips, so I would be able to communicate with bank customers and co-workers without a problem. But to place calls, I would need one piece of equipment – a TTY, I have one at home I would be happy to bring to use temporarily. If one needed to be purchased, a business tax deduction or credit might be available to your company to help defray the cost.”

◆ **After the job offer but before you accept the job –**

This might be a good time if: you have an invisible disability, and the disability won't affect your job performance; you have an invisible disability that won't require an accommodation. For example, you might want to inform the employer of a seizure disorder controlled by medication, or a back injury, so the employer will be aware.

This might be a less desirable time if: the employer interprets your timing of disclosure as deceitful. Some employers might feel resentment for your having waited until the job offer was made, even if no accommodation is needed, and the disability won't affect your performance.

◆ **After you begin the job –**

This would be a good time if: you discover after starting the job you need an accommodation.

As you can see, there are many times when disclosure can occur – if you choose to disclose at all. When it comes to timing, the best timing to disclose is when the time works best for you!

Source: Career and Employment Guide for Job Seekers and Employees with Disabilities.

and

Guide for Employers: How to Recruit, Interview, Hire and Accommodate People with Disabilities

Prepared by: Robin Jacobs, Office for Students with Disabilities, Portland Community College

http://spot.pcc.edu/~rjacobs/career/job_search_preparation.htm

Adjusting to Working



Go to bed
early



Arrange for
transportation



Get your
clothes
ready



Shower and
Shave



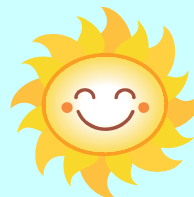
Pack your
lunch



Plan for your
paycheck



Get your
questions
ready



Stay
Positive!

WHAT SKILLS DO YOU HAVE

O	V	P	I	S	T	I	E		T	E	A	D	T	U	I	T

L	N	E	C	A

L	T	O	I	P	E

DESERVE THE JOB?

M	T	A	E		R	P	Y	L	E	A

D	I	F	N	R	E	L	Y

D	A	R	H		K	W	R	O	E	R

THAT SAY YOU

L	W	F	O	O	S	L
L	S	R	E	U		

N	O		I	T	E	M

ANSWER KEY

WHAT SKILLS DO YOU HAVE

O	V	P	I	S	T	I	E		T	E	A	D	T	U	I	T
P	O	S	I	T	I	V	E		A	T	T	I	T	U	D	E

L	N	E	C	A
C	L	E	A	N

L	T	O	I	P	E
P	O	L	I	T	E

THAT SAY YOU

L	W	F	O	O	S	L
F	O	L	L	O	W	S
L	S	R	E	U		
R	U	L	E	S		

DESERVE THE JOB?

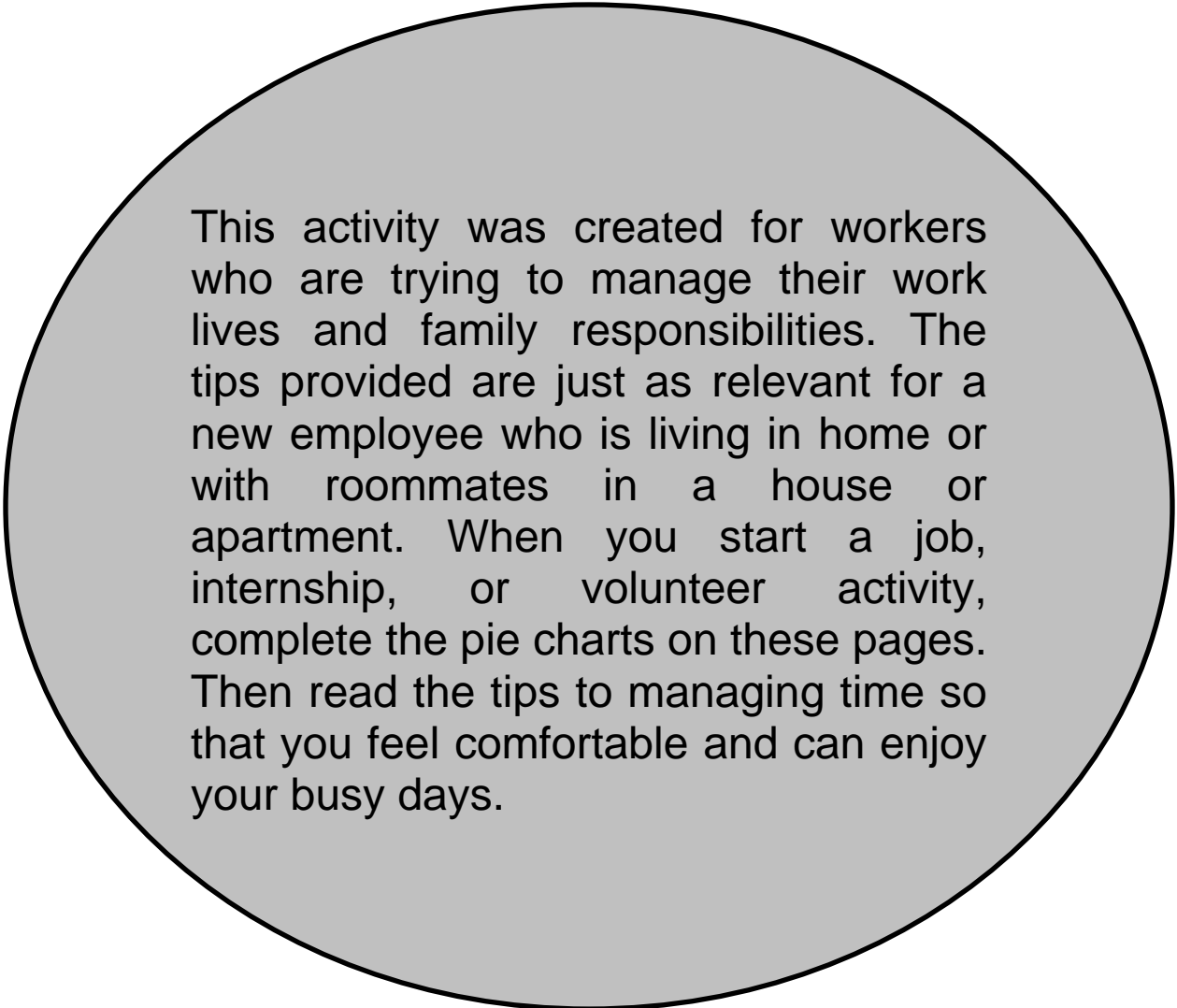
M	T	A	E		R	P	Y	L	E	A
T	E	A	M		P	L	A	Y	E	R

N	O		I	T	E	M
O	N		T	I	M	E

D	I	F	N	R	E	L	Y
F	R	I	E	N	D	L	Y

D	A	R	H		K	W	R	O	E	R
H	A	R	D		W	O	R	K	E	R

Balancing Work and Family Life



This activity was created for workers who are trying to manage their work lives and family responsibilities. The tips provided are just as relevant for a new employee who is living in home or with roommates in a house or apartment. When you start a job, internship, or volunteer activity, complete the pie charts on these pages. Then read the tips to managing time so that you feel comfortable and can enjoy your busy days.

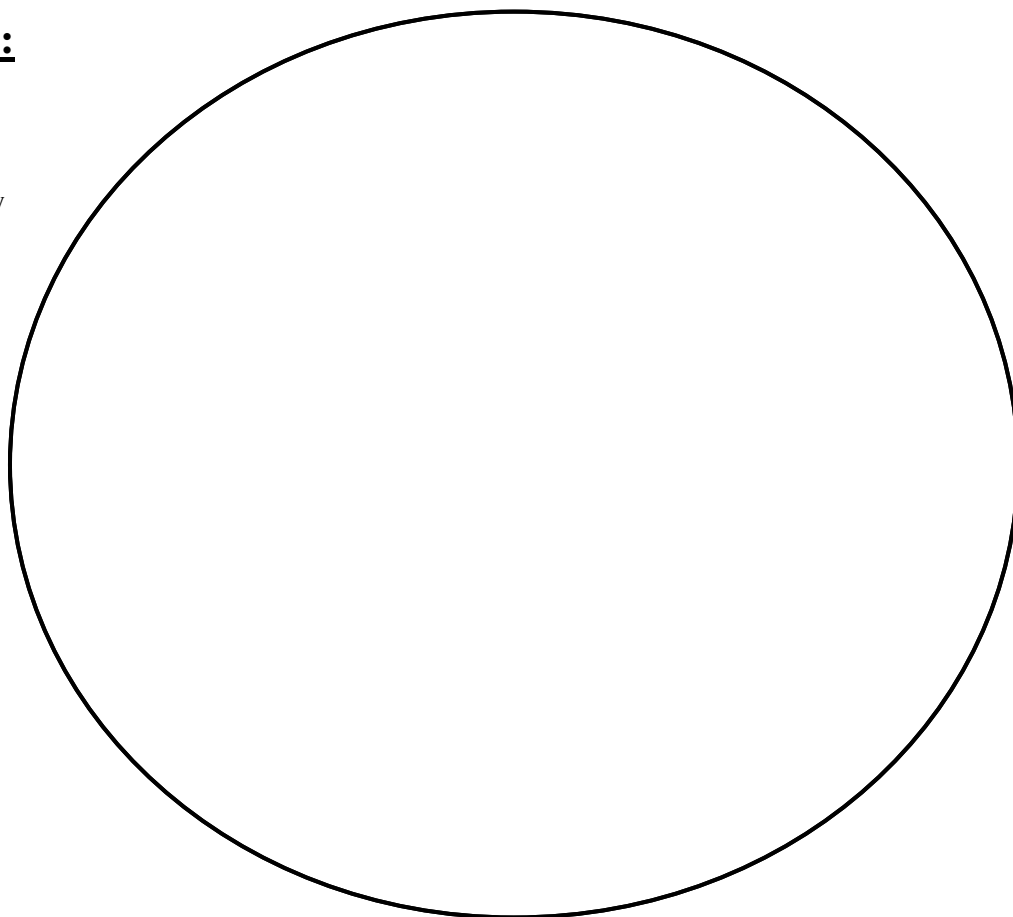
My Real Life

What's your life really like? How do you spend each day? We know that life is full of surprises, and often times our goals, plans and desires are altered by unexpected situations. However, if you're not careful and focused, then you'll find yourself investing most of your time in undesirable activities while you neglect what matters most to you.

How are you investing your time? Here's an exercise to help you examine this investment. In this exercise you will create a pie chart to help you form a visual picture of how you currently spend your time. Using the life categories below, chart out how much time you spend doing each of these activities on a monthly basis. Please feel free to add categories that apply to your lifestyle.

Life Categories:

Work
Family
Friendship/Relationships
Recreation
Physical/ Healthy Activity
Personal/Spiritual/
Religious Growth
Community



What does this chart reveal to you? Are you pleased with your results?

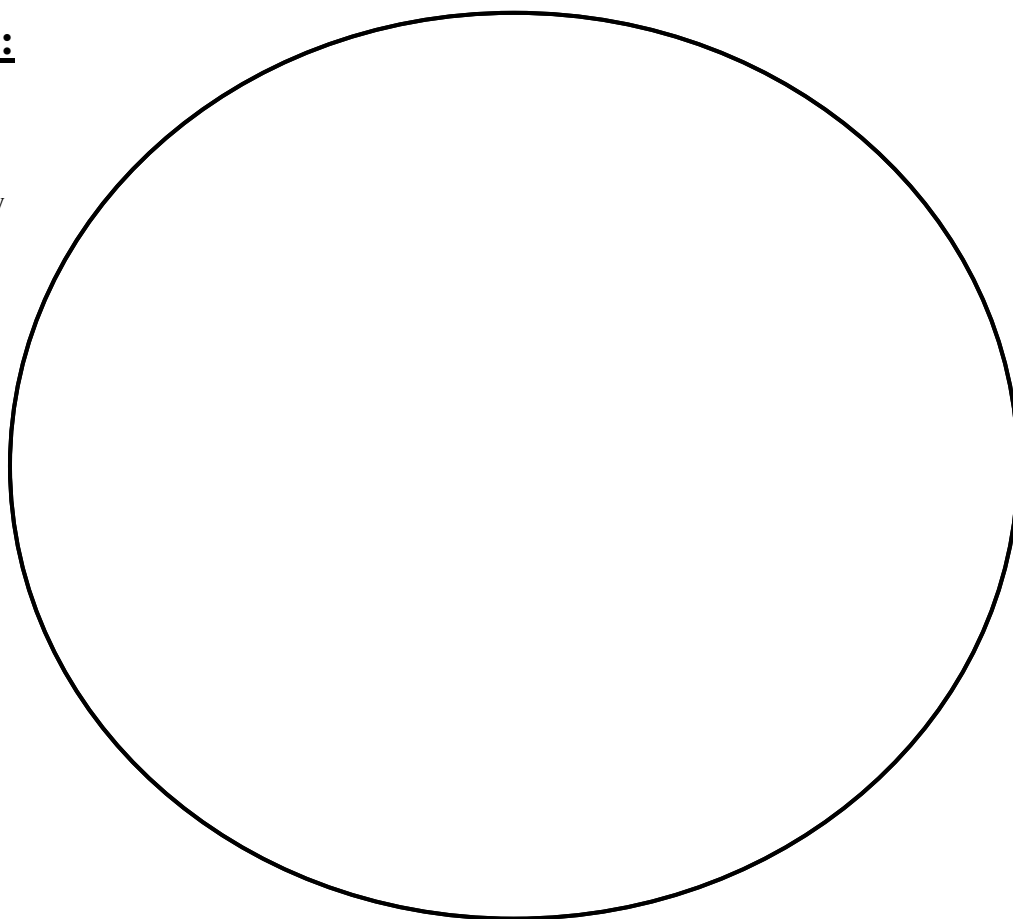
My Ideal Life

We know that everything doesn't go just the way we planned all the time. However, there's nothing wrong with dreaming! Ideally speaking, how would you spend your time if there were no unexpected changes and your life was perfectly balanced?

Here's an exercise to help you visualize your ideal life. Using the life categories below, create a pie chart that will measure how much time you wish to spend doing each of these activities on a monthly basis. Please feel free to add categories that apply to your lifestyle.

Life Categories:

Work
Family
Friendship/Relationships
Recreation
Physical/ Healthy Activity
Personal/Spiritual/
Religious Growth
Community



What does this chart reveal to you? Compare this chart with your Real Life chart.

Does My Ideal Match My Reality?

A Comparison of the Two Pie Charts

It is a good idea to compare your “Real Pie” with your “Ideal Pie” and consider these questions:

If the pie slices for a certain category are similar or the same, it is likely that that area of your life is in balance. Ask yourself:

- What methods did I use to create balance in this area of my life?
- How can I apply those same methods to help balance other areas of my life?

Every 6 months, check in with yourself and ensure that your life is still well-balanced. To do this, you may want to use the “Real Life” and “Ideal Life” pie charts we’ve used today.

If the pie slices are not similar, you may need to find ways to strike a balance in that area of your life. Ask yourself:

- Where am I out of balance? (What area(s) of my life is/are now getting more or less time and attention than I would like?)
- Why am I out of balance?
- What am I doing now that I would be willing to change in order to have more time for what’s important to me?

As you make changes, check in with yourself every 6 months to see if you’re balancing your life successfully. To do this, you may want to use the “Real Life” and “Ideal Life” pie charts we’ve used today.

Tips for Balancing Work and Personal Life

Try What Sounds Useful and Find What Works Best for You

Schedule Your Priorities

- *Set goals.* Think about what you want to accomplish daily and in the future. Make sure your short-term goals support your long-term goals. Stay focused on your goals each day.
- *Know what is expected of you at work.* Be clear about what is more important to your agency. Ask your supervisor to review expectations of your work performance and how they fit into the overall mission of the agency. Understanding how your work contributes to the success of your agency will help you set priorities that will make you successful.
- *Understand what each family member values.* This will help you spend quality time with the ones you love in a way that is meaningful to everyone.

For example, if you can only attend one after-school activity per week, make sure it is the one that is most meaningful to your child.

Ask your partner what you can do to lighten his or her load each day or week. This will help you learn what your partner needs and will make them feel valued and supported.

Stay focused on what you need. Make sure that you have at least a few hours a week to do what nourishes and replenishes you.

Communicate Your Needs

- If you are unsure of what is expected of you at work, ask for direction and clarification of your tasks.
- If you feel overloaded at work, ask your supervisor for help in prioritizing your tasks.
- At home, have family meetings to plan for the week ahead. Designate a communications center. Hang a bulletin board and family calendar in a central location. Instruct each family member to record activities – games, practices, after-school job hours, social events, etc. – on the calendar.
- Let family members know what you expect from the household. Invite all to brainstorm solutions and delegate responsibilities for meeting household needs.
- Ask for help when you need it.
- Express your appreciation.

Modify Responsibilities

- Divide and share household responsibilities according to likes/dislikes, skills and availability.
- Communicate the standard of quality that is expected for household chores.
- At home, be flexible with scheduling.
- Find ways to make family chores fun for everyone.

(Continued)

Be Efficient

- Plan menus ahead of time and have ingredients on-hand.
- Cook in big batches ahead of time and freeze. You can eat pre-prepared meals throughout the week on late work-nights or nights when family activities prevent cooking a full meal.
- Shop during off-peak hours.
- Batch errands and complete in a reasonable order.
- Prepare school lunches, clothing, backpacks and briefcases the night before. Keep outerwear, bags and shoes by the door each evening so they are easy to find in the morning.
- Limit morning choices. Allow children only two outfits to choose from, two cereals, etc.
- Teach children how to save time by planning ahead and being prepared.

Improve Your Physical and Mental Health by Engaging in Meaningful Activities

- Get regular exercise.
- Eat healthy meals.
- Get enough rest.
- Pay attention to your body and what it needs.
- Make time for yourself.
- Travel slightly before or after the rush hour.
- Use commute time for personal growth activities such as reading, practicing relaxation techniques, or even learning a new language. You may also want to use this time to plan ahead for the day's work or to relax and prepare for your return home.
- Develop a hobby or interest.
- Go on outings and vacations.

Enhance Satisfying Relationships

Relationship with partner

- Schedule time to be alone with each other. Fun should be a daily activity.
- Encourage your partner often.
- Be willing to share your thoughts and feelings and listen to your partner.

Relationship with children

- Schedule time each evening for a family activity. Play cards or a board game, or take the dog for a walk.
- Plan outings that will be meaningful to the entire family.
- Create a “coming home from work” routine with children that gives everyone what they need. For example, to ease transition from work to home, you may want fifteen minutes to yourself when you first get home. Take a bath or shower, lie down or read the mail. Let children know to expect this and that they will have your full attention once you have had time to unwind.

(Continued)

Relationship with friends/relatives/co-workers

- Spend at least a few hours a week doing an activity with a friend that you both enjoy.
- Maintain friendly relationships with co-workers. This can help improve communication and make work more enjoyable.
- Write one letter or make one phone call per week to a long-distance friend or relative.

Source:<http://ci.billings.mt.us/Documentview.asp?DID=301>

The Evaluation Experience

After you have been on the job for awhile, you will probably get evaluated by your supervisor.

Some organizations have a complicated evaluation system that involves lots of forms, rating scales, and calculations that may affect your future income.

Others may have informal systems where your supervisor has a casual conversation with you and writes a few notes for your personnel file.

And in some organizations the supervisors never tell you how you are doing, so you are always guessing about whether you are succeeding in your job.

Attached are sample evaluation forms that might be used when you are employed. Look them over to see what a supervisor is looking for. Even if the supervisor doesn't have to fill out a form, these samples will show you what is usually expected of an employee.

Before you start work, decide what you would like to see on an evaluation form. What would you like a supervisor to write about you?

[illegible]

Northwestern Health Sciences University

PERFORMANCE APPRAISAL

Employee Name		Position Title		Hire Date	
Date of Evaluation	Date of Last Evaluation	Department	Evaluator		
Reason for Evaluation <div style="display: flex; justify-content: space-around;"> _____ Annual _____ Promotion _____ Other </div>					

I. **Key Responsibilities:** List major responsibilities, primary duties or important functions of this employee.

II. **Accomplishments:** Review each key responsibility area and note any accomplishments the employee has made.

III. **Key Performance Factors:** Review the employee's performance in each area listed and note where the employee excels and where improvement is necessary.

Rating Scale:

- 1 **Does Not Meet Expectations:** Does not meet the minimum requirements of the position or only occasionally acceptable
- 2 **Needs Improvement:** Performance is inconsistent; meets some job requirements but not consistently.
- 2 **Meets Expectations:** Consistently meets the requirements of the position in all aspects
- 3 **Exceeds Expectations:** Unique and exceptional accomplishments

Key Performance Factors	Comments	Rating
	Describe how the employee's performance compares to stated expectations and objectives communicated at last appraisal and throughout the rating period. Identify employee strengths in the areas of specific knowledge, skills, and abilities to do the job. Identify areas where you see improvement is necessary.	
Job Knowledge: Consider degree of job knowledge relative to length of time in the current position. Consider the individual's efforts to learn new skills and maintain up-to-date job related information. Applies technical and procedural know-how to get the job done; understands job duties and responsibilities; has necessary job skills and knowledge; understands and promotes department mission and values; keeps informed of the latest developments in the area of specialty; monitors events which impact functional areas.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Communication: Effectively conveys and receives ideas, information and directions; seeks to clarify and confirm the accuracy of their understanding of unfamiliar or vague terms and instructions; listens effectively; demonstrates good verbal and written communication		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Teamwork/Collaboration: Successfully works with others to achieve desired results; contributes to team projects; exchanges ideas, opinions; helps prevent, resolve conflicts; develops positive working relationships; is flexible, open-minded; promotes mutual respect.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Productivity: Maintains fair work load; takes on additional responsibilities as needed; manages priorities; develops and follows work procedures; completes assignments on time and to specifications.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Planning and Organizing: Develops realistic plans; balances short and long-term goals; uses time and resources effectively; prioritizes duties in a manner consistent with organizational objectives and emergencies; meets deadlines and follows through; requests assistance when necessary to complete duties.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations

Key Performance Factors	Comments	Rating
	Describe how the employee's performance compares to stated expectations and objectives communicated at last appraisal and throughout the rating period. Identify employee strengths in the areas of specific knowledge, skills, and abilities to do the job. Identify areas where you see improvement is necessary.	
Problem Solving: Anticipates and prevents problems; defines problems, identifies solutions; overcomes obstacles; helps team solve problems.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Initiative: Pursues goals with commitment and takes initiative eagerly; results-oriented; desires to excel on the job; works steadily and actively; demonstrates self-confidence and positive attitude.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Customer Orientation: Listens, identifies, and responds quickly and effectively to internal and external customers' needs and sets work activities accordingly; goes beyond what is expected and follows up to ensure customer satisfaction.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Quality: Demonstrates accuracy, thoroughness, and reliability; manages time and priorities; develops and follows work procedures.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Diversity: Treats everyone equitably and fairly; embraces diversity in daily work life; works with diverse group of employees comfortably and willingly.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Attendance: Consistently is on time and ready to work at the start of shift and after breaks; requires no start-up time; always provides proper notification or advance notice for absence or tardiness.		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations
Contributions to Campus/Community: Participation on campus committees, task forces or in campus service events; participation in community based service activities		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Expectations

OBJECTIVES FOR UPCOMING REVIEW

- I. Performance Plan:** Identify specific actions/behaviors the employee needs to either start doing, stop doing and/or continue in the upcoming performance period.
- II. Development Plans:** Identify specific work assignments and topics for training designed to increase individual's effectiveness on present job and prepare for future job assignments.
- III. Employee Comments:** Enter below any comments you wish to make about your appraisal or the objectives for the upcoming year.

Employee Signature

Date

(Your signature does not necessarily signify your agreement with the appraisal; it simply means that the appraisal has been discussed with you).

Evaluator Signature

Date

Employee Self-Appraisal

Name: _____ Employed Since: _____ Date: _____

Department: _____ Supervisor: _____

Current Position/Title: _____ Length of Time in current position: _____

In your own words write a brief description of your job responsibilities:

Please answer the following six questions:

1. List your most significant accomplishments or contributions since your last review.

Manager's comments:

2. List any special accomplishments, awards, activities, or recognition (on or off the job) since your last review that should be noted.

Manager's comments:

3. Describe any challenges which make it difficult for you to effectively fulfill your responsibilities.

Manager's comments:

4. What do you feel you could do to improve your performance and/or meet your objectives more effectively? In what areas do you feel that you need added support, structure and/or direction?

Manager's comments:

5. Do you have any questions about what is expected of you on the job? Are there any areas that are unclear? Are there any areas that you think should be reconsidered?

Manager's comments:

6. What objectives do you think we should set for next year?

Manager's comments:

Goals / Objectives:

Notes and/or additional comments:

Supervisor's Signature: _____ Date: _____

Employee's Signature: _____ Date: _____



Coping with Your Disability in the Workplace

Managing a disability in the workplace can be overwhelming if those around you do not understand your needs. In addition to managing the day-to-day stress of work and family life, there may be additional concerns that are not apparent to your coworkers and/or supervisors. You may not know how to address questions from others and/or how to handle people who do not appear to understand or believe that you have a disability. You may be coming to terms with the impact that the disability could have on your career choices. You may have questions about your ability to handle your workload and may be fearful of missing opportunities. A key point to keep in mind is that you need to feel comfortable with the work environment you are in. This will require you to educate others about what you need from them and advocate for yourself when your needs have been overlooked.

Have a Support System in Place

In dealing with any stress in life, it is important to have a system of supports in place to help you manage the conflicts that may arise at home and at leisure. This system of supports can include family, friends, coworkers, supervisors, managers, religious affiliations, workplace and community resources, support groups, etc. Your support system can provide you with additional resources when you are confronted with problems or issues that you cannot handle on your own. Try to organize a disability support group within your organization. Such a group can provide those involved with the opportunity to gain support and guidance in regards to the particular work and family issues that arise at work. Take advantage of your supports and view your ability to do so as a strength.

Communication is Key

Give feedback to others about what you need in order to do your job effectively. There may be times when changes are made in your work environment that do not take your needs into consideration. Be sure you are included in the planning. When conflicts arise, address the issues immediately in order to begin problem solving. Talk about any limitations resulting from your disability in regards to work assignments. Above all, ask your co-workers and supervisors to seek your opinion regarding what you can and cannot do. Make it clear that you do not want to miss out on activities and will let them know if any problems arise. Keep in mind that you have a right to confidentiality and others need to be respectful of your privacy concerns. You will also want them to know how to help you in emergencies.

Become familiar with Workplace Programs and Policies regarding Disability Issues

You will want to seek assistance through the workplace to help you manage your disability. Often, in larger organizations, there is a division that has been set aside to help employees manage disabilities in the workplace. The Federal Office of Equal Employment Opportunity is a resource. You will find that an accommodations manager can provide you with materials and resources to enable you to efficiently meet the requirements of the job. Seek out assistance through your Employee Assistance Program. EAP counselors will assess your concerns and offer assistance and referrals to help you manage your disability at work and home.

Practice Stress Management Techniques

Take time to take care of yourself. With the busy schedules that employees are now experiencing, it becomes critical that "down time" is scheduled into every day if possible. If your disability creates physical limitations for you, rest is especially important to maintain your stamina. Talk with your physician. Get his/her recommendations on ways to benefit from relaxation exercises. Practice deep breathing, tai chi, meditation and/or yoga. Exercise and maintain a nutritious diet. Take up hobbies and/or other activities for fun. Become involved in community groups or volunteer organizations. The list is endless—the important part is to make time for yourself! Actively manage your disability at work and at home.

Additional Resources

www.disABLEDperson.com - website containing information for persons with disabilities, including recruiting section with sponsoring employers.

www.dol.gov - Department of Labor website which has a whole section on disability issues.

www.ncd.gov - National Council on Disability website.

www.usdoj.gov/crt/ada/business/htm - Department of Justice, Americans with Disabilities Act Business Connection website.

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Essential Skills to Getting a Job

What Young People with Disabilities Need to Know

Work Ethic, Communication, & Problem-Solving

Soft Skills: The Competitive Edge

What do employers look for in new employees? According to the 2006 report *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, it may not be what some young job seekers expect. This in-depth survey of 461 business leaders conducted by the Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management reveals that while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. The report also finds that younger workers frequently lack these skills, which include:

- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration skills
- Critical thinking or problem-solving skills

In 2007, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) discussed the importance of such skills with the Circle of Champions, a distinguished group of U.S. businesses that have received the Secretary of Labor's New Freedom Initiative Award for innovative and proactive efforts to recruit, hire, and promote people with disabilities. As part of this dialogue, the companies identified the following competencies as key to the success of young workers in the 21st Century workplace.



Networking

Simply put, networking involves talking with friends, family members, and acquaintances about your employment goals, interests, and desires. It also involves reaching out beyond people you already know in order to expand the opportunities that may be available to you. When it comes to finding a job, networking is essential. According to Cornell University's Career Center, 80 percent of available jobs are not advertised. Therefore, if you are not connecting with other people, you are likely to miss out on many job opportunities.

To start networking, make a list of everyone who may be able to help you job search. Next, talk to people on the list and tell them that you are looking for employment. Ask if they know of any openings and to introduce you if they do. But don't stop with the names on your list. Talk to cashiers, barbers, clergy, and anyone else you meet about their work and ask if they know of any jobs that match your interests. It is also essential to follow up with those with whom you have networked. Talking with a person once will only provide leads available at that point in time. But by establishing an ongoing relationship, you may learn of other opportunities as they arise.

Once you find a job, it is important to continue to network effectively. Through ongoing networking you can develop relationships with colleagues and increase your ability to move up in the organization.

Enthusiasm

Enthusiasm is also essential to success. When interviewing, you are likely to stand out in an employer's mind if you show excitement about the job. Prior to the interview, check out the company's Web site to learn about the business. Think of questions you might want answered, because asking questions is one way to show interest. Other strategies include arriving a few minutes early to the interview, dressing professionally, and staying engaged in the conversation. You should also bring a pad and pen so you can take notes during the interview; just make sure to ask if it is okay to take notes first. This shows the interviewer that you are actively engaged and paying close attention to what they are saying.

It may also make it easier for you to think of additional questions to ask prior to accepting a job offer.

Once employed, continue to demonstrate enthusiasm by taking initiative and seeking new and more challenging work. In some work settings, this may mean performing tasks needing to be done before being asked. In a restaurant, for instance, in between meal rushes, a server might show initiative by wiping off dirty menus or filling salt and pepper shakers. In other work settings, you can show initiative by volunteering to take on needed work or pitching a new project idea to your supervisor. If he or she likes the idea, offer to do more research and follow up with him or her. This provides you with some ownership of the project and shows your commitment to the company.

Professionalism

Make sure your resume is "dressed to impress." Having an organized resume is essential to making a positive first impression. A good tip is to have a college professor or a career counselor read your resume and recommend edits before you submit it to a potential employer.

Once you have been called for an interview, it is important to research the company and find out more about your potential job responsibilities. This will not only allow you to ask better questions during your interview, but also ensure you are well-informed should the company make you an offer.

Business etiquette and work ethic go hand in hand for employers. Some tips when it comes to making a good impression once employed include:

- Dressing properly for the work setting
- Arriving on time and staying productive until you leave
- Turning cell phone ringers off while at work and returning phone calls and text messages while on breaks or after work hours
- Using computers, if you have access to them, only for work-related tasks
- Speaking in a respectful manner with supervisors, peers, and customers or clients



Also remember that even when you are technically “off-duty” in the lunchroom or at a reception, you are representing the organization and are expected to act professionally. Don’t contribute to office gossip or banter around too much with your co-workers. Although you are allowed to have fun and enjoy your job, you are still there to work.

Communication Skills

Communicating ideas in the workplace is different than in an academic setting. In a classroom, the instructor usually leads group discussions or assigns written homework, and students respond or ask questions when directed to do so. In the workplace, however, the format for interaction varies. Sometimes your supervisors may specifically ask you for your opinion or ask you to express that opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention. The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.

If you need to tell your supervisor about something that is not going well, it is important to remember that both timing and your attitude are extremely important. For example, if you are a cashier at a carry-out restaurant and the long lines during the lunch rush “stress you out,” causing you to give customers incorrect change, it is best to wait to talk to your supervisor about the problem during a slower period. At an appropriate time, you may want to ask if it would be possible to have someone assist you during busy periods. And if you are able to explain that this would not only allow you to make fewer mistakes, but also allow the business to provide better service by making the line move more quickly, he or she will be more likely to take your ideas seriously. Another proactive strategy would be to talk to your supervisor or another senior employee about how you could do your job more efficiently.

Listening is also an important communication skill. Employers report that the average entry-level candidate struggles with knowing how to listen carefully. They may not immediately process essential instructions or be able to understand how their tasks relate to the overall goals

of the organization. One way to improve your listening comprehension skills is to ask questions. Other tactics include restating what you thought you heard to confirm you understood correctly, and taking notes.

Teamwork

Successful businesses rely on team players. This skill is so important that an article in a Society for Human Resource Management magazine encourages employers to include teamwork as part of the performance appraisal process if collaboration is essential to the job. Understanding how to act as a member of a team may begin when you play sports or work on group projects in school. In the workplace, knowing how and when to lead and follow takes practice, as does knowing how to avoid unnecessary conflict. Working on a team also allows you to build closer relationships with your co-workers, which can make any job more fun and interesting. When working on a team, make sure that the workload is shared and that everyone is communicating. While some competition between team members is healthy and contributes to productivity, too much negative personal interaction can have the opposite effect.

Problem Solving and Critical Thinking

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve workplace problems. As a new employee, you may question why an organization follows certain steps to complete a task. It may seem to you that one of the steps could be eliminated saving time, effort, and money. But you may be hesitant to voice your opinion. Don’t be; employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. It is important to remember, however, that as someone new to the organization, you may not always have the full picture, and thus there may be factors you are unaware of that dictate that things be done a particular way. Another important thing to remember is that when you are tasked with solving a problem, you don’t always need to answer immediately. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill employers value greatly.

Resources

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

<http://www.ncwd-youth.info/resources.&Publications/411.html> This publication, designed for youth and the adults who work with them, helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social outcomes.

Improving Demand-Driven Services and Performance: Toolkit For Effective Front-line Services to Youth

http://www.doleta.gov/youth_services/Toolkit-improve.cfm This toolkit contains numerous worksheets to assist youth in figuring out how to address their career goals and to develop soft skills.

MonsterTRAK: Measure Your Soft Skills Smarts

<http://content.monstertrak.monster.com/resources/archive/jobhunt/softskills/>

This Web site contains a short self-assessment youth can use to rate their soft skills.

National Youth Leadership Network

<http://www.nyln.org> The National Youth Leadership Network is a youth-led organization creating opportunities for youth with disabilities to gain leadership skills and network with each other.

Social Skills: Finding Friends and Persuading People

http://www.addresources.org/article_social_skills_brown.php?menu_off=true

This document, geared to young people, provides useful strategies for developing the soft skills needed in the workplace.

Youth, Disclosure, and the Workplace: Why, When, What, and How

<http://www.dol.gov/odep/pubs/fact/ydw.htm>

This fact sheet targeting young people with disabilities provides information about disclosure in the workplace.

Youth Information, Training and Resource Centers

<http://www.addyc.org> Funded by the U.S. Department of Health and Human Services' Administration for Children and Families and Administration on Developmental Disabilities, these resource centers work to increase the ability of individuals with developmental disabilities to exercise greater choice and self-determination and engage in leadership activities in their communities.

Youthwork Information Brief No. 20: Work Readiness Skills

<http://ohioworkforce411.gov/docs/youth/info-brief20-WorkReadinessSkills.pdf>

Sponsored by the Ohio Department of Job and Family Services, this information brief describes soft skills that youth need and employers are looking for to gain a competitive advantage.

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www.dol.gov/odep