CHOOSING A CAREER, FINDING A JOB

Summary

Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learned about a wide range of direct service careers in Community and Social Services and also consider indirect service provider careers that exist in the industry. They learned about the various kinds of career families and employer types available to employees in the Community and Social Services sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Community and Social Services sector.

In Unit Three, students learned what it takes to prepare for a career in Community and Social Services, including the kinds of training and education opportunities the are available for someone interested in this field, the roles of volunteerism, internships, and field placements. Students also learned about the importance of professional licensure in this sector.

In Unit Four students heard from Community and Social Service workers themselves, through firsthand accounts and interviews in text and video, and discuss what they learn. After learning about particular careers as a class, they conducted further research on Community and Social Services careers of their choice.

In Unit Five, students learn how to leverage their existing and potential professional networks for job seeking, explore the job search process, including analyzing help wanted ads, learn about workplace expectations, and engage with a panel of Community and Social Service professionals. They also learn how to become entrepreneurs, reading about Community and Social Service workers who have started their own businesses and practice using online resources available to New Yorkers looking to become self-employed.
1. NETWORKING SERIES

Students first draw on their own experiences of gathering information from people they know, learn how to identify a pool of workers who can become a source for gathering career information in particular, and develop potential informational interview questions.

1.1 • Identifying Your Network

Students write a reflection about a personal experience of gathering information from someone they know or have met. They then identify a potential professional network, including people they know and businesses with which they are familiar.

1.2 • How to Develop Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

2. READ AND DISCUSS: BILINGUAL COMMUNITY AND SOCIAL SERVICE WORKERS

Students read and discuss a short article on the market advantages of being bilingual in Community and Social Service careers.

3. SPOTLIGHT ON COMMUNITY AND SOCIAL SERVICE JOBS IN THE PUBLIC SECTOR

Students read about Community and Social Service jobs in the public sector and practice paraphrasing and inferring information from the article. They learn how to navigate their local government’s job listings and research one job of their choice.

4. READING SAMPLE HELP WANTED ADS*

Students read a selection of help wanted ads from the Community and Social Services sector. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to figure out what each job entails and match a fictitious job applicant to the job ad that seems the best fit for them.

5. EXPECTATIONS IN THE WORKPLACE

Students learn about expectations employers have of employees and practice demonstrating professional expectations through role plays.

5.1 • Ethical Responsibilities in Community and Social Service Settings

Students learn about workplace expectations specific to the ethical concerns in the Social Services field, create a quiz using sentence stems and journal about how they might respond to the complex dilemmas social service providers often face.
6. **ASSESSING COMMUNITY AND SOCIAL SERVICE JOB OFFERS**

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

7. **STARTING YOUR OWN BUSINESS SERIES**

Students learn about starting a business. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own businesses and practice using some of the online services available to New Yorkers hoping to open their own businesses.

7.1. **Calculating with Percents: Small Businesses in New York City**

Students read a brief passage about small business employment in New York City, then perform calculations using percents and decimals drawn from information in the passage.

7.2. **Small Business Narratives in Community and Social Services**

Students read narratives of people who started their own community or social service businesses, then consider the steps necessary to open those businesses.

7.3. **The Nuts and Bolts of Launching a Business**

Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services to find the required steps to open the business of their choice.

8. **A PANEL OF COMMUNITY AND SOCIAL SERVICES PROFESSIONALS**

Students have the opportunity to interact directly with Community and Social Services professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

9. **MY CAREER MAP**

Students map their own career trajectory, including past and current jobs, what they learned from them about themselves, future goals, and steps they can take to reach those goals.

9.1. **Career Map Writing Activity**

Students complete a writing activity analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future. Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.
Identifying Your Network

Students learn how to identify a pool of workers and others who can become a source for gathering career information.

PREP

- Be prepared to discuss the terms: **Word of Mouth** and **Networking**.

MATERIALS

- **Networking** handout
- **My Network** handout
- **Journal: Using My Network** assignment

EXPLAIN

1. Write the term **Word of Mouth** on the board. Ask students what it means.
   
   - *Information that is passed from one person to another verbally. This is one way of conducting research informally, not by using a website or directory, but by asking another person.*

2. What is a piece of information you have gathered through word of mouth? Write responses on the board.
   
   - *An app (computer or mobile application); a recommended doctor or healthcare facility; a school or teacher; a job; an apartment; a roommate; a product, such as a hair product or pharmaceutical; a specific staff person, such as a public assistance caseworker; a neighborhood resource, such as an immigration legal practice; a travel route, such as subway or bus directions.*

3. Who have you gotten this information from?
   
   - *A family member, friend, classmate, teacher, neighbor; member of your house of worship or community group, a local merchant, employee of a service you use, even a stranger.*

4. Distribute **Journal: Using My Network**. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.
Once students have finished writing, ask them to discuss what they wrote about.

How is this similar to and different from networking? What is networking? What are some ways you have learned about careers in general and job opportunities in particular?

A network can include people you know, media, your places of work, businesses you use. Career networking consists of talking to professionals about their career and industry in order to learn about the career, the industry or about job opportunities. It can be informal, such as talking to someone you meet casually, or more formal as in the case of an informational interview in which you sit down and ask a set of predetermined questions. An informational interview is a conversation between someone wanting to learn about a particular career and someone who already works in that career. This is different from a job interview because the job researcher has not yet applied for a position. The purpose of the conversation is to gather knowledge. Sometimes informational interviews can lead to jobs, even though that is not necessarily their goal.

Divide students into groups of 4 and ask each group to discuss how they got one of their jobs, either a current or past job. If they have not held a job, they can ask questions and keep the conversation moving and on task. While students are in discussion, write the following tasks on the board:

- Summarize the main ideas
- Define a network
- Explain the benefits of networking
- Discuss who is in your network

Distribute the Networking handout and ask students to read the article. After reading, they should respond in writing to the first three tasks written on the board, and discuss the last one together. When they are finished reading and writing, ask them to share their responses.

Now you are going to identify your own network, in as broad a way as possible. The key to networking is to cast as wide a net as possible. The purpose is to think about how to make connections you might not think you already have. Distribute the My Network handout and ask students to complete it individually, listing as many names or businesses as they can.
Journal: Using My Network

Write one page about a positive experience you have had using your network to gather information. Include:

- Who gave the recommendation and how you know or met the person.

- What the product or service was.

- A description of your conversation, including questions you asked and information you received.

- The result of this conversation. How did it affect your life?

- Sometimes talking to people, especially new people, can be difficult. What made this conversation possible?
Networking

“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.
# My Network

Thinking as broadly as possible, write down as many people with work experience as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard. Make special note of people or businesses in the Community and Social Service sector, such as public assistance case workers or barbers.

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<th>How I Know This Person</th>
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<td><strong>Personal Connections:</strong></td>
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<td>Friends, Family, Neighbors</td>
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<tr>
<td><strong>Work Connections:</strong></td>
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<td>Co-workers, Supervisors/Managers</td>
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<td><strong>Places of Business:</strong></td>
<td>Business or Organization</td>
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<tr>
<td>A place where you do business, such as a store or clinic.</td>
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<tr>
<td><strong>School Connections:</strong></td>
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<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
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<tr>
<td><strong>Other Connections</strong></td>
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</table>
How to Develop Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

MATERIALS

- Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

- Help wanted ads, friends, family, co-workers, career guide books, observation.

Today we are going to focus on gathering information from workers themselves. Everyone has a network, whether or not they are aware of it. Who could be included in a network?

- Family, friends, classmate, student, professor, people who work at a particular place of business, acquaintances.

DISTRIBUTE

Distribute the Developing Interview Questions worksheet. Ask a student to read aloud the instructions at the top of the page. Check for comprehension by asking students to rephrase the requirements of the assignment.

When students rephrase instructions they solidify their understanding of the required tasks. Give students time to complete the worksheet and then share their questions with the class.
## Developing Interview Questions

Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker. Use the words below to begin your questions.

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Read and Discuss: Bilingual Community and Social Service Workers

Students read and discuss a short article on the market advantages of being bilingual and why there is a growing need for bilingual workers in the Community and Social Services sector.

PREP

- Read Wanted: Bilingual Social Service Workers article

MATERIALS

- Wanted: Bilingual Social Service Workers article

EXPLAIN

1 Write the following statement on the board and ask students to discuss in pairs whether they agree or disagree and why:

   Job seekers whose first language is not English are at a disadvantage when looking for a job.

2 Once students have discussed for 5 minutes, ask them to share their thoughts.

3 Explain that the class is going to read an article about the realities of job opportunities for bilingual workers. Distribute the article, Wanted: Bilingual Social Service Workers, and ask students to read and annotate it, identifying the main idea and marking anything that seems important, interesting, surprising or confusing.

DISCUSSION

What is the main idea of the article?

   There is a demand for bilingual workers in general and a specific need for bilingual social service workers to meet the needs of an increasingly diverse population.

According to the article, why is there currently a demand for bilingual workers in Social Services?
U.S. demographics are changing, with an increase in non-English speakers. In social services, it is important for the client and provider to truly understand each other, as they are often discussing sensitive, challenging and complicated personal issues, such as mental health or substance abuse.

Why is it better for social service clients to have a service provider who speaks their language instead of an interpreter?

- Important information can get lost in translation with a translator. Also, it takes longer to speak with the help of an interpreter. In Community and Social Service settings in particular, clients are often speaking about difficult, emotional, and traumatizing things that have happened to them. When a client has to stop their train of thought to allow time for a translation, it can interrupt the flow of the conversation or discourage the client from being thorough and open with what they are feeling. However, an interpreter is a good second option if a bilingual service provider is not available.

According to the article, what are some of the benefits to social service workers who are bilingual?

- Bilingual workers on average make more money than monolingual workers at the same jobs. Being a bilingual service provider can give someone the opportunity to work with people from their own community and culture who have historically not had the kinds of services they needed as a result of language barriers.
The Need for Bilingual Social Service Workers


Experts agree that fluency in a second language can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss.

In today’s global economy, the ability to communicate is key, and the ability to communicate in another language has become a significant advantage in the workforce. Research has shown that people who speak more than one language, on average, make more money than their monolingual counterparts at the same job.

In a tough job market, it’s smart to make yourself more valuable to your employer. As the United States becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don’t speak English.

Language skills can be key for social service professionals who work directly with our increasingly diverse population. According to Norberto Taveras, a bilingual clinical social worker in New York City, there is a great need for bilingual social service providers. Taveras stresses that in social service settings, using a translator isn’t as effective as having service providers available that speak the client’s language. Clients seeking social services often need to convey sensitive and important information to their providers such as issues around substance abuse, trauma or mental health. Due to the difficult nature of these conversations, it is important that the client and provider truly understand one another. With a translator, sometimes meanings can get lost in translation. In addition, the process of waiting for a translator to interpret can disrupt a client’s train of thought about difficult and vulnerable issues, which could mean they don’t end up sharing something important with their provider.

Professor McClain Sampson at the University of Houston Graduate College of Social Work, reports that it is imperative for more bilingual social workers to be trained and that social service workers should linguistically mirror the communities they serve. When this doesn’t happen, Sampson, says there is a gap in the services that can be provided.
Sampson, whose university has been awarded grant money to specifically invest in training more bilingual social workers says the work is also personal for many of the students who remember growing up in situations mirroring their clients. “They are serving the people that they grew up with and watched suffer as their needs went unmet,” Sampson said. “I just see a lot of excitement and enthusiasm and gratitude. They feel like they’re really doing the kind of social work they want to do.”

So which languages can give you a leg up on the job market? Insiders agree the most popular—and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Arabic and Chinese.

And while there is a particular need for bilingual social services workers, any business may have a need for bilingual employees depending on where it operates and with whom. Sectors with a strong demand for bilingual workers include (but aren’t limited to) finance, sales, technology, manufacturing, professional services and government jobs.
Spotlight on Community and Social Service Jobs in the Public Sector*

Students read about Community and Social Services job in the public sector and practice paraphrasing and inferring information from the article, then learn how to navigate their local government’s job listings and research one job of their choice.

PREP

• Become familiar with your local government’s civil service online job resource in general, and Community and Social Services job availabilities in particular.

• Be prepared to explain vocabulary: public sector, public servant, cultural competency.

MATERIALS

• This activity requires computers
• Public Employment in Social Services handout
• Paraphrasing and Inferring: Advantage and Challenges in Civil Service handout
• Civil Service Jobs in Social Services handout

EXPLAIN

1 If someone asked you to name someone who works in or for the government, who comes to mind?
   
   › The President, the Mayor, the Governor, City Council, police officers.

2 There are a lot of people involved in making city, state, and federal governments run and all of those people work in civil service, also known as the public sector. The biggest difference between working for the government and working for other employers is that, in the government, the money to pay the salaries comes from taxes and fees that are collected from individuals and businesses. In other words, when you pay sales tax when buying something or when taxes are taken out of your paycheck, you are helping to pay the salary of government employees. The government has many jobs that also exist in the private sector, from accountants, cooks and engineers, to lawyers, mechanics, and web developers. Other jobs, like firefighters and public health inspectors, are only found within the government. By far, the largest employer of Social Service jobs is your state or local government.
What kinds of Social Service jobs do you think civil service workers might do?

- Social work, child welfare (family assistance, foster care and adoption), public assistance workers (food stamps, public housing, etc.), group home/residential counselors.

We’re going to learn more about what working for the government in a civil service job is all about and why people might choose civil service instead of another type of employer, such as a private company.

Distribute Public Employment in Social Services handout. Ask students to read and annotate it, marking anything they find important, interesting, confusing, or surprising.

When students are finished, distribute Paraphrasing and Inferring: Advantages and Challenges in Civil Service worksheet and ask them to complete it in pairs.

When students are finished, ask them to open a browser on their computer and navigate to http://www1.nyc.gov.

In order to find out what civil service jobs are available in New York City* you can visit the city government’s official website and search their job listings. Most cities have government websites where job listings for civil service jobs are posted.

Ask students to click on the Jobs link, then ask them to look at the page, noting the various resources available. Then ask students to click on Explore Careers.

Ask: What are the three ways you can search for a job?

- By interest, by agency (the government is comprised of different agencies that handle different areas of expertise, like Housing or Education, for example), or by Internships and Fellowships (programs that help people gain work experience in a desired field).

Tell students that today we are going to search for jobs in Social Services by clicking the Search by Interest button. Let students know that there are also some kinds of community service jobs in the Public Safety section as well. Ask students to click on Search by Interest and find the job listings for social services.

Once students have navigated to the list for Social Services jobs, tell them they are going to take a closer look at any one job on the list that sounds interesting to them.

Distribute Civil Service Jobs in Social Services worksheet and give students time to complete it.

When students have finished, ask them to turn to a partner and share what they’ve learned.
Public Employment in Social Services
Adapted from: http://www.humanservicesedu.org/hs-employment.html

By far the largest employer of the social services workforce is the state and local government. Whether it is as an eligibility worker (for public benefits), a school social worker or a child-welfare worker, opportunities and options abound. Working in the public sector offers a host of unique rewards and challenges.

Typically, working in a public capacity has greater rules and regulations regarding processing one’s workload and also greater flexibility in certain areas. Some of the benefits of working in public service include:

- **Excellent benefits packages**, such as dental and vision as well as typical medical benefits.
- **Generous retirement packages** compared to those found in the private sector.
- **Stable and predictable pay increases** due to a graded salary system based on seniority that is competitive within the Human Services sector.

Public sector workers frequently interacting directly with the public. They are held to the highest standards of professionalism as a representative of the government. Usually, states provide extensive and valuable training in areas such as cultural competency. These trainings give workers the resources needed to work effectively with a diverse public. This kind of training can also be extremely enlightening and is an excellent supplement to one’s educational background, often impacting workers’ personal lives as well as professional lives. Perhaps the greatest asset to a public worker is the network of vast resources available to them. Among the many resources are:

- Extensive knowledge and experience of your fellow workers.
- A multitude of **professional development trainings**.
- A wide **network of government resources** that can be used to connect clients with the services they need.

Being a public servant is a way one can give back to their community by working directly with members of that community who are in need. From the smile of a small child who knows they will go shopping that night, to the relief in a senior’s eyes when their medical program is reinstated, few jobs will impact so many people in such positive ways. While some social service positions in the
public sector require a High School Diploma or the equivalent, most require a Bachelor’s degree in the social sciences (e.g. psychology, sociology, etc.). If you are interested in starting at higher pay grades or in a position of greater responsibility, such as management, a Master of Social Work or Business Administration with a public works focus are both excellent educational paths.

Civil service law requires that candidates for most New York City* jobs take and pass an exam before they can be hired. Jobs that require a government exam are called “competitive class” jobs. These exams test individuals on the skills and abilities that they need to do the job. They are administered by the Department of Citywide Administrative Services (DCAS).

Below are two great resources to find out about civil service careers and upcoming civil service exams:

- The Official Website of New York City*
  [http://www1.nyc.gov/jobs](http://www1.nyc.gov/jobs)

- The Chief: The Insider’s Guide to Civil Service Careers and Advancement*
  In print at newspaper stands or online at [http://thechiefleader.com](http://thechiefleader.com)
Paraphrasing and Inferring:
Advantages and Challenges in Civil Service

In your own words, write three advantages of working in civil service. Provide a quote from the article to support each paraphrase. Then, using the information you learned from the article, write down three things you think might be challenging about working in civil service.

Advantages of working in civil service:

1. 
   Supporting Quote:

2. 
   Supporting Quote:

3. 
   Supporting Quote:

Challenges of working in civil service:

1. 

2. 

3. 

*RAENs will provide regional adaptations.
There are many ways to find opportunities in New York City government.

Find a job based on your career interests:

- Administration & Human Resources
- Communications & Intergovernmental Affairs
- Constituent Services & Community Programs
- Engineering, Architecture & Planning
- Finance, Accounting & Procurement
- Health
- Technology, Data & Innovation
- Legal Affairs
- Building Operations & Maintenance
- Policy, Research & Analysis
- Public Safety, Inspectors & Enforcement
- Social Services
Civil Service Jobs in Social Services

Choose one job from the list of Social Service jobs available and find the following information as it pertains to your job of choice.

1. Job Title: ________________________________

2. Location: ________________________________

3. Agency: ________________________________

4. Career Level: ________________________________

5. Salary: ________________________________

6. Describe this job in your own words:

7. Job Duties:

8. Job Qualifications:

9. Would you be interested in this job? Why or why not?
Reading Sample Help Wanted Ads

Students read a selection of help wanted ads for Substance Abuse Counselor positions posted on the Indeed website. Some of the ads are very detailed; others are not. Students will ask questions about and make inferences from the ads to figure out what the job entails, match three different job applicant profiles to the job that seems a good fit for them. The three ads are for the same career—Certified Alcohol and Substance Abuse Counselor (CASAC)—so that students have grounds for comparison. They can be used to discuss the distinctions between help wanted ads in general.

PREP

- Read the Selected Job Ads for Substance Abuse Counselor*

MATERIALS

- Selected Job Ads for Substance Abuse Counselor*
- Job Ad Information Checklist worksheet*
- Paraphrasing and Inferring Help Wanted Ads worksheet*

EXPLAIN

1. Imagine you have completed the training in your field, have had some internship or field experience, and are now ready to look for a job. You’re looking through help wanted ads. What information is included in the ads? Write student responses on the board. Review this information as a class.

   - Salary, Location, Start date, Responsibilities, Population served, Contact person

2. Put students into groups of three. Distribute Ad Information Checklist* and ask students to copy the list from the board into the left-hand column on the worksheet, and add any additional types of information they think should be included.
3 Distribute the Selected Job Ads and ask students to read the job ads from three social service agencies, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for Camelot of Staten Island* lists the start date, they will put a check in the corresponding box. If not, they will leave it blank.

4 Distribute the Paraphrasing and Inferring Help Wanted Ads worksheet* and have students work on it in their group. They should paraphrase the duties required of the worker, and infer which characteristics the ideal candidate would have, based on the help wanted ad.

5 Students read applicant profiles and match the applicant to the job. Distribute the Job Applicant Profiles* and ask the students to continue working in pairs to recommend a job for each applicant.

DISCUSSION

Ask students about their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?
- How can this information be applied to positions besides Certified Alcohol and Substance Abuse Counselor?
**Ad Information Checklist***

In the left-hand column, write information you expect to find in a help wanted ad. Then read the sample ads and check which ads contain which pieces of information.

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<th>Job Information</th>
<th>AREBA*</th>
<th>Camelot*</th>
<th>Samaritan Village*</th>
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CASAC COUNSELOR

AREBA CASRIEL, INC (ACI)
NEW YORK, NY 10019
$36,250 A YEAR

CASAC counselor will possess a unique body of knowledge and skill set to inform, motivate, guide & assist those persons affected by problems related to the use of drugs and alcohol. Knowledge of drug & alcohol use, abuse & dependence. The counselor will be responsible for evaluations, assessments, client education, individual & group counseling, crisis intervention & case review.

To be considered for this position, candidates must have a valid CASAC certificate & AA or BA degree.

Salary:

$36,250.00 / year

Required education:

Associate

Required experience:

Substance use disorder: 1 year

Required license or certification:

Valid CASAC Certificate
SUBSTANCE ABUSE COUNSELOR (FULL CASAC)

CAMELOT OF STATEN ISLAND, INC.
STATEN ISLAND, NY

POSITION SUMMARY:
The Counselor shall provide support and clinical counseling to clients in a residential setting. Performs specific tasks under the supervision of the Residential Director and the Assistant Director as follows:

- Provide counseling for clients in individual, group and family treatment modalities. Case recording including responsibility for maintaining current and follow-up documentation according to the New York State Office of Alcoholism and Substance Abuse Services (OASAS)
- Possess willingness to learn during the first six months case recording procedures including responsibility for maintaining current documentation according to code requirements.
- Develop a working knowledge and capacity for implementation of agency policies and procedures.
- Attend and participate in clinical and staff conferences.
- Participate in in-service training in order to continually evaluate the educational approach needed to ensure provision of treatment based upon client’s current needs.
- Assist the vocational supervisor and the client’s development of realistic short and long-term vocational goals.
- Participate in special projects assigned by the Project Director.
- Learn emergency assessment and intervention techniques in order to refer clients for routine and necessary follow-up on psychiatric, medical and medication evaluations.
- Demonstrate a willingness to be supervised to enhance performance.
- Actively participate in the on-going utilization reviewing process of identifying problems relative to the provision of treatment in order to insure the achievement of high-quality client care through the program.
- Provide information and answer questions about various aspects of the recovery process.
- Provide meaningful activities for the patient as a means of encouraging responsibility and fostering his/her self-esteem within the framework of the therapeutic modality.
- Maintain a safe therapeutic social environment to further the growth and development of the client.
- Keep the Program Director fully aware of changes in the client’s course of treatment based upon client’s needs.
- Exhibit an ability to communicate and relate to clients.
- Shall be a positive role model.

Qualifications/Experience:
- High School Diploma
- Must possess CASAC (Credentialed Alcoholism & Substance Abuse Counselor)
- Minimum three (3) years experience in a substance abuse setting.
- Must be computer literate
- Valid driver’s licensed preferred

Job Type: Full-time
Required education: High school or equivalent
Required license or certification: CASAC (NOT Casac-trainee)
SUBSTANCE ABUSE COUNSELOR—Westchester County Location

SAMARITAN VILLAGE
QUEENS, NY

LOCATION: Westchester Co-Location

JOB DESCRIPTION:
The Substance Abuse Specialist, under the direction of the Substance Abuse Specialist Supervisor, conducts assessments and determines level of care to parents and children who are involved with Westchester County Department of Social Services Child Welfare Unit. These assessments are to be performed at Child Welfare Unit’s request, either at the Child Welfare Unit or in the client’s home, and results are shared with case worker staff.

Specific Duties and Responsibilities:
1. Assessment and Referral
   • Conducts substance abuse assessments, as request by case worker.
   • Provides diagnostic impression of apparent substance abuse disorders, as per DMS-IVR
   • Makes recommendations regarding appropriate level of treatment and actualizes appropriate referral
   • Conducts/home/field visits as needed
   • Conducts urinalysis as needed

2. Reporting
   • Produces formal written reports regarding substance abuse assessments for CWS
   • Shares results of substance abuse counseling process with CWS caseworker(s) as per Agreement between Samaritan Village, Inc and Westchester County Department of Social Services
   • Adheres to all statutes and regulations that protect client confidentiality, including rules about disclosure to third parties
   • Networks and communicates with other departments as a member of the program’s management team.
   • Participates in case planning, as requested by CWS
   • Provides training to CWS staff on issues related to substance abuse and substance abuse treatment

3. Additional Duties
   • Attend court as requested by Court-ordered Subpoenas
   • Conduct treatment provider site visits
   • Other relevant duties as necessary

Job Requirements:
• Knowledgeable about the drug treatment process and its various modalities
• Skilled in screening, interviewing, and motivational counseling techniques
• Knowledgeable about the child welfare system
• Possesses strong verbal and written communication skills
• Able to maintain and establish appropriate referral sources
• Must meet SVI and CWS’ standards of behavior and be a positive role model

Minimum Qualifications:
• High School Diploma or GED, required.
• CASAC with three years’ experience in chemical dependency or human services, required.
• Must be Microsoft Office proficient.
• Must have valid NYS Driver’s License.
• Must be willing to conduct home/field visits.
**Paraphrasing and Inferring Help Wanted Ads**

Using the Help Wanted Ads, complete the chart below, paraphrasing the job responsibilities and inferring what characteristics would make an ideal worker for each position.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Responsibilities</th>
<th>Ideal Candidate Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREBA*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camelot*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samaritan Village*</td>
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*RAENs will provide regional adaptations.
**Job Applicant Profiles***

**ROOSIE** earned a CASAC-Trainee (Certified Alcohol and Substance Abuse Counselor—Trainee) at Kingsborough Community College, which included four courses and four internships where she worked in substance abuse counseling settings for college credit. For the three following years she worked as a substance abuse counselor at Palladia, Inc. in the Bronx, NY, under the supervision of a licensed Substance Abuse Counselor. After taking the New York State exam for Alcohol and Drug Counselors, she became certified as a CASAC. After working for several years as an alcohol and drug counselor, she has learned that many jobs require a driver’s license. She is a native New Yorker, living in Harlem, and does not know how to drive, but she has decided to learn. She has earned her learner’s permit, and is preparing to take her road test next month. She has two school-aged children.

**ALI** is 34 years old and earned a GED and then an Associate's degree in Behavioral Science in Sing Sing Prison. Once released, he decided he wanted to help people who struggle with alcohol and drugs, like he did before he went to prison. He earned a CASAC-Trainee certification from Hostos Community College in the Bronx, and worked for several years as a substance abuse counselor under supervision at Fortune Society, an organization that provides support to people coming out of prison. He recently earned his CASAC credential and is ready to start looking for work as a full-time, credentialed substance abuse counselor. He has a 14-year old daughter who lives with her mother.

**CYNTHIA** is 31 years old. She has a GED from New York City College of Technology* in Brooklyn, NY, and a certificate in Early Childhood Education from The City College of New York*, in Manhattan. She works at a domestic violence shelter in Brooklyn, where individuals and families who are escaping violence in their homes and have no other safe place to go, stay in an unpublicized location while receiving support services. She works as a daycare provider, taking care of children while their parents or guardians are in therapy, court, or otherwise occupied. She noticed that so many of the parents struggled with addictions. She could see how the unpredictable environments of substance abuse combined with violence in the home affected the children, and she became interested in becoming a substance abuse counselor herself. While continuing her work in the shelter, she earned her CASAC license after taking a CASAC-T certification program at Medgar Evers College* in Brooklyn, NY, and wants to continue impacting the lives of children. As a shelter employee, she attends professional development trainings on topics such as the child welfare system (foster care), addressing trauma in children, and relaxation techniques, such as meditation and yoga. She lives in Queens and drives to the shelter in Brooklyn every day.
Expectations in the Workplace

Students consider the qualities and behaviors employers expect of their employees, and do role plays demonstrating how a worker does (or does not) fulfill these expectations.

PREP

- Read through each scenario and decide the number of actors you will need for each scene. Roles will include employer or supervisor and employee, and may also include co-workers, or customers.
- Cut up enough Employer Expectations Scenarios to assign a positive and negative scenario of each characteristic to each group of students. It's okay to give the same scenario to more than one group.

MATERIALS

- Workplace Expectations handout
- Workplace Expectations Scenarios

EXPLAIN

1. Ask students to imagine they are the owner of a case management software company and are responsible for hiring a new employee. What skills and qualities would you want that new employee to have? List their answers on the board.
   - Reliable, responsible, trustworthy, punctual, attention to detail, good math skills, good communication, customer service skills, respectful, team player

2. Employers hire people to contribute to the success of their company or organization. Whether it’s a manager who makes business decisions, a receptionist who makes the first impression on customers or a maintenance worker who makes the building a safe place to conduct the company’s business, every workplace has expectations of its employees. An employee’s success at his or her job will depend on how well she or he lives up to these expectations. We’re going to learn about characteristics that employers value in their employees, characteristics that can be possessed by anyone, regardless of their job title.

3. Write each of the expectations/characteristics from the Workplace Expectations handout on the board one at a time and ask students to brainstorm synonyms or phrases that describe the meaning of the word. Write their answers on the board under each term.
4. Distribute the *Workplace Expectations Handout*. Call on students to read each expectation and its description aloud. Ask students to explain why an employer might value each characteristic.

5. Put students into groups of an appropriate size depending on the scenario, and explain that they are going to work with their group to role play workplace expectation scenarios based on the characteristics they have been discussing. This is an opportunity to see what can go wrong and practice what to do right in the workplace.

6. Distribute the scenarios. Each group should receive one positive and one negative scenario for the same characteristic. Explain to students that they are going to create two skits: one that shows what the employee might do when not meeting this expectation and another skit that shows what the employee might do in order to meet this expectation. Tell the group what the roles for the scenario will be. For example, the Dependability scenario could have: Joe, the worker; Joe’s supervisor; Joe’s daughter; Joe’s daughter’s babysitter; Joe’s co-worker; a customer.

7. The group should decide which student will play which role.

8. Give groups 20 minutes to develop and practice both the positive and negative skits for their assigned expectation. Skits should be no more than 2-3 minutes long.

9. After 20 minutes, have each pair or group perform their scenarios in front of the class.

10. After a group presents, the class discusses what it saw. Use the following or additional questions to engage deeply with the scenario and workplace expectation.

   - Which characteristic did this skit demonstrate, either positively or negatively?
   - Was the employer or supervisor satisfied with the worker? Why or why not?
   - How did the employer show she or he was satisfied or dissatisfied?
   - What were the consequences, either negative or positive, of the worker’s performance?
   - How did the worker’s performance affect the business?
   - What would you do if you were the worker?
   - What would you do if you were the employer or supervisor?
**Workplace Expectations**

Below are descriptions of common expectations employers have of their employees.

**Dependability**

Dependability is one of the most important employer expectations. A dependable employee will be on time, dress and work in a professional manner, and demonstrate a high level of commitment to their job. Employers know they can count on dependable employees to be trustworthy, responsible, and dedicated workers even when their job is challenging or stressful.

**Positive Attitude**

Great employees maintain a positive attitude, even during difficult situations. Your attitude affects the relationships you have at work and how happy you are with your job. Employees with a positive attitude take on challenges without complaining, promote team spirit among co-workers, are easy to get along with, and handle conflict with maturity and respect for everyone involved. A positive attitude also includes being honest and always doing your very best.

**Initiative**

Employers want employees who are motivated to make things work better, who are self-motivated, have new ideas they aren’t afraid to share, can think ahead and be prepared, can deal with problems, take action and make decisions. Employers should guide and support you, but they won’t want to hold your hand every step of the way. They will want you to be independent. Employees who are self-motivated and take initiative stand out among their co-workers and will likely be noticed in a positive way by their employers.

**Cooperation**

Employers expect employees to get along with each other and help each other succeed in the workplace. In many work environments, you won’t be able to get a job done without collaborating with your co-workers. If you can work well with others, you will be able to use the talents and skills you have together to make your company a better place.

**Ongoing Learner**

We are always learning new things at our workplaces to make us better workers, co-workers, employees, and people. Being an ongoing learner means you take the time to learn new skills, attend trainings, ask questions, and ask for feedback on your performance from your employer and co-workers so that you can learn how to become even better at your job.
Employee Expectations Scenarios

**Dependability**

**JOE** has to be at his job at the Software City store at 7am, where he sells case management software. He is the managing supervisor and it is his job to open the store so the employees can get the store ready for the day. They open for business at 8am. At 6:30am Joe finds out his daughter’s babysitter cannot make it today and he does not have a back-up. He will need to get her ready for school and drop her off. He doesn’t call the boss to tell him because he knows he will probably be only be about 15-20 minutes late. He figures his co-workers will understand and they will just have to work twice as fast to get the store open on time. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already called the boss to tell him Joe hadn’t shown up to open the store.

**Dependability**

The team leader has been out on disability leave and **LISA** has been asked to run the weekly meeting at the food pantry where she works. She has been hoping for an opportunity like this for a long time. Every night for a week, Lisa has come home from work and prepared for the meeting so that her bosses will know they can count on her. She picks out a very professional outfit to wear and leaves a half hour earlier than usual to be certain she is there on time. When everyone arrives for the meeting, Lisa is there to greet them, and has the meeting agenda ready to distribute.

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**Positive Attitude**

**SHEILA** is a job specialist in a neighborhood community center. She loves helping people, but she absolutely hates the forms she and the other specialists have to fill out so that they can track clients’ progress toward finding employment. Today she has been asked to make sure her and all her coworkers reports are complete and up to date. The community center has been very busy lately and they need to make sure all their records are up to date. When her supervisor comes by Sheila’s desk, he asks her how her day is going. Shelia responds by complaining about how much she hates filling out forms, creating reports and checking data because it’s so boring and she can’t wait till the day is over.

**Positive Attitude**

**CARLOS** is part of a team of fundraisers for Lambda Legal of New York State, a non-profit organization that works for the civil rights of lesbian, gay, bisexual and transgendered (LGBT) people and people who are HIV positive. Lately,
his co-workers have been really discouraged because it is taking longer than expected to meet their fundraising goals. They are working long hours making phone calls that do not yield donations and it feels like the job might never end. When they are on their lunch break, Carlos hears some of his coworkers complaining to each other, which seems to be bringing everyone else down. Carlos knows that their negative attitudes are only going to make their work harder and the day go by slower. Even though Carlos is tired and frustrated too, he decides to encourage everyone by telling jokes and reminding them that the longer they work, the more money they make. Carlos makes a game out of it, challenging his co-workers to not complain for the rest of the work day just to see if they feel better at the end of the day or if it has gone by any faster.

Initiative

JOhN works as a substance abuse counselor in a mental health clinic. His boss mentions at a meeting that he needs someone to work with a client who has used the clinic many times, has gotten clean many times, and has returned to drug abuse many times. He is notoriously difficult to work with because he is frequently hostile, often mistrusts his counselors, frequently yelling and feeling they are out to get him. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work with this difficult client.

Initiative

CHRis works as office staff in the Department of Sanitation. Under the mayor’s plan to reduce New York’s carbon footprint, the department has been asked to cut down on paper use to make their business better for the environment. Chris came up with an idea about how to help solve the problem, but he isn’t sure his idea is good enough or will work. He really wants his boss to know how dedicated he is to his job and to the department reaching its goals, so he decides to overcome his fear and tell his boss the idea. His boss is very impressed with Chris’s initiative and decides to implement his idea.

Cooperation

Aliyah’s co-worker, José, has asked her to help move all the files of clients from 2005-2010 into storage, at the gym where they work as personal trainers. This is not a task that Aliyah enjoys and José did not ask very nicely, but their boss has said the task needs to be finished by 4:00pm and it is already 3:00pm. Aliyah knows José will not be able to get the job done on his own and that it is important for the work to be done by the end of the day, but she has somewhere to be at 3:30pm and it’s not her fault that José didn’t work hard enough that day. Aliyah leaves the office for the day to rush to her appointment.
Cooperation

**VERONICA** has to create a brochure for a Know Your Rights workshop at the Welfare Rights Initiative where she works as a student intern. It needs to include a description of the workshop, dates and times, location, and images in an attractive design. Veronica is a good writer, but she doesn’t have the graphic design skills to make the brochure look nice. She knows that her co-worker Sam took a graphic design class at the local community college last semester and that another co-worker loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the brochure can be the best it can be. Her co-workers gladly agree and the brochure turns out great.

Ongoing Learner

**LAWRENCE** has been asked to count and record the inventory of dog treats, cat food, leashes and chew toys, at Doggie Daycare, where he works assisting the owner. He has never done this task before. He wants to do his very best at this task so he asks his boss if there is another co-worker who could show him how to do the task or a manual he could read that would help him learn this new skill. His boss gives him a binder that has detailed instructions for how to take inventory. Lawrence takes the binder home and studies it carefully that night. The next day he arrives at work confident he can do the job well. When he is finished, his boss is very impressed and glad that he now has another person he can count on to do inventory.

Ongoing Learner

**ROBERTA**’s job at a nursing home is offering to pay for her to take a weekend workshop in stress reduction techniques for social workers. Her sister calls her that afternoon and asks Roberta if she wants to go to a concert that she got free tickets to. Roberta likes having her weekends to herself and really wants to go to the concert. Besides, she already does her job well. Her boss has approached her for an answer and the registration forms to fill out for the workshop. She tells her boss that she won’t be able to make it because she already has other plans.
Ethical Responsibilities in Community and Social Service Settings

Students learn about ethical responsibilities specific to the Community and Social Services field. They read and annotate an article and create a quiz for a classmate to answer. They also journal about what their personal considerations might be when confronted with the complex situations Community and Social Service workers often face.

PREP

- Read *Ethical Responsibilities in Social Services* article.
- Be prepared to explain vocabulary: ethical dilemma, equitable/equity, unconscious bias

MATERIALS

- *Ethical Responsibilities in Social Services* article
- Write Your Own Quiz: Ethical Responsibilities in Community and Social Services handout
- Ethics in Community and Social Services Journal worksheet

EXPLAIN

1 In addition to the common workplace expectations that employers have across sectors, there are some ethical responsibilities specific to Community and Social Service workers due to the nature of the work they do.

What is an ethical responsibility?

 › The duty to do the right thing in a given situation. The right thing is not always clear and is often very complicated. Sometimes your personal beliefs might be different from your professional responsibilities.

2 Distribute the *Ethical Responsibilities in Social Services* article. Ask students to read and annotate it, underlining unfamiliar words and marking anything they find interesting, confusing or surprising.
3 When students are finished ask:
   • Were there any words you were unfamiliar with?
   • What did you find interesting in the reading that you didn’t know before?
   • Were you surprised by any of the facts that you learned?
   • Did you read anything that was confusing?

4 Explain that they will now use sentence stems to write a quiz for a classmate to take, based on the article they just read. Distribute *Write Your Own Quiz: Ethical Responsibilities in Community and Social Services* handout and ask students to develop their questions.

5 When students are finished, have them exchange papers with a partner and complete each other’s quizzes. Point out that they need to supply a quote from the text to support each of their answers. Afterwards, they should exchange papers back and correct each other’s quizzes.

6 When students have finished, distribute the *Ethics in Community and Social Services Journal* worksheet and give them time to write.
Ethical Responsibilities in Social Services

by Ashley Miller

Adapted from http://work.chron.com/list-ethical-dilemmas-facing-social-work-21946.html

Social workers take on a variety of responsibilities that should ultimately serve their clients’ best interests. They try to abide by the code of ethics from professional organizations like the National Association of Social Workers or the International Federation of Social Workers as a way to guide their actions. In any human services profession, workers may face a number of ethical dilemmas in their practice. An ethical dilemma involves a conflict between two or more ethical principles.

Right to Self-Determination

One of the guiding principles of social work is respect for the client’s right to self-determination. This principle means that the client is ultimately in charge of making his own decisions and finding solutions to problems, regardless of whether a social worker agrees with his course of action. A social worker may provide guidance and help clients explore their options, but she may not allow her own opinions and personal biases to influence the client. This is a difficult dilemma that is created by the social worker’s desire to act in the client’s best interest and the need to respect his right to act in a way that he feels is best.

Confidentiality

Another common ethical dilemma encountered by both novice and experienced social workers is the right to confidentiality versus the right to self-determination, especially in cases of suicidal clients. Social workers must respect a client’s right to privacy and confidentiality, and they may not disclose information about a client without his prior, written consent. Social workers must also respect a client’s right to self-determination, that is, his right to choose his preferred course of action. But in cases of potential suicide or harm to another person, a social worker is obligated to break confidentiality and report the threat to protect her client and the public. Social service workers are also required by law to report any instance or threat of child abuse even if the child has asked the social worker not to tell anyone. Social workers must risk the potential of losing a client’s trust in order to protect the child or children from harm. This responsibility is called mandated reporting. Many, if not most, social service workers
are required to be mandated reporters. If this is a responsibility of your job, your employer is required to tell you upon hiring.

**Differences of Morals and Values**
All social workers have their own internal value systems and sets of morals. Despite their best efforts to keep their feelings in check and to respect differences, social workers are often confronted with situations in which their values and morals conflict with those of their clients. For example, a social worker who holds certain religious or moral values about abortion may face an ethical dilemma when trying to assist a teen client who becomes pregnant and wishes to have an abortion.

**Unconscious Bias**
Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that’s considered to be unfair. People may hold biases toward different races or ethnicities, as well as toward differences in age, gender identity, sexual orientation, physical abilities, mental illness, socioeconomic status, religion, weight, and many other characteristics. Unconscious biases are biases that we are not necessarily aware of and are triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences. Everyone has unconscious biases and they are far more prevalent than conscious prejudice, which we are aware of. Unconscious bias is often different from a person’s conscious values and beliefs. In Social Services, it is important that workers and employers work to understand the biases they possess, both conscious and unconscious, and make efforts, policies, and procedures that aim to correct them so that all clients receive equitable treatment and services.

**Dual Relationships**
Engaging in dual relationships—meaning having a friendship or romantic relationship with a client—is forbidden by the Social Work Code of Ethics. And once a social worker terminates contact with a client, the relationship technically is over. A social worker may find herself in the same social situation or, for example, in the grocery store, with a former client and his family. The social worker cannot simply ignore the client, yet at the same time, she may not know how to address the person. These are examples of common ethical dilemmas many social workers face that are difficult to resolve and require professionalism, courtesy and practice.

**Administrative Dilemmas**
Not all ethical dilemmas in social work involve direct client contact. According to social work professor Frederic G. Reamer in an article for “Social Work Today,” social workers employed in administrative roles may also come up against a number of challenging ethical dilemmas. For example, directors of human services agencies may need to make difficult decisions regarding the allocation of funds or agency resources. The decision to provide funds to one program and to cut funding from another is just one example of a complicated ethical dilemma social work administrators regularly face.
Write Your Own Quiz: Ethical Responsibilities in Community and Social Services

Use the sentence stems below to develop questions about the Ethical Responsibilities in Social Services reading. The goal is to make a quiz to test your classmate’s knowledge. Do not write the answers to the questions. That will be your partner’s job. When it is time to take each other’s quizzes, provide a quote from the text that supports each of your answers.

1. Why do Social Services workers have to ________________________________?
   A. Answer:
   B. Supporting Quote:

2. What are Social Service workers expected to do when a client ________________________________
   ________________________________?
   A. Answer:
   B. Supporting Quote:

3. In your own words, explain how______________________________.
   A. Answer:
   B. Supporting Quote:

4. In a Social Service setting, it might be dangerous for a worker to ________________________________
   ________________________________ Why is this?
   A. Answer:
   B. Supporting Quote:
5. How does ___________________________ effect ___________________________? 
   A. Answer:
   B. Supporting Quote:

6. If a client _____________________________, the Social Service worker must ___________________________. Why is this? 
   A. Answer:
   B. Supporting Quote:

7. Do you agree that Social Service workers should _____________________________? Why or why not? 
   A. Answer:
   B. Supporting Quote:

8. In your opinion, do you think it’s right to _____________________________? Why? Or why not? 
   A. Answer:
   B. Supporting Quote:
Ethics in Community and Social Services Journal

Imagine that you are a Community and Social Service worker who provides direct service to clients. For example, you are a Substance Abuse Counselor, a Mental Health Peer Specialist, a Homeless Shelter worker, or a Developmental Disabilities Aide. Consider the following scenarios and write about what you would do or say based on your own experiences and beliefs, while considering your responsibilities to the patient. Choose ONE scenario below that would be most challenging to you. Explain why and what your considerations would be.

1. A young counseling client you have worked with for nearly six months confides in you that she has been thinking about killing herself lately because she has been depressed for a long time. She has survived abuse, neglect, and the foster care system, but is now back home living with her family again after a long separation. You don’t think she will actually try to kill herself, but are concerned that if you report the incident, it might cause trouble at home and there’s a chance she could get sent back into foster care which would only make her depression worse. Do you report the incident to her family and her social worker?

2. The Code of Ethics in social work requires refraining from engaging in personal relationships with clients outside of the workplace. A client that has been in and out of the rehab facility where you work as a substance abuse counselor sends you a friend request on Facebook. You hadn’t heard from him for awhile, are very concerned about him, believe he is using drugs again, and want to talk to him about coming in for treatment. You think perhaps, if you become friends with him on Facebook, you’ll be able to keep an eye on him and help him better. Do you become Facebook friends with him?

3. A TV star who won several awards at this year’s Emmys has been admitted to the drug rehab facility where you work as a trainee. On your lunch break, a photographer approaches you and offers you $5,000 cash in exchange for details on the client’s condition. She promises that she never reveals her sources.
Assessing Job Offers in Community and Social Services*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

MATERIALS

- Assessing Job Duties handout
- Assessing Job Wages handout
- My Job Acceptance written assignment

EXPLAIN

1. After conducting an interview and checking references, an employer chooses an employee. But an employee also chooses. She can accept, reject, or negotiate. What factors will you consider when assessing a job offer?

   > Examples: work responsibilities, wages, bonus/commissions, workplace, responsibilities, commute, time off, hours, benefits.

2. Distribute the Assessing Job Duties handout. Ask students to work in pairs to identify as many job responsibilities for each job as possible.

3. Share responses with the class.

   Ask: What personal attributes would make a good employee for each job? How is this different from the responsibilities?

   > Responsibilities are what an employee does. Attributes are the qualities that the employee possesses, such as patience or facility with calculating large numbers, for example.

4. If a computer lab is available, ask students to navigate to CareerCruising or CareerZone to find additional duties and write them in the chart.

   Ask: If you are looking for community activist, what are some keywords you can use to search?

   > Community activist, community organizer
If you are looking for humanitarian aide worker, what are some keywords you could use?

> Humanitarian aide, human services, community, poverty.

5 If a computer lab is not available, print the entries from CareerZone or CareerCruising.

6 Distribute Assessing Wages worksheet. Let students know that some questions have one clear answer and others have multiple possible answers. Ask students to read the worksheet and determine which type of answer each question will have. Ask students to complete the worksheet.

7 Ask students to discuss which job they would prefer, taking into account the job responsibilities, wages, schedule, commute and any other factors.

8 Distribute My Job Acceptance writing assignment and ask students to complete it. Teachers should divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.
Assessing Job Duties

Great news! You’ve been offered a Community Activist position with Amnesty International and a fellowship as a Humanitarian Aid Worker with Americorp. What duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Activist with Amnesty International</td>
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<p>| | |</p>
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</table>
### Assessing Wages*

The two jobs offer very different hours, wages and benefits. Analyze the chart to answer the questions on the following page. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>AMNESTY INTERNATIONAL</th>
<th>AMERICORP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOURS</strong></td>
<td>2–7pm Wednesday–Thursday, 12–9pm Friday and Saturday, 10am–5pm Sunday</td>
<td>40 hours per week. Schedule varies depending on assignment.</td>
</tr>
<tr>
<td></td>
<td>Closed federal holidays with no pay</td>
<td>Closed certain federal holidays with no pay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two weeks vacation in Winter and one long weekend break in Spring</td>
</tr>
<tr>
<td><strong>PAY RATE</strong></td>
<td>$13/hr for first two weeks after two weeks $15/hr after 6 months $17/hr</td>
<td>Housing and meals paid for.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$200 living stipend every two weeks</td>
</tr>
<tr>
<td><strong>BONUS</strong></td>
<td>None</td>
<td>$5,775 Education Award at the end of service to be used to pay for previous or future college education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College credit available for some training courses.</td>
</tr>
<tr>
<td><strong>LOCATION</strong></td>
<td>Manhattan office</td>
<td>Based in Baltimore, MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel possible to any state in New England, the Mid-Atlantic states, and the US Virgin Islands</td>
</tr>
<tr>
<td><strong>COMMUTE</strong></td>
<td>45 minutes by subway</td>
<td>Americorps attempts to make placements a 15 minute walk from the volunteer’s home. If the location is further, transportation is provided.</td>
</tr>
<tr>
<td><strong>BENEFITS</strong></td>
<td>None for part-time employees</td>
<td>Limited medical insurance (routine and emergency care)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$400/mo for childcare</td>
</tr>
<tr>
<td><strong>DUTIES</strong></td>
<td>Persuade the general public to support Amnesty International USA’s (AIUSA) mission. Work in public spaces and go door-to-door informing people about AIUSA’s work and inspiring them to become members. This job requires being on your feet for up to 8 hours per day.</td>
<td>To help improve the quality of life for others. Work varies throughout year of service. Options include: natural disaster relief, health education and outreach, and environmental conservation, among others. Some assignments may require physical labor.</td>
</tr>
<tr>
<td>Community Activist</td>
<td>Humanitarian Aid Worker</td>
<td></td>
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<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>AMNESTY INTERNATIONAL</strong></td>
<td><strong>AMERICORPS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Pay</strong></td>
<td><strong>Weekly Pay</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Monthly Pay</strong></td>
<td><strong>Monthly Pay</strong></td>
<td></td>
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<tr>
<td>Month 1:</td>
<td></td>
<td></td>
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<tr>
<td>Months 2–6:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month 6+:</td>
<td></td>
<td></td>
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<tr>
<td><strong>Monthly Earnings after 6 months</strong></td>
<td><strong>Monthly Earnings</strong></td>
<td></td>
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<tr>
<td><strong>Monthly Transportation Costs</strong></td>
<td><strong>Monthly Transportation Costs</strong></td>
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<tr>
<td><strong>Monthly Rent</strong></td>
<td><strong>Monthly Rent</strong></td>
<td></td>
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<tr>
<td>$750</td>
<td></td>
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</tr>
<tr>
<td><strong>Monthly Food Expenses</strong></td>
<td><strong>Monthly Food Expenses</strong></td>
<td></td>
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<tr>
<td>$250</td>
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</table>
My Job Acceptance

Taking into account all that you know about each job and all that you know about yourself, which job would you choose?

Write a 1-2 page letter to your friend or sibling, describing your choice and the reasoning behind it. Be sure to include:

• Expected responsibilities and why you think you would enjoy this job.
• Your skills and interests and how you can grow as a professional in this job.
• How this job fits in to your short-term or long-term goals.
• A discussion of the wages, including salary, base pay, commissions, year-end bonus and transportation costs.
• A discussion of the work hours and how this fits in with your schedule.
• Was it a difficult or easy choice? Explain why.

Make sure that each paragraph has one main idea and that all paragraphs are organized in a way that is easy to follow.
Starting Your Own Business Series

In this series, students learn about starting about a business from a number of different angles. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own businesses. And they practice using some of the online services available to New Yorkers hoping to open their own businesses.

**ACTIVITIES IN THIS SERIES**

7.1 • Calculating with Percents: Small Businesses in New York City*

7.2 • Small Business Narratives in Community and Social Services*

7.3 • The Nuts and Bolts of Launching a Business*
Calculating with Percents: Small Businesses in New York City*

Students read a brief passage about small business employment in New York City, perform calculations using percents drawn from information in the passage, and interpret pie charts and bar graphs.

PREP

- This activity requires prior knowledge of calculating with percents.
- Complete all worksheets for this activity to be used as answer keys.
- Be prepared to discuss the terms: Self-employed, small business owner, owner-operator, entrepreneur

MATERIALS

- Prediction Guide: Types of Businesses in NYC worksheet, cut along the dashed lines
- Types of Businesses in NYC worksheet
- Pie Chart: New York City Businesses worksheet
- Bar Graph: Change in Number of NYC Businesses, 2001-2012
- Bill’s Report worksheet

EXPLAIN

1. When many people consider career choices, they think about getting hired by a company or organization, but working for oneself is an option too. What is a term for someone who works for themselves?
   - Self-employed, small business owner, owner-operator, entrepreneur.

2. Why would someone want to open their own business?
   - You are your own boss. You make all the decisions—set the hours, can choose your own clients and decide how big or small the business becomes.
   - Passion for a project! Some people start their own business out of a passion to serve a particular population by providing a specific service—sometimes one that might not yet exist, or is lacking in a particular area.
Section 7.1

Some qualified workers who have had difficulty getting hired by employers for a variety of reasons, including their appearance, past experiences or other factors, can become very successful entrepreneurs. Sometimes the factors that deterred employers from hiring them make them especially appealing to clients, for example, women-owned construction companies or businesses owned by formerly incarcerated workers.

What might be especially challenging about owning your own business?

Everything rests on you. In addition to becoming an expert in the service you provide, you also need to know a lot about and be good at running a business. You’re responsible for paying yourself and any employees, making sure people who sell you materials or services are paid on time, finding the best prices for materials and services you’ll need, finding clients, advertising, and more!

For one-person businesses, if you are unable to work, for example due to illness, personal reasons or vacation, your business may be closed and may not generate revenue—or you may need to find a way to cover your absence or generate income while you are away.

For businesses with more than one employee, you are responsible for hiring, training and terminations. You’re responsible for understanding labor laws and ethical practices—how much employees should be paid, what benefits they should receive, managing their schedules, preparing their tax forms and more.

Ask students to write down the names and/or services of businesses in their neighborhood that might be owned by entrepreneurs. Entrepreneurs may be the only employee of their business, or they may employ others. When students are finished writing the names of small businesses and business owners, ask them to share some of them with the class and write them on the board.

Examples can include bodegas, “Mom and Pop” pharmacies, hardware or other stores, laundromats, dog walkers, babysitters and nannies, handypersons, accountants, restaurant owners (restaurateurs) and caterers.

Distribute the Prediction Guide: Types of Businesses in NYC. Don’t worry if you don’t know the answer—take a guess. By the end of the lesson you will learn the correct answers.
Once they’re done, ask students who thinks they have the highest percentage for the first question. Take notes on the board. Then ask if anyone has an answer that is higher. Continue until you have the highest guess for the first question. Then do the same to get to the lowest. Continue this for the remaining questions. You will return to this sheet at the end of the lesson.

Distribute *Types of Businesses in NYC*. Ask students to work individually to complete the handout. Once they are done, ask them to talk about the passage with a partner. Write the passage on the board and fill in the blanks one by one. If there is disagreement, ask students to discuss their answers until there is consensus.

The passage reads:

*New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.*

Ask students to underline other numbers and/or measurements in the paragraph: Fewer than 100, 89%, nearly a quarter, etc.

Ask your students to consider this statement: “Of the approximately 220,000 businesses located in the City, 98% are small.” What does 98% mean? Can someone explain it without using the word “percent”? This is a way to get a sense of your students’ understanding of percents. Look for students to explain that almost all businesses in New York City are small. Hopefully, one of your students will say that 98 out of every 100 businesses are small. If no one says this, this is an opportunity to explain the meaning of per cent (“for every 100”). Then, see if anyone knows how to find out the number of small businesses in New York City.

\[
.98 \times 220,000
\]

Distribute *Pie Chart: New York City Businesses*. Ask students to work on it independently for five minutes before allowing them to work in groups of 2-3.

When students are finished, share the answer key you’ve prepared to review their responses. Ask who might use a graph like this.

Distribute *Bar Graph: Change in Number of NYC Businesses, 2001–2012*. Ask students to take a few minutes to try to understand what kind of information is in the graph. Give them a few more minutes to share with a partner. Bring the class together and ask the following questions:
In your own words, what do the numbers on the left side of the graph (vertical) mean?

- Groupings of businesses according to the number of employees they have.

In your own words, what do the numbers along the bottom of the graph represent?

- The percent change in the number of businesses in each category between 2001 and 2012.

I want to have a better understanding of how this works. Who can explain what this graph tells us about businesses of 10-19 employees?

- In 2012 there were 7% more businesses employing 10-19 people than there were in 2001.

13. Ask students to write the following statement underneath the graph:

Write at least three true statements, based on the information in this graph.

14. Ask students to write their statements on their own. As they finish, ask them to share with a partner. Do they agree that all the statements are true? Then see if they can write a few more true statements together.

15. Write the following statement on the board:

Between 2001 and 2012, businesses with the largest number of employees experienced the greatest growth.

16. Ask students to talk in groups of 2-3 and decide if the statement is true or false. Ask them to be prepared to explain their answer. If they think the statement is false, they should re-write it to make it true.

17. Take a vote and see how many students think the statement is true and how many think it is false. Have students on both sides explain their reasoning.

There are many ways to answer this question. Here is one possible response:
The statement is false. There was a 3% decrease in the number of businesses with 1000+ employees. The categories of businesses with the largest increases were businesses with 5-9 employees (a 15% increase) and businesses with 1-4 employees (a 11% increase).

After a few students have explained their thinking, take another vote. If many students still think it is true, explain why it is false.

Return to the Prediction Guide and ask students to correct their original answers based on their work in today's lesson.

**OPTIONAL ACTIVITY: Bill's Report**

Ask students to get into groups of 2-3 and discuss the worksheet. There are two levels of answers here:

- We know that the total number of businesses cannot be more than 220,000, but according to Bill's graph there are 415,800 businesses in NYC. Also, a full pie chart represents 100%—here we have 189%. Also, since pie charts represent 100%, the 98% should be almost the whole thing, not about half.

- The root of Bill's misunderstanding is that the very small businesses are a subset of small businesses. So the 89% is part of the 98%. A better version of the graph might just show small businesses (98%) vs. large businesses (2%). The graph in the previous pie chart worksheet would also work.
Prediction Guide: Types of Businesses in NYC

1. What percentage of businesses in NYC employ more than 100 people?
2. What percentage of businesses in NYC employ less than 100 people?
3. What percentage of businesses in NYC employ less than 20 people?
4. How many businesses are there in NYC?
Types of Businesses in NYC

Use each of the following to fill in the blanks in the passage below.

New York City is a city of small businesses. Of the approximately ________________ businesses located in the City, ________________ are small (fewer than 100 employees) and 89% are very small (______________ employees). These businesses already employ ________________ of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and ________________.

This passage was adapted from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.
1. How many NYC businesses have fewer than 100 employees? Show your work.

2. How many NYC businesses have more than 100 employees? Show your work.

3. How many NYC businesses have fewer than 20 employees? Show your work.

4. Fill in missing information in the pie chart above.

5. Which title for this graph do you think is best? Write it above and be prepared to explain your choice.
   - A. Businesses in New York City
   - B. New York City Employment
   - C. Small Businesses Strengthen New York City’s Economy
Bar Graph: Change in Number of New York City Businesses, 2001-2012

Percentage Change in Number of Establishments, 2001-2012

Source: U.S. Census Bureau, County Business Patterns

This chart is from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
Bill’s Report

Bill works for the City of New York. His boss asked him to create a graph that showed the breakdown of the kinds of businesses in the city to show that it is important for New York City’s government to support small businesses. He checked over his work and didn’t see any mistakes, but he feels like there is something wrong. He brings it to you for help.

What problems do you see in Bill’s graph?
Small Business Narratives in Community and Social Services*

Students read narratives of people who started their own Community or Social Service businesses, then consider the steps necessary to open those businesses.

PREP
Write the following questions on the board:

1. What services does the business provide, if known?
2. Why did the owner start this business (or businesses)?
3. What steps do you think the entrepreneur took to open this business?

MATERIALS

- Astoria Characters: The Dog Tamer* article
- How I Started an Organization (and You Can Too!)* article
- Rosa Elena Spence, Cubanitarian* article

EXPLAIN

1 We’re going to read about people who have started Community and Social Service businesses and consider what it takes to start your own business. Do you know anyone who runs their own business—someone in your family, a neighbor?

2 Divide the class into three groups and assign each group one of the articles to read. As they read, students should underline parts of the article that address questions #1 and #2 on the board.

3 When they are finished reading, students should discuss the article as a group and write answers to #1 and #2 on a piece of paper. Writing original responses to questions about a text is a skill tested on the TASC exam.
Ask students to share their responses on the board, noting that some of the businesses highlighted are well established and others are in the start-up phase of development.

Ask students to discuss in their group the steps that they think are required to start this business, and write the list of required steps to answer #3 on their constructed response sheets. Some of the steps are mentioned in some of the articles, and others will need to be identified by students’ close consideration of what it takes to start a business. What are all the steps the business owner needed to take to bring their business from idea to opening day?

There are dozens of steps a business owner needs to take to become a fully operating business, depending on the type of product or service being offered. Some of the steps for developing a Community and Social Service business include: identifying a community need, identifying a service you can provide to address that need, developing a name for the business, securing a location, if appropriate, deciding on fees for the service, advertising the service and lots more!

When groups are finished writing their lists, ask them to share with the class and write the steps on the board.

In New York City, there are over 6,000 rules that businesses have to comply with. (Not all 6,000 apply to the same business!) To make it easier for New Yorkers to start businesses, there are many free city services that help future business-owners know what they need to do to open up shop and remain a vendor in good standing with the city. There are free courses in how to file the proper legal documents, how to secure funding, even how to compete to have the City of New York as a customer for minority or women-owned businesses. The Office of Small Business Services offers courses in these and other topics. Some of these resources appear on the next page.
Assistance from the City of New York to Start a Business

New York City’s Office of Small Business Services offers free courses in all five boroughs to help New Yorkers open small businesses.


New York City has business services specifically designed to help immigrants open small businesses.


There are also resources customized for women starting their own businesses.

https://we.nyc/
Astoria Characters: The Dog Tamer

By Nancy Ruhling, Huffington Post

Source: http://www.huffingtonpost.com/nancy-ruhling/astoria-characters-the-do_2_b_4584530.html
Photos by Nancy A. Ruhling

It’s what’s not in Judy Bushman’s third-floor walkup that commands attention. Her tiny, tidy studio has a kitchen, bathroom and living room/dining room/bedroom combo, but it doesn’t have a dog. And that’s a shame because Judy loves the furry, four-footed creatures more than she loves some people. Make that most people.

Judy started Woofs ‘n Purrs when she lost her job.

“Dogs give you unconditional love,” she says. “They lick you for no reason or come to you with a ball and ask you to play.”

Judy, who possesses fly-away auburn curls, penetrating eyes and an uncanny ability to get the crankiest canines to follow her every whisper, knows what she’s talking about. She’s been walking the magnificent beasts every week for the last couple of years, sweating through the searing sun and shivering in the slushy snow. She calls this fun, not work.

Judy on the job.

Judy doesn’t have a dog of her own right now not because her lease leashes her, but because she doesn’t want to take any time away from her charges. “It wouldn’t be fair to them,” she says. “Besides, I’m 64, and at this stage of my life, I’m happy to be the grandmother, not the mom, and return them to their owners. That gives me enough joy.”

Although Judy started her dog-walking business, Woofs ‘n Purrs, near retirement age, she has been a pooch pal since she was no more than a pup. Dogs walked into and out of her life, and it was their love that saved her life.

She feels a special connection with dogs.

“I had evil, absentee parents, and I felt abandoned all the time,” she says. “I made a lot of life decisions based on the lack of love. I was always trying to win my mom’s and dad’s affection, but it never happened.”

Her first dog, a mutt named Lucky, filled in some of the gaps, but it wasn’t enough. So she got herself a steady boyfriend when she was 17. She married him when she was 21, and a year later, they had a baby boy. But when the son came, the husband left, and Judy became a single parent, a task she was singularly unprepared for. “I wasn’t a very strong person,” she concedes.
When Judy whispers, dogs sit up and take notice.
She supported herself by working as a legal secretary. The following decades gave her a second husband, who was a musician, an affectionate shepherd-collie mix named Bucky, a perky cat who, when in the mood, answered to the name Purdy, and a nomadic existence that took the native New Yorker to New Mexico, Texas (twice), New Jersey and Ohio.

Life wasn't swell, but the years flew by uneventfully, or at least Judy thought they did. The day after her son graduated from college and moved to Connecticut for a job, Judy’s husband told her he wanted a divorce. Feeling alone, Judy moved in with her parents in Texas. The experience was so traumatic that she hasn’t spoken to them since. After she landed a job as a cardiac monitor technician at a hospital, she began putting together a new life. In 1997, she returned to New York City to be closer to her son. By day, she was a legal secretary; at night, she worked as a medical transcriptionist.

Taking comfort in a cuddle.
“I wanted to buy a co-op apartment, so I worked two and three jobs,” she says. In 2005, after selling the co-op, she moved to Astoria and started to make major changes in her life and lifestyle. She went on a tour of Europe, and with the help of an internet nutrition site, she lost 62 pounds in 18 months. The weight wasn’t the only thing she lost. In 2010, she was let go from her job. “I sent out hundreds of resumes, but I was 57 and nobody would hire me because of my age,” she says.

Judy's window on the world.
She panicked. Her only income was the small widow’s benefit she was collecting from Social Security, so she was ready to do practically anything to get her bills paid. “I had been taking care of my son’s dog, and I’ve always loved animals, so I decided to take this passion and make it a business,” she says. Judy handed out fliers on the street and posted them in store windows until Woofs ‘n Purrs was running full throttle like a boxer on the beach.

Walking dogs gives Judy a purpose in life.
“This makes it sound like it was easy, but it was a struggle,” she says. “I’ve learned to live with much less money.” Her doggie dance card is filled: From 10:30 a.m. to 6 p.m. on weekdays, Judy walks her regulars and adds others as owners need her. “I don’t know how many miles I walk every day, but it’s a lot, especially if you count all the steps in the apartment buildings,” she says. “I find it difficult physically, but I have the stamina to do it, and I want to do it because I've always had an unexplainable connection with animals. I can sense what they are feeling.”

A companionable walk in the rain.
The love she gets and gives is what keeps her going. “Every corner that I turn and every street I walk down is my opportunity for greatness,” she says. “When I go to bed, I know that I have made a difference in someone’s life, in my life, in an animal’s life.” •
How I Started an Organization at 15 (and You Can, Too!)

By Julia Schemmer, Huffington Post

Source: http://www.huffingtonpost.com/julia-schemmer/how-i-started-an-organiza_b_5520329.html

In 2012, I launched an organization that changed my life forever, called The Face of Cancer. At that time, I was 15 years old and unprepared for the adventure it would take me on. If you are a teen or adult with a passion and a purpose towards a cause greater than your own, you can be empowered to create your own organization through what I call the “4 P’s.”

1. Passion
In any service project, passion is necessary. The Face of Cancer was inspired after my mother and my sister's battles (and victories!) with cancer. I knew that I had a passion and an overwhelming desire to help others, but the pieces did not all fit together until I experienced both Jayden and my mother's journeys with cancer. I was able to develop genuine empathy towards people affected by cancer. I always heard stories of the disease; whether it was through the St. Jude's commercials I'd constantly see on television or the infamous novel A Sister's Keeper. However, I didn't know what to say to a cancer patient until it became a part of my life. Thus, my passion for a support system and mentorship for cancer patients took flight, and The Face of Cancer was conceived.

If you have a passion towards something, congratulations! You are already on the first step to creating a successful organization. Do not put a limit on your passions. Whether you are a harp player, a football star, an actress, a writer or a teenager endowed with the ability to think differently from the rest of the crowd, you can use what makes you YOU to change the world. In order to prepare for a life of intentional service and dedication towards the global community, a willingness to work with your endowed passions is necessary.

2. Patience
The Face of Cancer has been in existence since 2012. However, it has not been filled with happiness, endless joy and carelessness. In order to see success, you must be willing to be patient. Nothing is more rewarding than seeing your passions spring to life. Just like Walt Disney said, “Even miracles take a lot of time.” Be patient, but also be hopeful. You’re already further down the path than the millions of people who abandon their dreams out of fear.
3. Plan
‘A dream without action is just sleep,’ so it’s up to you to make a plan for your nonprofit organization. What services will you offer? Who will be on your team? Another vital aspect of this step is budgeting. How much money will it take to fund your services, and where will that money come from? Now, don't be discouraged! This is the step that is often overlooked, but it is truly necessary in the development of an organization. Often, bigger nonprofits offer grants that help smaller nonprofits begin their organization. The Do Something Seed Grant offers a $500 seed grant each week to a nonprofit organization that stands out above the crowd. Do your research, and you might find your implausible idea easier to achieve than you thought.

4. Persistence
One of the most common things I hear when I tell people that I am the founder of an organization is “You’re so young!” One of the greatest challenges of founding a service project is that you may be looked at like you’re crazy, at times belittled and not everyone will take you seriously. But take heart! Having a spirit of resilience is essential in everything you do—whether you decide to create a nonprofit, government funded organization or you’re looking for your dream career. Be persistent with people—don’t take no for an answer! Don’t wait for people to “follow up” with you about a possible partnership or opportunity, be the initiator of change!

Don’t let your dream start and end with this article. You have the opportunity to change the world around you using your unique abilities. Dream big, but do bigger!
Rosa Elena Spence, Cubanitarian

Source:
https://we.nyc/stories-advice/story/photo-shoot-q-rosa-elena-spence/

What is your name?
My name is Rosa Elena Spence.

Where are you from? Where do you live?
My family is from Cuba and I currently live in the Bronx. I'm the first American born in my family. My parents came in 1980. I was born in 1981.

What is the name of your business?
I currently have two businesses, Cubanitarians Inc. and Sarria-Spence Enterprises LLC.

Why did you start your businesses?
In 2013, I went to Cuba and I saw the deteriorating condition of the homes, schools, and buildings. In addition, my family members would call me asking me to send them over-the-counter medications, soap, toothpaste—things like that. I said to myself, ‘Someone has to do something about this and that person is me.’ I took a leadership program and got an opportunity to create a project to benefit a community and that’s when I created Cubanitarians Inc. Our vision is to bring together professionals from diverse backgrounds creating a new alliance to empower the Cuban people to thrive.

My second company, Sarria-Spence Enterprises LLC, is a construction company that is focused on transforming the homes of people who are disabled. I am disabled and I personally know how difficult it is to not be able to get around your home with ease. In 2010, I was diagnosed with an occupational disease and there are moments where I am not able to walk. I want to make a difference for people like me. My husband is a skilled carpenter and I told him, “Let’s take a risk and create our own company.” Now, we are in the start-up stages of our company!

Why do you think it’s important for women to be business owners?
I think it’s important for women to go after their dreams. I always dreamed of going to Cuba and making a difference for the people there. As a child, I would watch my dad plaster walls, set tiles, mix the cement and I found it fascinating. Now as an adult, I get to lead others in fulfilling my childhood dreams.

What’s one piece of advice you have for fellow women entrepreneurs?
Don’t let anything stop you from accomplishing your dreams—not even a disability!
The Nuts and Bolts of Launching a Business*

Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services* to find the required steps to open the imaginary business of their choice.

PREP

- Navigate to https://www1.nyc.gov/nycbusiness/startabusiness/default. Familiarize yourself with this site. Students will use it in this activity.
- Write the website above on the board.

MATERIALS

- This activity requires computer use.

EXPLAIN

1. Did you know that hair braiders are required to have a license to work? Many professions, particularly ones in which a worker has the potential to cause harm to the public, require licenses. Plumbing, nursing, food preparation and education are just a few of the dozens of professions that require professional licenses. These licenses are granted by the state and usually require a set number of training or education hours, a set number of supervised work hours, and the passing of a certifying exam.

   Just as health inspectors inspect restaurants to make sure the food they provide is safe for customers to eat, other types of businesses are regulated as well. As entrepreneurs plan to open their businesses, one of their important tasks is to research and comply with legal requirements.

2. New York City has recognized that it is sometimes difficult for a new business owner to understand the legal requirements of starting a business. The Mayor’s Office recently created a way to simplify the process so that businesses can open quickly. After all, new businesses are good for the economy. People preparing to open a new business can take free courses through New York City’s Office of Small Business Services in everything from creating a business plan to applying for grants or finding investors to advertising. They can even enter contests to win start-up money. In addition, they can find out the legal requirements by taking a short survey online.
Today we are going to explore a website that helps New Yorkers figure out the steps required to open a business. Ask students to navigate to the URL on the board. Circulate to make sure all students are at this page before going to the next step.

Ask students to imagine a type of business they would like to learn about opening, for example a restaurant or a construction business. They will select one of the business types from the drop-down menu that they would like to explore. They will then imagine certain details of their business, for example, do they have a “brick-and-mortar” location or do they work from home? After answering a few questions, they will receive a list of requirements for opening that type of business.

https://www1.nyc.gov/nycbusiness/startabusiness/default
5 Scroll to the bottom of this page and click on **Start the Requirements Questionnaire**. You will be asked a short series of questions about your imagined business. After answering the questions, you will receive a list of requirements for opening that type of business.

6 When students are finished, have them read about the requirements, then discuss the following questions as a class:

- How was your experience of finding requirements for your imagined business?
- What were some of the required steps on your list?
- What additional steps that are not on your list do you think you would have to take?
- Do you think you would like to become a small business owner at any point in the future? Why or why not?
A Panel of Community and Social Service Professionals

Having watched video interviews and read narratives by Community and Social Service professionals, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

COORDINATION

Having a career panel requires a lot of preparation, but it is very engaging to students.

1. **Identify professions of interest to students.** You may want to create a career interest survey prior to the class.

2. **Invite 5–6 panelists who work in fields of interest to students.** These can include professionals and students. Students can offer some insight into the career preparation process, while professionals can discuss actually working in the field.

3. **Where to find panelists:**
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask student services personnel or professors at a local college. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4. **What to ask for:**
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
   - Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned
to school after their children have graduated, or people who come to school after working a night shift, or young people who do their homework while their friends are socializing.

**Confirm, confirm, confirm**

You can never confirm too many times. It’s terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

**Prepare the panelists**

The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss. Choose 4-5 from the topics below.

- Email the panelists a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.
- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

**TIPS FOR A SUCCESSFUL CAREER PANEL**

**A Mix of Formal and Informal Settings**

A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

**Be Flexible**

It’s ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

**Be gracious**

Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It’s inspiring to meet hard-working students and feel like you’ve contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

EXPLAIN

1. You have read graphs and maps, watched video and read written interviews. Now it’s time to meet the professionals themselves. We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as ________________________, ________________________, and _________________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. *What is it you really want to know about this career?* Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH-questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.
My Career Map

Having studied many aspects of careers, students will now draw their own career maps, based on their work histories.

**MATERIALS**

- *My Career Map* handout
- Paper and markers

**INSTRUCTIONS FOR UPPER LEVELS**

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next.

1. Today you are going to map your career changes, and consider what you can learn from your work so far.

   Take out two pieces of paper. On one, list your jobs in order, starting with the earliest and moving to more recent jobs. Include jobs that you’ve held as well as ones that you interviewed for, but did not hold, either because they weren’t offered to you or because you couldn’t accept.

2. Next to each job, list anything you did to help you get or find out about the job, either one you accepted or one you didn’t. This could include research about the company or the job, talking to other employees, or preparing for the interview in other ways.

3. On the other piece of paper, draw a map, with a circle around each job you accepted, and a circle with a diagonal line through it for jobs you did not accept.

4. Between each job, write the step you took to secure or try to secure that job, and draw a box around the step, for example, seeking advice from someone who already worked in the field.

5. Draw dotted lines to show how you moved from one job to the next.
6. Draw a legend or key, explaining what the circles, boxes and dotted lines mean. Add any additional symbols that will make your map more informative and clear.

**KEY:**
- Step =
- Job =
- =

**Lower Level Option:**
For a more scaffolded approach, use the worksheet on the following page.
My Career Map

Tell the story of your work history by completing the chart below, from earliest to most recent.

Job:

What Made Me Interested in this Job:

What I Did to Get the Job:

Job:

What Made Me Interested in this Job:

What I Did to Get the Job:

Job:

What Made Me Interested in this Job:

What I Did to Get the Job:
Students practice writing skills by analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.

*Note:* Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

**PREP**

- Review the writing assignment.
- **OPTIONAL:** Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:
  - **Topic Sentences:** Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:
    - According to the article,…
    - The article focused on…
    - The key issue discussed in the article…
  - **Paragraph Structure:** Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance. [https://missisparagraphpage.weebly.com/paragraph-sandwich.html](https://missisparagraphpage.weebly.com/paragraph-sandwich.html)
Transition phrases/sentences: Use transitional sentence stems/starters to help students understand strategies useful for transitioning between ideas. For example:

- In addition,…
- As a result,…
- First,… Second,… Third,… Finally,…

MATERIALS

- Career Map Writing Activity worksheet

EXPLAIN

1. Tell students they are now going to write about their Career Map. They will need paper and pens or pencils.

2. Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See Prep section for examples)

3. Distribute Career Map Writing Activity worksheet. Have students read and explain the instructions and then give students time to write.
Career Map Writing Activity

Analyze your Career Map to complete the following writing activity. Each paragraph must answer all of the questions listed for each paragraph, but may also include as many more details as you would like to add. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1:

Describe your Career Map. What does it look like? Is the path moving toward one specific goal? Does it move between jobs in different industries? Does it move between jobs in the same industry? Which industries does it include? Do you notice any similarities or differences between the steps you took to get new jobs? Are there any patterns that you notice? If you could sum up your map using only one word or phrase, what would it be? What did you learn from looking at your work experience laid out on paper?

PARAGRAPH 2:

Job 1: What was your first job? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 3:

Job 2: What was it? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 4:

Job 3: What was it? What steps did you take to get it? What did you like about it? What did you not like about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 5:

Career goals: Given your career map history, your experiences and your interests, what kinds of jobs do you think you are well suited for? What kinds of jobs are you interested in learning more about? What do you know about yourself and your career goals now?