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 the different types of employers in Manufacturing and read about current issues that affect workers.

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 Manufacturing sector.

In Unit Three, students’ research became personalized. They heard from Manufacturing workers themselves, through firsthand accounts and interviews from workers in text and video, and discussed what they learned. They also conducted further research on Manufacturing careers of interest.

In Unit Four, students considered what it takes to prepare for a career in Manufacturing. They learned about common career pathways in the industry and considered how career movement happens in Manufacturing careers. They learned about different training and education opportunities available for someone interested in this field.

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, learning about workplace expectations, and engage with a panel of Manufacturing professionals. They also learn how to become entrepreneurs by reading about Manufacturing workers who have started their own businesses. They also practice using online resources available to New Yorkers looking to become self-employed.
Unit 5 • Summary

1. HOW TO GET HIRED IN MANUFACTURING

Students read an article based on interviews with several Manufacturing employers and business owners, then paraphrase and make inferences about the information in the reading. After identifying and defining qualities required for Manufacturing, they do role plays that demonstrate these characteristics.

2. DEVELOPING INFORMATIONAL INTERVIEW QUESTIONS

Students develop questions as a research technique, specifically the questions one might ask in an informational interview.

3. LANGUAGE TO LEVERAGE YOUR PERSONAL EXPERIENCE IN MANUFACTURING

Students practice using vocabulary that can be used in cover letters, resumes and job interviews to describe their potential contributions to an organization or business, including how to frame negative experiences from the past in a positive light.

4. READING SAMPLE HELP WANTED ADS IN MANUFACTURING*

Students read a selection of help wanted ads from the Manufacturing 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. READ AND DISCUSS: CAREER ADVANTAGES OF BEING BILINGUAL

Students read an article and answer questions about the advantages of being a bilingual employee and job-seeker.

6. ASSESSING JOB OFFERS IN MANUFACTURING*

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.
Unit 5 • Summary

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 Manufacturing*

Students read narratives of people who started their own Manufacturing 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 MANUFACTURING PROFESSIONALS

Students have the opportunity to interact directly with Manufacturing 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  UPDATED FEB. 2018

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.
How to Get Hired in Manufacturing

Students read an article based on interviews with several Manufacturing employers and business owners, then paraphrase and make inferences about the information. They work in groups to identify the desired qualities employers describe, define them, and create role plays that demonstrate these expectations.

**PREP**

- Read *What Matters to Manufacturing Employers?*
- Complete both worksheets in preparation for assisting students with them.
- Be prepared to discuss the following terms in the context of the workplace: **dependability, positive attitude, initiative, cooperation** and **ongoing learner**.
- Read 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.
- 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**

- *What Matters to Manufacturing Employers?* reading
- *Paraphrasing and Inferring: Advantages and Challenges in Manufacturing* handout
- *Qualities that Manufacturing Employers Look For* handout
- *Employer Expectations Scenarios*

**EXPLAIN**

1 If someone asked you the skills and knowledge that are most important for people working in Manufacturing, what comes to mind?
   - *Designing, using tools, operating large machines, assembling products.*

2 There are important technical skills that a Manufacturing worker needs, but those are the only type of skills required. There are also what are called “basic skills”, such as reading, writing, math, and English language proficiency. In addition, there are what are called “soft skills”, or professional skills. What are some examples of soft skills?
Communication skills, being on time, taking initiative, working well as part of a team.

3 We’re going to learn more about what Manufacturing employers look for in a worker, and the characteristics of people who work in this field.

4 Distribute the What Matters to Manufacturing Employers? reading. Ask students to read and annotate it, marking anything they find important, interesting, confusing, or surprising.

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

6 When student pairs have finished, ask them to join another pair so that they form groups of four. Distribute the Qualities that Manufacturing Employers Look For handout. Ask the groups to work together to complete the chart.

7 When students have completed the chart, ask them to share what they wrote with the class.

8 Write the following terms on the board:

- dependability
- positive attitude
- initiative
- cooperation
- ongoing learner

Ask students to write definitions of the terms on the board. What do they mean in a work context? What do they mean to an employee? What do they mean for a Manufacturing supervisor? Explain.

9 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.

10 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.
11. The group should decide which student will play which role.

12. 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.

13. After 15 minutes, have each pair or group perform their scenarios in front of the class.

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

- Which characteristic did this skit demonstrate?
- 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?
What Matters to Manufacturing Employers?

The reading below includes excerpts from interviews with the following Manufacturing industry advisors: Justin Collins—South Brooklyn Industrial Development Corporation; Scott Behr—Total Metal Resource, Inc.; Bruce Hamm—Manufacturing Association of Central NY; Harold King—The Council of Industry, Newburgh, NY; Lisa Futterman—Workforce Development Institute, New York; Tondalaya London—Brooklyn Chamber of Commerce; Todd Oldham—Economic and Workforce Development, Monroe Community College, Rochester, NY.

What's needed in a Manufacturing worker?

We look for some basics—English language skills are important, because safety is our number one priority. Your English doesn’t have to be perfect, but our workers must be able to understand work and safety instructions. Basic math and problem solving also go a long way in this sector. You should be able to add, subtract, divide, multiply, and read a tape measure. Other math skills that come into play are decimal/fraction conversion, understanding the metric system, and geometry. Geometry is a big plus! Having a driver’s license is very useful; even if your job doesn’t involve driving a truck, you might need to move things from one place to another, or take it to go buy supplies.

What does job readiness mean to us?

We want workers who show up on time, prepared to work. If you are reliable, focused, and willing to jump in and do different things, then you are ready for a job in Manufacturing! Being detail-oriented and creative will get you far in Manufacturing. There are a lot of important “soft skills” in our sector. We want workers who show up on time, prepared to work. We value people who are respectful, who have good people skills. People interested in Manufacturing should be curious, hardworking, and not afraid to get a little dirty. There’s also the basic kinds of worker skills—keep your station clean, tidy up around the shop if it’s needed, and be open to constructive feedback. Attitude counts for a lot.

What about technical skills and knowledge?

A lot of new employees might not know things by name, but they know them by skill set. If you walk in with some technical skills and can show you are informed about the field, it will be an advantage. That said, you do have to have the knowledge, and that doesn’t come quickly. Even with an Associate’s degree, you’ll have theoretical knowledge but you will still have to acquire the hands-on knowledge. You might spend 2-4 years at the technician level. Technological skills are not a requirement, but being computer literate is helpful. In
Manufacturing is no longer the “dark, dirty, dangerous and dying” career that it used to be.

Manufacturing, we use computers for drawing, and for programming machines like drills and grinders. Completing college isn’t required, but it does give you a leg up. There are some courses and certifications in the sector. For example, there’s an OSHA (Occupational Safety and Health Administration) course, and a GMP (Good Manufacturing Practices) certification—these might help you get a job, but they aren’t required. They do show that you can complete training, which is a good thing for employers to know about you.

Who goes into Manufacturing?
People think Manufacturing is “dark, dirty, dangerous, and dying”. Manufacturing plants today are clean and quiet places. So much of the work is automated, and that eliminates a lot of the dirty, dangerous work of old. As for dying—parents don’t encourage their kids to go into Manufacturing because the parents were part of the generation that lost their jobs to overseas companies. They think Manufacturing is a dying field. Well, Manufacturing is alive and well, and it’s a great sector to work in.
It’s true—you need different skills than your parents had to have, but the jobs are clean and safe. I bet your parents couldn’t say that. Also, the average salary in NY State is $67,000. Not too shabby!

Manufacturing is a rewarding career. You get to work with your hands and with tools; you get the satisfaction of using your skills to make stuff. Human beings have an innate desire to make things, and Manufacturing jobs can give you a sense of pride and increased self-esteem.

There are definitely some challenges: Sometimes you have to work long days to get the job done; you need good problem-solving skills and must be willing not to give up until you find the solution. For example, a designer gives us a drawing for a product. We have to figure out how to make it. Engineers might come up with the actual plan for something, but fabricators have to turn that plan into something that actually works.

Great job performance will get you raises and opportunities for advancement. For example, you can start as a Machine Operator or an Assembler. If you’re good at the work and reliable, the company will invest in you. You might get promoted to an Assembly Floor Machine Operator, and in six months, the boss might say, “Do you want to be a CNC (computer numerical control) operator?” You could take a course at a community college and get your CNC certification. If you do a good job with that, you could then go on to Engineering school.

Our grandparents were skilled laborers and wanted their kids to go to college so they didn’t have to “labor”. Those kids got desk jobs—but how many people have college degrees and still don’t work in what they’re interested in? There aren’t many jobs left where you can be an artisan, and consider what you’re doing an art form. Manufacturers are always looking for these people.
Paraphrasing and Inferring: Advantages and Challenges in Manufacturing

In your own words, write three advantages of working in Manufacturing, according to the interview. Provide a quote from the article to support each paraphrase. Then, write down three things you think might be challenging about working in Manufacturing based on the interview.

ADVANTAGES OF WORKING IN MANUFACTURING:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Supporting Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

CHALLENGES OF WORKING IN MANUFACTURING:

1. 

2. 

3.
### Qualities that Manufacturing Employers Look For

In the left-hand column write a quality valued by Manufacturing employers, according to the text. In the right-hand column, write a definition of that quality.

<table>
<thead>
<tr>
<th>Desired quality (skill, knowledge, or experience)</th>
<th>Definition of desired quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note from the Writer’s Desk

TO THE TEACHER:

The following note describes the CareerKit writer, Amy Prince’s research process including searching for experts in the Manufacturing industry, interviewing them and synthesizing the information she found. You may want to share this with students as an example of what they, as career explorers and job seekers, will do as they continue learning about careers in Manufacturing or any sector.

AMY PRINCE is a curriculum developer for The City University of New York. When she started working on the Manufacturing CareerKit, she didn’t know very much about the sector, but she knew she needed to become an expert on it in order to write lessons for students. She read as much as she could on the topic, and learned information and terms that contributed to her understanding of the sector, but she knew that some information could only be learned from experts who have spent a long time working in the field.

She didn’t have any personal contacts who worked in Manufacturing, so she started by talking to contacts she had at the University who worked in Workforce Education programs. Those people helped her learn about Manufacturing in New York City, but she also wanted to learn about Manufacturing around New York State. She found professional organizations in Manufacturing by doing web searches. For example, she found the Manufacturing Association of Central New York. Even though she didn’t know anyone who worked there, she decided to call the association to see if someone would be willing to speak with her about the sector. First, she developed a list of questions she wanted to know the answers to.

Then she called the organization. The first person she spoke to couldn’t give her the information she needed, but referred her to someone else who could. She spoke with Bruce Hamm at the association, who helped her understand key information about the sector, for example, which are the jobs that people without college degrees can get, what are employers looking for in new hires and how can people advance in the field? In addition to providing information, Bruce Hamm also referred her to other people she could call to learn about other aspects of the sector.

Sometimes she heard information that surprised her and she felt she needed to hear it from a few other experts in the field before she considered it true.

Continued on next page
enough to share with students. So like a scientist repeating an experiment to make sure she got the same results every time, she asked the same questions to several people to make sure she got the same answer repeatedly.

In addition to speaking with people from professional organizations, she also spoke to people at Manufacturing companies. These were the people who worked on machines, hired and trained staff, and supervised new workers. She found that people were very willing to talk to her, and excited that more students would learn about working in the Manufacturing industry. Although she wasn’t able to reach everyone she contacted, and some people didn’t return her calls, she spoke with about twenty people in total. During the calls, she took very detailed notes, writing down as many important points as she could. Once the call was over, she reviewed her notes to see how the information relayed in the call could help her see a clearer picture of the Manufacturing industry as a whole.

The interview on the preceding page is composed of responses from several different people. She grouped the information according to theme, so it would be coherent and easy for students to follow. While she didn’t know much about the Manufacturing industry at the beginning of the project, now she feels confident in helping students learn about the career opportunities in this sector.
Employee Expectations Scenarios

Dependability

JOE has to be at his job at Royce Manufacturing at 7am, where he works assembling electronic components. 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 will help out by working faster to make sure they complete the day’s tasks. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already told the boss that Joe’s lateness is preventing them from starting on time and getting their work done.

Dependability

The team leader has been out on disability leave and LISA has been asked to run the weekly safety meeting at the furniture fabrication plant 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 checks in on how the past week has been going before formally starting the meeting.

Positive Attitude

SHEILA is a technician at a non-profit company that makes prosthetic limbs for children on 3D printers. She loves the fact that her job involves helping children, but she absolutely hates the forms she and the other technicians have to fill out so that they can track the repairs they make on the printers. Today she has been asked to make sure her and all her co-workers’ reports are complete and up-to-date. The company has been very busy lately and they need to make sure all their records are current. When her supervisor comes by Sheila’s desk, he asks her how her day is going. Sheila 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 sales representatives for a pharmaceutical company. Lately, his co-workers have been really discouraged because it is taking longer than expected to meet their sales goals. They are working long hours making phone calls and visiting clients that do not yield sales 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 Machinist at a shoe manufacturer. His boss mentions at a meeting that he needs someone to work on one of the machines which keeps getting stuck and is causing major delays. John has repaired that machine before, and he knows it’s a complicated task to get it going again. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work on this repair project.

**Initiative**

**CHRIS** works as a Welder 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 some boxes of extra inventory into the storage room. 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 make a change to a design plan for a new product that her company was hired to fabricate. The change is based on a new set of measurements. Veronica has done this before, but she wants to be extra careful that she doesn’t make any errors in her work. She knows that her co-worker, Sam, has a lot of experience with product design and that another co-worker is taking a course in CAD (Computer Aided Design). She decides to ask her co-workers to help her. Her co-workers gladly agree and the revised design comes out great.

**Ongoing Learner**

**Lawrence** has been asked to count and record the inventory of leashes and chew toys at Pets, Inc., where he works as a forklift operator. 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 manufacturing plant is offering to pay for her to take a weekend workshop in safety techniques and first aid. 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.
Developing Informational Interview Questions

Students develop questions to help them find out about and interview for jobs in Manufacturing. This activity can apply to interviews for any sector.

MATERIALS

- Developing Interview Questions worksheet
- Be prepared to discuss the term **Word of Mouth**.

EXPLAIN

1. Has anyone heard the term “word of mouth?” It means to receive or share information out loud from another person. Many Manufacturing employees learn about job openings through word of mouth—from people already working in the industry. If you’re looking for a job in Manufacturing, talking to others in the field is a great job search strategy. This is known as an informational interview. When you conduct an informational interview, you ask someone who works in the field a series of questions not because there is a job you are applying for, but to learn about the industry as a whole and to make connections.

2. 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 want to know more about jobs in Manufacturing so you decide to conduct an informational interview with someone already working in the industry. 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.

<table>
<thead>
<tr>
<th>What</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
<tr>
<td>How often</td>
<td></td>
</tr>
<tr>
<td>How much</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
</tr>
</tbody>
</table>
Language to Leverage Your Personal Experience in Manufacturing

Students use context clues to determine the meaning of terms used in resumes, cover letters and interviews, then answer questions and write original sentences using the new terms.

MATERIALS

- Key Terms for Resumes, Cover Letters and Interviews worksheet
- Definitions of Key Terms for Resumes, Cover Letters and Interviews handout

EXPLAIN

1 Many Manufacturing workers start out in the sector without having a college degree. For these jobs in particular, the job interview and demonstrating “soft skills” such as dependability, ability to follow instructions and cooperation on a team are especially important.

2 Today we are going to practice using vocabulary that you can use to describe your strengths regardless of the profession you want to pursue and regardless of the challenges you may have overcome in your past. Credentials, such as certificates, licenses and degrees are important, but first impressions also make a huge impact. The way you describe yourself in writing, in your resume and cover letter, determines whether or not you are called for an interview. And the way you describe yourself during an interview can determine whether or not you are offered the job. Correctly using professional language makes an enormous positive impact. It shows that you are professional, educated and have taken time to carefully consider the words you choose to describe yourself. Since every employee of an organization becomes a representative of that organization, your professionalism will make the organization look good. Having a professional vocabulary also helps you speak with confidence about yourself, and when you have confidence in yourself and your abilities, others will believe in you too.
3 Distribute *Key Terms for Resumes, Cover Letters and Interviews*, and ask students to work on Parts I and II in pairs.

4 When students are finished, have them discuss their answers as a class. Clarify students' understanding of the vocabulary and offer additional information from *Definitions of Key Terms for Resumes, Cover Letters and Interviews* handout.

5 After the discussion, distribute the *Definitions* handout to students, and ask them to complete Part III of the worksheet on their own in class or for homework.
Key Terms for Resumes, Cover Letters and Interviews

**PART I:** For each word, read the sentence and try to determine the meaning of the underlined vocabulary word from the context. Explain the meaning in your own words.

1. **Asset**
   At first I thought I should hide the fact that my native language is Spanish when I was applying for jobs, but actually it is seen as an asset in my work as a Repair Technician.
   **Meaning of the word:**

2. **Benefit**
   It’s taken me many years working as a designer of prosthetics to realize that sharing the story of my sister, who was born without arms, can be a benefit to our customers.
   **Meaning of the word:**

3. **Identify**
   I have a hard time identifying with my co-workers who have children, since I don’t, but we can still share our struggles around time management and feeling overwhelmed!
   **Meaning of the word:**

4. **Overcome**
   Even though I work mostly on a computer in my job as a CNC (Computer Numerical Control) programmer, I do also train groups of new staff on how to use our software, so I’ve had to overcome my fear of speaking in public.
   **Meaning of the word:**

5. **Experience**
   My experience with depression has forced me to be very organized about doing what I need to do to stay healthy, such as taking my medications daily, eating on a schedule, exercising regularly and getting 8 hours of sleep a night.
   **Meaning of the word:**
6 Perceive

As an older person re-entering the workforce, I highlight my computer skills on my resume, since some people perceive older workers as not being very computer savvy.

Meaning of the word: ____________________________

7 Validate

I work at a large aerospace company and it's very easy to get lost among so many other workers. When my supervisor singled me out for a promotion, it helped to validate my choice of working in this field.

Meaning of the word: ____________________________

8 Recover

I received money from Medicaid as a paid family caregiver while I stayed home from work for 6 weeks helping my mother recover from her hip surgery.

Meaning of the word: ____________________________

9 Challenge

I have to be at my job in the warehouse at 6 a.m. Even though I love my work and my co-workers, sometimes getting to work on time is a challenge for me.

Meaning of the word: ____________________________

10 Empathize

You don't need to have experienced something similar to your client to be able to empathize with them.

Meaning of the word: ____________________________
Key Terms for Resumes, Cover Letters and Interviews

PART II: Answer the following questions using complete sentences. Make sure to use the vocabulary word in your answer.

1. What do you consider to be your most important workplace asset and why?

2. What are some possible benefits of disclosing a difficult past to potential employers?

3. How can you demonstrate understanding even if you don’t identify with your workers’ personal problems?

4. Describe something that you have had to overcome in order to be a better employee, student or caregiver.

5. What past experiences would you share at an interview to show that you are a dependable worker?
6. Describe a time when you were perceived in a way that you felt was inaccurate. Why do you think you came across that way?

7. What are some ways of making a person feel validated?

8. Describe how recovery from a past injury can be an advantage when starting a new job in Manufacturing.

9. Describe a challenge you have overcome that you think could help you get a job in Manufacturing.

10. Describe how you can empathize with someone whose experiences are very different from your own.
# Definitions of Key Terms for Resumes, Cover Letters and Interviews

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset</td>
<td>A positive quality (or thing) that can be used to someone’s advantage.</td>
<td>Being bilingual is an <strong>asset</strong> to many New York job-seekers.</td>
</tr>
<tr>
<td>Benefit</td>
<td>A good or helpful result of something.</td>
<td>The NYCID <strong>benefits</strong> New Yorkers because it grants free memberships to many museums in addition to being a form of identification.</td>
</tr>
<tr>
<td>Identify</td>
<td>To have something in common with or be able to relate to a person or experience.</td>
<td>Many Machine Supervisors can <strong>identify</strong> with Machine Operators because they worked in those positions before they were promoted to supervisory roles.</td>
</tr>
<tr>
<td>Overcome</td>
<td>To succeed in moving past a challenge.</td>
<td>Sales Representatives have to <strong>overcome</strong> their fear of speaking to people they don’t already know.</td>
</tr>
<tr>
<td>Experience</td>
<td>To go through something, an event or period in which something specific occurs.</td>
<td>Speaking about <strong>experiences</strong> that show a person’s trustworthiness and commitment to hard work, even if they are unrelated to the field of Manufacturing, can help in a job interview.</td>
</tr>
<tr>
<td>Perceive</td>
<td>Coming to a conclusion about a person, place or event, based on one’s experience of it through the senses—seeing, hearing, touching, tasting and/or feeling.</td>
<td>People <strong>perceived</strong> her as being outgoing, even though she was really quite shy.</td>
</tr>
<tr>
<td>Validate</td>
<td>To make someone feel heard and understood.</td>
<td>Being able to <strong>validate</strong> a client's concerns is a key skill required of many Customer Service Representatives.</td>
</tr>
<tr>
<td>Recover (from)</td>
<td>To restore one’s health or well-being, such as after an illness, accident or trauma.</td>
<td>It can take many months of physical therapy to <strong>recover from</strong> a bad car accident and a lifetime to recover from an addiction.</td>
</tr>
<tr>
<td>Challenge</td>
<td>A physically, mentally or emotionally difficult experience.</td>
<td>It is a <strong>challenge</strong> for most students to balance school, work and family responsibilities.</td>
</tr>
<tr>
<td>Empathize</td>
<td>To be able to understand another person’s feelings of struggle. To be able to imagine what another person is going through as they experience a challenging time.</td>
<td>It is hard to truly help someone in need if you do not <strong>empathize</strong> with them and their situation.</td>
</tr>
</tbody>
</table>
Key Terms for Resumes, Cover Letters and Interviews

PART III: Write one sentence using each of the vocabulary terms that you could say to an employer during an interview. The sentence should demonstrate your knowledge of the word.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________

10. ____________________________________________________________
Reading Sample Help Wanted Ads in Manufacturing*

Students read a selection of help wanted ads for Quality Control Technician 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, and match three different job applicant profiles to the job that seems a good fit for them. The three ads are for the same career 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 Quality Control Technician*

MATERIALS

• Selected Job Ads for Quality Control Technician*
• Job Ad Information Checklist worksheet*
• Paraphrasing and Inferring Help Wanted Ads worksheet*
• Job Applicant Profiles handout*

EXPLAIN

1. There are many ways that people in Manufacturing find out about jobs. Sometimes they learn through word of mouth. Other times, they respond to ads in the newspaper or on a website. Imagine 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 the Job 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* handout and ask students to read the job ads from three Manufacturing companies, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for Peckham Industries* 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 Quality Control Technician?
### Job 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.

<table>
<thead>
<tr>
<th>JOB INFORMATION</th>
<th>Mayer Bros Apple Products*</th>
<th>Peckham Industries*</th>
<th>Battenfeld Grease and Oil Corp*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUALITY CONTROL LAB TECHNICIAN

MAYER BROs APPLE PRODUCTS
West Seneca, NY

Summary: Conduct laboratory analysis and associated functions in accordance with established policy and procedure.

Responsibilities: Provide timely and accurate QC lab test results. Assure proper operation of lab equipment. Document test results and associated lab functions in a clear and concise manner.

Duties:
• Process lab samples.
• Prioritize sample testing consistent with ship dates and other demands.
• Safely perform QC testing on samples.
• Perform product analysis on HPLC, IC and Atomic Absorption unit, prep samples, and analyze results.
• Perform microbiological plating of samples.
• Perform equipment verifications and calibrations.
• Calculate test results per established procedure.
• Complete and assist tasks assigned by the Lab Analysts.

Minimum Job Requirements: Associates in Microbiology, Chemistry, Food Science or any related scientific field or 2 years lab experience.
• Strong background in laboratory skills and knowledge such as digital scales, glassware, pipettes, Erlenmeyer, burettes, beakers, etc.
• Should have some experience and knowledge of computer interfaced analytical instruments. (ex: HPLC, IC, AA, Spectrophotometers)
• Must be able to perform ratio calculations and create and edit formula in excel format.
• Need to demonstrate aptitude in running diagnostic equipment (HPLC, IC, AA, etc.).
  • Must be able to work weekends.
  • Wet chemistry experience preferred.
  • Microbiology experience preferred.

We offer competitive benefits: medical, dental, 401K plan

Job Type: Full-time

Required education: Associate

Required experience:
• Lab: 2 years
• Quality Control: 1 year
QUALITY CONTROL TECHNICIAN — LIQUID ASPHALT

PECKHAM INDUSTRIES—Athens, NY

Summary/Objective: Reporting to the Corporate Quality Control Manager (CQCM), the Quality Control Technician is responsible for testing and quality control of the company’s liquid asphalt products (LAP’s) and is responsible for testing, reporting, compliance, and research for various liquid asphalt products.

Essential Functions
• Perform production and quality control inspection and testing on liquid asphalt products.
• Ensure that the materials produced meet quality criteria as established by internal requirements.
• Complete and submit quality control forms in a timely fashion.
• Participate in ongoing education related to LAP’s.
• Participate in industry association events and stay abreast of changes in specifications and requirements of the various State Agencies.
• Formulate recipes for LAP’s to make products that meet the required specifications.
• Identify production deficiencies and provide corrective direction and guidance for corrections.
• Communicate quality issues and participate in QC related discussions with managers and personnel.
• Ensure maintenance and calibration of all lab equipment.

Competencies
• Strong math skills.
• Strong organizational skills.
• Technical competence.
• Strong drive and initiative.
• Clear communication skills both verbal and written.
• Multi-tasking abilities.
• Computer skills including strong abilities in basic computer operation and competency in programs such as Word and Excel.
• Analytical thinking skills.

Work Environment
This position will be located in Athens, NY. This job will require some overtime during the busy production months and may require some limited travel to attend conferences, educational events and trade association meetings.

Preferred Education and Experience
• Associates’ degree in a technical or engineering field
• working in a production environment: 1 year
• working in a laboratory environment: 2 years
• Quality Control: 2 years

Job Type: FULL-TIME
LABORATORY / QC TECHNICIAN

BATTENFELD GREASE & OIL CORP—North Tonawanda, NY 14120

Established, long term manufacturer of lubricating grease and oils in the Buffalo / N. Tonawanda area is looking to fill a position for a Laboratory Technician to perform physical / mechanical / chemical testing on lubricating grease and oils. This is a permanent, full time position, which offers the right individual the opportunity to grow and develop with the company over time.

1) Available Immediately
2) Permanent Full Time Position
3) Entry Level Position
4) Training will be provided

Minimum Requirements:

1) High School Diploma
2) Strong Math Skills (Including Excel Spreadsheets)
3) Attention to Detail
4) Able to Follow Directions
5) High School Chemistry Would Be Preferred

Job Type: FULL-TIME

Required education: High school or equivalent
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>Mayer Bros</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple Products*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peckham Industries*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battenfeld Grease &amp; Oil Corp*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Job Applicant Profiles***

**ROOSIE** earned an Associate’s degree in Mechanical Engineering from Columbia-Greene Community College. She worked for two summers as a Research Assistant at Bronwell Paper Manufacturers. At Bronwell, she became proficient in Microsoft Word and Excel, and she became familiar with the paper production process. Rosie is the oldest of five children and is very comfortable communicating with a variety of people. She is a confident public speaker, and enjoys problem-solving. Rosie lives with her cat and two dogs.

**Ali** is 34 years old and earned a GED in Sing Sing Prison. Once released, he decided he wanted to work in Manufacturing, like his grandfather and his father before him. His career counselor at the Fortune House re-entry program told him that Chemical Engineering was a good career, so Ali took a continuing education class in chemistry and he loved it. He realized that his strongest academic skills were in math and science. Ali is very detail-oriented and is looking for a position that offers on-the-job training so that he can advance over time. He has a 14-year old daughter who lives with her mother.

**Cynthia** has an Associate’s degree in Biology from a local community college. She has worked for two years as a Lab Assistant, and feels ready to try for a more advanced job. As a Lab Assistant, she acquired experience in working with lab samples, explaining procedures to new trainees, and working with a variety of lab equipment and tools. She has strong math skills and is a good communicator. She is a divorced mother of two; her children live with her during the week and with her ex-partner on the weekends.
Read and Discuss:
Career Advantages of Being Bilingual

Students read and answer questions about the advantages of being a bilingual employee and job-seeker.

PREP

Write the following questions on the board:

- How does being speaking more than one language affect your chances of getting a job?
- Is it an advantage or disadvantage, or neither?
- Should you speak about it in an interview? If so, how?
- Should it be on your resume?
- In which fields would it be an advantage?
- Are there fields for which it would be a disadvantage?

MATERIALS

- How Being Bilingual Can Boost Your Career article
- Questions for How Being Bilingual Can Boost Your Career worksheet
- Daniel Gordon's Resume handout

DISCUSS

Ask students to discuss the questions on the board as a class.

EXPLAIN

1. Distribute How Being Bilingual Can Boost Your Career and ask students to read it.
2. With a partner, identify which questions written on the board are addressed in the article. Underline the parts of the reading that address those questions. Discuss the evidence provided in the article.
4. Distribute Daniel Gordon’s Resume handout. Ask students to read the instructions at the top and work in pairs to complete it.
How Being Bilingual Can Boost Your Career

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 from RosettaStone found that people who speak at least one foreign language have an average annual household income that’s $10,000 higher than the household income of those who only speak English. And about 17 percent of those who speak at least one foreign language earn more than $100,000 a year.

In a tough job market, it’s smart to make yourself more valuable to your employer. As the country becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don’t speak English. “There’s a growing awareness that studying a foreign language can help one obtain a really successful career and make them a lot more hirable,” said Jerry Lampe, deputy director of the National Foreign Language Center. http://www.nflc.org/

Language skills can be key for service industries. At the Willard InterContinental Washington, a luxury hotel a few blocks from the White House, a staff of about 570 represents 42 nations, speaking 19 languages. The Willard’s front-of-house employees such as the concierge have at least two languages. Of four doormen, three speak Spanish and English. Bilingualism is not an absolute requirement, but it is desirable, according to Wendi Colby, director of human resources.

Workers with skills in a second language may have an edge when it comes to climbing Willard’s professional ladder. “The individual that spoke more languages would have a better chance for managerial role, whatever the next level would be,” Colby says. “They are able to deal with a wide array of clients, employees.”

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 Mandarin, given China’s booming economy.

And while any business may have a need for bilingual employees based on where it operates and with whom, the individual sectors with a strong demand for bilingual workers include (but aren’t limited to) finance, sales, technology, manufacturing, professional services and government jobs.

“We see demand from a full range of industries,” says Wellesley. “It really depends on which company you’re working for and the country in which they’re located.”

Questions for “How Being Bilingual Can Boost Your Career”

Answer the questions below using the article, “How Being Bilingual can Boost Your Career.”

1. According to the article, what are the different ways that being bilingual can help you in the job market? Explain at least 3.

2. Re-read the article to find two specific jobs that bilingual workers have an edge in.
   Job 1: ___________________________  Job 2: ___________________________
   For one of the jobs above, why do you think employers might look for a bilingual worker?

3. Now come up with one other example that’s not mentioned in the article. What other kinds of jobs might be looking for bilingual workers, and why?

4. In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).
Daniel Gordon’s Resume

In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).

DANIEL L. GORDON
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email: danielg@freemail.com

Career Objective
Seeking a position in a reputed organization where my skills and abilities can be explored to the fullest and where the scope of work will enhance my career growth.

Summary of Qualifications
• 8 years of total work experience
• Strong interpersonal skills
• Positive attitude and adaptable to change
• Excellent written and verbal communication skills
• Fluent in two languages—English and Spanish (read, write and speak)
• Work experience in the hospitality and IT industry

Computer Skills
• Proficient with Microsoft Suite—Excel, Word, Internet and MS Windows
• Knowledge of hardware—PC, Mac

Professional Experience
APRIL 2010–PRESENT
XYZ Software Services, NY
Bilingual Customer Service Manager
• Provided support to all customer queries in two languages
• Responsible for handling a big team and training bilingual customer service representatives
• Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
• Improving customer service based on client feedback
• Development of new policies and procedures for better organizational benefits

JANUARY 2007–MARCH 2010
ABC Communications Pvt. Ltd., Texas
Customer Service Representative
• Responsible for handling customer inquiries
• Kept a check on pricing, delivery and product information in a call center environment
<table>
<thead>
<tr>
<th>JUNE 2004–DECEMBER 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ford Matt Co Pvt. Ltd., Texas</strong></td>
</tr>
<tr>
<td><strong>Assistant Sales Manager</strong></td>
</tr>
<tr>
<td>• Provided support to the sales team</td>
</tr>
<tr>
<td>• Assisted in the development of new policies and techniques</td>
</tr>
<tr>
<td>• Involved in market research surveys on customer needs and requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAY 2000–JUNE 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RST Group, Texas</strong></td>
</tr>
<tr>
<td><strong>Customer Service Representative</strong></td>
</tr>
<tr>
<td>• Provided customer service in the hospitality department</td>
</tr>
<tr>
<td>• Assisted all customers via phone, digital communication and in-person</td>
</tr>
<tr>
<td>• Handled all customers in English and Spanish language</td>
</tr>
<tr>
<td>• Responsible for attending customer queries, solving problems and providing detailed information on the services provided</td>
</tr>
</tbody>
</table>

**Educational Qualifications**

- Bachelor’s Degree in Computer Science from ABC University, Texas, 1998
- Graduated from Bernard High School, 1997

**A.** Why do you think Donald Gordon kept talking about being bilingual in his resume?

**B.** If you are bilingual, would you put it on your resume? Why or why not?
Assessing Job Offers in Manufacturing*

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 writing 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 Assessing Job Duties. 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?

4. 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.

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

6. 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 sales position selling respiratory equipment for a healthcare company and an Electronic Components Assembler position at a Manufacturing company. For the healthcare company you travel to hospitals, clinics, and doctors’ offices to sell the equipment and to find new customers. For the assembler job, you work for a local computer manufacturing company, putting electronic parts together and packaging the parts for shipping. What duties do you think will be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
<th>Respiratory Equipment Sales Representative</th>
<th>Electronic Components Assembler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessing Job Wages*

Analyze the chart below to answer the questions on the following page. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>Respiratory Equipment Representative</th>
<th>Electronic Assembler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td>Tuesday–Saturday 6:00am–2:00pm. Occasional evenings and weekends required.</td>
<td>Monday–Friday 8:30am–5:00pm</td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td>$25,000 base pay*</td>
<td>$11.00/hour*</td>
</tr>
<tr>
<td><strong>Commission or Bonus</strong></td>
<td>10% commission on every sale. Projected total earnings of $40-50,000 by the end of the first year.</td>
<td></td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>Breaks between sales calls</td>
<td>½ hour unpaid break</td>
</tr>
<tr>
<td><strong>Commute</strong></td>
<td>30 minutes by car* (must own a car); travel throughout territory in Brooklyn, NY</td>
<td>15 minute walk from home</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>Sell healthcare products to existing customers. Cultivate new customers by creating, following up, and maintaining new customer leads. Participate in trade shows, training seminars, and special sales activities.*</td>
<td>Installation of power supply boards, wiring, and other components and materials into cabinets using rivets, screws, drills and other powered hand tools as necessary. Packaging and/or labeling finished products as necessary.*</td>
</tr>
<tr>
<td><strong>Opportunities for Advancement</strong></td>
<td></td>
<td>On the job training; tuition assistance for accredited technical training courses; supervisory opportunities after one year.</td>
</tr>
</tbody>
</table>

*RAENs will provide regional adaptations.
<table>
<thead>
<tr>
<th></th>
<th>Respiratory Equipment Representative</th>
<th>Electronic Assembler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paid hours per week, excluding additional seasonal hours</strong></td>
<td></td>
<td>Paid hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly pay before commission</strong></td>
<td></td>
<td>Weekly Pay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of sales you think you can make per week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly earnings if you meet your selling target and the average spirometer (machine that tests for asthma and other respiratory problems) costs $1,106</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly transportation costs</strong></td>
<td></td>
<td>Weekly transportation costs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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? Don't forget about the increase in seasonal hours.

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 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 Manufacturing*

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.

*RAENs will provide regional adaptations.
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.

3 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.

4 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.

5 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?
Section 7.2

Small Business Narratives in Manufacturing*

Students read narratives about people who started their own Manufacturing businesses, then consider the steps necessary to open those businesses.

**PREP**

Write the following questions on the board:

1. **What products does the business manufacture?**
2. **Why did the owner(s) start this business (or businesses)?**
3. **What steps do you think the entrepreneur(s) took to open this business?**

**MATERIALS**

- *P.W. Minor: An Upstate Shoe Manufacturer With Traction* article
- *How to Start a Jewelry Making Business* article
- *Architectural Grille: Family Owned and Operated Since 1945* article

**Note to instructor:** The first two articles are three pages long, and the third article is a single page long. You may want to create groups according to reading level, and assign the shorter article to lower-level reading students.

**EXPLAIN**

1. We’re going to read about people who have started Manufacturing 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.
4. Ask students to share their responses and write them on the board.

5. Ask students to discuss in their group the steps that they think are required to start this business, and to write the list of required steps to answer #3. 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 Manufacturing business include: identifying a need for a type of product, identifying or developing a product to address that need, researching materials, production, delivery and marketing processes, developing a name for the business, securing a location, deciding on the price of the product, identifying the tools, equipment, and space needed, and lots more!

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

7. **For the teacher:** 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/
P.W. Minor: An Upstate Shoe Manufacturer with Traction

Adapted from https://esd.ny.gov/industries/advanced-materials-and-manufacturing

P.W. Minor & Sons, a shoe manufacturer in Western New York since the 1860s, was at a crossroads in 2014. The Batavia-based business had moved most of its manufacturing to China two decades earlier and was struggling to stay afloat when a local entrepreneur stepped in to turn things around. Peter Zeliff, a Genesee County local who led a successful waste management company, went to Batavia with a mission to bring back the company's jobs.

Zeliff decided to buy the shoe company, drop the “& Sons,” and rebrand for 21st century innovation. Today, P.W. Minor's manufacturing is entrepreneurial, efficient, and productive. “We're a 150-year-old start-up,” says Brian Benedict, the company's director of Sales and Marketing. Today, P.W. Minor is the second oldest continually operated shoe manufacturer in the United States, and has brought its factory back from China to upstate New York.

Made in Batavia, NY

Founded by Peter and Abram Minor in Interlaken, N.Y., P.W. Minor started out by designing practical shoes for women shortly after the Civil War, applying the kind of sensible and durable shoe designs that wartime demanded. By the early 20th century, the company's “Treadeasy” line for women became their best-selling line. In the early 1920s, P.W. Minor also started manufacturing orthopedic shoes, designed for people who have problems with their feet and need supportive footwear. In the 1950s, P.W. Minor expanded into manufacturing shoes for men.

Located between two major upstate cities—Buffalo and Rochester—P.W. Minor has long maintained a strong commitment to its Genesee County roots, Benedict says. Most of P.W. Minor's employees today come from Batavia and the surrounding region known as “GLOW,” which includes Genesee, Livingston, Orleans, and Wyoming counties.

P.W. Minor's dedication to local employees and local sourcing goes hand-in-hand with the country's renewed interest in “American manufacturing and American craftsmanship,” Benedict says. And that dedication is what brought Benedict back
to Batavia from Chicago, and prompted Zeliff to hire Kristine McCarthy, who had been working as a Director of Product Development for Coach, a luxury brand with corporate offices in New York City.

Both Benedict and McCarthy are area natives who earned their stripes elsewhere, but wanted to return home to Batavia. “When I learned about what was going on at P.W. Minor and the plans that Pete had for growing the company, I knew that I wanted to be a part of bringing it to life,” McCarthy explains of her decision to return to oversee P.W. Minor’s product development.

With tax credit assistance from the state, Zeliff was able to bring production back to Western New York. Zeliff has brought advanced manufacturing equipment into the company’s 65,000-square-foot factory. P.W. Minor is ensuring that employees are being retrained for technically relevant jobs, so that they can be a part of the goal of “creating a high-tech factory in Batavia.” These days, an employee who once cut leather by hand is being retrained so they can operate a machine that performs that job much, much faster.

**Innovating Footwear**

P.W. Minor sees itself as part of the renewed emphasis on quality products and the “buy it once” campaign. That movement emphasizes the notion of spending slightly more on an item that might last dozens of years with care, rather than spending less on a cheaper, less expensive alternative that might need frequent replacing.

While the company plans to continue manufacturing its orthopedic shoes, Benedict also highlights the new styles under McCarthy’s direction. “We’re developing a new line of casual shoes for women,” she says, highlighting the recent success of the 2016 Airloft line, which was created in collaboration with a footwear design company based in Portland, Oregon.

Two new product lines are also being introduced in 2017: The Abram Boot line, with boots and shoes designed to be high-quality and affordable, and the Batavia Boot and Shoe Co. which will feature higher-end men’s dress shoes like oxfords and wingtips.

“We feel we’re in a pretty spectacular position,” Benedict says. P.W. Minor believes that the company’s core customers “feel very strongly about buying American products,” and supporting local jobs. Even though the company has expanded its presence well beyond Batavia—P. W. Minor shoes were even featured in the HBO drama “Boardwalk Empire”—locals both make and wear the brand.
**A New Culture**

The company is also expanding and nurturing its community roots. P.W. Minor is launching a retail store in Batavia’s former Chamber of Commerce Building on East Main Street in the center of town. It plans to offer tours of the manufacturing facility to encourage community support and interest from adults and students alike.

P.W. Minor is also excited to look toward new talent coming out of Genesee Community College, which is a part of the extensive State University of New York system. “Big city, big manufacturing is coming to P.W. Minor,” Benedict says, and the recovery is being felt in the region through business development—like local bars and restaurants—and students who might graduate and find jobs in the region. “We’re starting to develop our own culture,” Benedict says of Batavia’s community. While the area is still historically an “agricultural first county,” Genesee’s smaller population and size, in relation to the two major neighboring cities, makes it a “unique place to live.”

For Benedict, the chance to help his hometown community in the post-recession era is one that compelled him to return to Batavia. “We’re doing a lot of things from sales to production to staffing that you would see in a start-up,” he says. And it’s that energy that brought him back, and keeps him excited. “There are good people here,” he adds, underscoring his affection for the region.

That commitment to home, quality, and people has kept P.W. Minor’s shoes part of the Upstate New York footprint for a century and a half. “When I decided to purchase P.W. Minor & Sons I saw value in the employees and the skill that was in this group of people,” Zeliff says of his pride in the company’s workforce. “I decided that U.S. jobs, especially jobs in Batavia, NY, were important to helping turn this country around.”

That commitment and hope in the American workforce is also what equips P.W. Minor to build the shoes of the 21st century, right at home.
All that glitters doesn’t automatically lead to gold. The jewelry business, like any other, requires a serious time commitment. When starting out, you need to scope out the competition, study your target market, and learn every bit you can about your own product. We spoke to several business owners who’ve taken different paths to launching their successful jewelry endeavors.

**Jewelry Education**

Pamela Doyle, co-founder of Doyle & Doyle, a high-end boutique in Manhattan, stresses the importance of receiving a strategic education about your product, be it formal or informal. She apprenticed with a dealer, and her sister and co-founder, Elizabeth Doyle, studied at the Geological Institute of America.

David Gandy of Ecowrist, a New York-based company that he co-founded in 2007 with his wife MarQuerite Hamden, says, “it’s good to do a study of the market to see what kinds of trends are out there.”

A Merchandising expert can aide in the education process. Paola Delgado, founder of the New York-based company Mujus, hired a professional to help her learn more about marketing jewelry and to show her how to organize items for display purposes.

“I defined my market—who I wanted as my customer, what their price range might be, and how to create an ideal jewelry buying experience,” she says. “Based on that, I started working on a collection to satisfy my market.”

**Pinpoint Your Start-up Costs**

After educating yourself about the type of jewelry that you want to sell along with pinpointing your target market, you have to consider other factors. What will your startup costs be? What are your materials costs? If you aren’t handcrafting the product yourself, what will manufacturing expenses cost? Is it more cost effective to manufacture your product in the U.S. or to outsource to another country? Should
you open a physical store or are vendor markets and outdoor festivals your best bet? Are you prepared to handle vendor fees, licensing expenses, and other unforeseen costs along the way?

**Getting Started**

Doyle & Doyle began as a scaled-down operation. During their first three years in business, they were operating as dealers, not yet selling to individuals. “We were basically raising capital by selling and rolling it back into the business. Even after the store started, I had a second job for three years,” says Doyle. “We didn’t draw any salary from the business. We rolled everything back into the business.”

Of course, some designers will aim to enter the market at full-speed, requiring a much larger capital investment to get the ball rolling. Delgado, a former financial analyst with Goldman Sachs, estimates that $20,000 is a conservative estimate for the amount that one will need to open a jewelry business, even without a brick and mortar store. “I’m talking about setting up your website, setting up your merchant account, buying your machines, taking [the] risk[s] of selling inventory, [putting together your] stationary packaging, paying a photographer…,” she says. In addition to these expenses, along with the possibility of employing additional help, jewelry sellers also need to have a budget and plan in place for the costs and travel associated with manufacturing the product itself.

**Manufacturing Expenses**

While some designers both design and craft their own products, more often than not, jewelry designers leave the work of building their physical product to other artisans. However, that expense in and of itself can make or break your profit margin. Due to the high costs of manufacturing in the United States, many jewelry companies, even smaller operations, choose to utilize foreign labor. But, the use of that labor requires travel expenses and a time commitment that may or may not be beneficial to your business in the long run.

Ecowrist, a Brooklyn-based company that makes watches and jewelry from natural materials, is currently produced out of two facilities in South America. With respect to production costs, co-owner, David Gandy, says that the cost of producing overseas is probably “400-500 percent less” than it would be back home. “We tried to do some stuff here, but it became so expensive that it didn’t make sense for us,” he says. “It would have been a hobby for us.”

Although manufacturing costs are undoubtedly cheaper at the South American facility, traveling to monitor the production process, which averages around once every other month for up to a week at a time, incurs hefty travel expenses. As a result, Gandy and co-owner, MarQuerite Hamden are looking to bring production back to the U.S.
Is a Store Necessary?

In 1995, Stacey Ford opened her jewelry store, Amaya Designs, in Philadelphia with a partner. Eleven years later, she closed her doors for good. “In 2006, we really started noticing a drop in sales. People were really, really struggling, trying to make ends meet,” she says. Since then, she has chosen to focus her attention on selling at outdoor markets and jazz festivals.

She is currently based out of New York City and continues to supply businesses in Philadelphia with her products. “In today’s climate, I would do more vendor markets [instead of opening] a store. The cost of renting a space, especially in New York, is outrageous,” she says. “I don’t see how anyone sees a profit when you’re paying $5,000-$6,000 a month for rent.”

While a brick and mortar location is undoubtedly more expensive, markets and fairs carry their own respective price tags. Ecowrist’s booth in Manhattan’s Columbus Circle Holiday Market set Gandy and Hamden back about $4,700 which, explains Gandy, averaged out to about $200 a day. Delgado says that at certain markets the location of your booth depends on how much you have to pay, if your application is even accepted at all. “If you’re doing street fairs, for instance, it’s much, much more competitive because there is a lot of jewelry. In absence of a storefront, having a strong online presence becomes essential for entrepreneurs. Mujus’s website is currently under construction due to Delgado’s desire to craft a unique online image. “My challenge with my website is that I wanted something perfect and my quotes were around the $10,000-$15,000 range.”
Architectural Grille: Family Owned and Operated Since 1945

Adapted from https://www.archgrille.com/

Architectural Grille manufactures custom bar grilles, perforated grilles, and egg crate grilles, as well as other custom products including made to order grilles. These grilles are fabricated using technological manufacturing equipment including water jets, lasers and CNC (Computer Numerical Control) turret shapers and lathes. Products are fabricated from materials such as aluminum, brass, bronze, steel, and stainless steel.

The company’s products have been used for air conditioning, heating, ventilation, decorative screening, and artwork, to name a few. Architectural Grille has been involved in numerous projects around the world that range from large scale government jobs to small homeowner projects. Architectural Grille has the ability to cut any pattern in any material with “pin-point” accuracy, allowing architects and designers the power to translate their ideas and creativity into reality. Architectural Grille is proud to be a member of the Green Council and support sustainability by offering recycled aluminum products.

Architectural Grille is a family owned and operated corporation that has been in business for over sixty-five years. We began as a Division of Giumenta Corporation. Founder Federico Giumenta Sr., started this company in 1945 under the name Utility Brass & Bronze. At that time, the business focused on ornamental hand crafted metalwork that stressed the importance of quality. With the help of Federico’s three sons—Michael, Federico Jr. and Anthony, the business began to grow and prosper. Anthony eventually took over his father's business, and continues running it to this day.

In 1983, the company took on a new name—Architectural Grille—and started operating as a fully functional manufacturing plant that specializes in custom linear bar grilles and perforated grilles. Using the latest state of the art technology, such as the Laser cutting machine, the Waterjet cutting system and CNC Punching machines, the company continued to modernize and grow.

Anthony Giumenta now shares the business with his own two sons, Anthony and Stephen, who joined the business fulltime. With quality custom metalwork and family dedication as its foundation, Architectural Grille looks forward to continuing its growth into the future.
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/wizard](https://www1.nyc.gov/nycbusiness/wizard). 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.
3 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.

4 Ask students to imagine a type of Manufacturing business they would like to learn about opening, for example a business that designs t-shirts or makes cell phone covers. They will select Manufacturing as the business type from the drop-down menu. They will then imagine certain details of their business, for example, if they have employees or if they will be working alone, if they will have a “brick-and-mortar” shop or if they will be working 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/wizard
5 Click on *Start New Scenario*. You will be asked a 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 Manufacturing Professionals

After reading graphs and articles, 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
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 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
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?
You cannot value dreams according to their odds of coming true.

— Sonia Sotomayor

SONIA SOTOMAYOR was born on June 25, 1954, in the Bronx, New York. Her family functioned on a very modest income; her mother was a nurse at a methadone clinic, and her father was a factory worker. Her desire to be a judge was first inspired by the TV show, Perry Mason. She graduated from Yale Law School and passed the bar in 1980. She became a U.S. District Court Judge in 1992 and was elevated to the U.S. Second Circuit Court of Appeals in 1998. In 2009, she became the first Latina Supreme Court Justice in U.S. history.

Source: http://www.biography.com/people/sonia-sotomayor-453906
Photo: https://upload.wikimedia.org/wikipedia/commons/1/15/Sonia_Sotomayor_in_SCOTUS_robe.jpg