Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in various sectors. They learned about the various kinds of career families and employer types.

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, assessed their own interests and conducted a group research project about careers in different sectors.

In Unit Three, students considered how to prepare to enter and advance in a career. Education and training requirements for entry-level jobs and the pathways to advancement vary widely among the different sectors. In this unit, students learned about common entry points and career pathways and considered how career movement happens across a variety of sectors.

In Unit Four, students heard from workers across a variety of industries through firsthand accounts and interviews in text and video, discussed what they learned and conducted further research on the career of their choice.

In Unit Five, students learn how to leverage their existing and potential professional networks for job seeking and explore the job search process, including using online resources, analyzing help wanted ads and learning about workplace expectations. They also learn how to become entrepreneurs, read about people who have started their own businesses in a variety of sectors and practice using online resources available to New Yorkers looking to become self-employed.
1. **IDENTIFYING YOUR NETWORK**

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

1.1 **Developing Informational Interview Questions**

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

2. **USING JOB SEARCH RESOURCES**

Students will read about a variety of employment resources, paraphrase what they have read, examine scenarios that describe different needs job seekers have, and match the sample job seeker with an appropriate resource, activating critical thinking and problem-solving skills.

3. **USING ONLINE EMPLOYMENT RESOURCES**

Students read about using online resources to search for employment including reading about ways to avoid common employment scams and then complete a writing activity. Students also learn to use their smartphones to research a specialty job site that focuses on specific industries or types of jobs and paraphrase the information from the site.

4. **EXPLORING CIVIL SERVICE**

Students learn what it’s like to work in the public sector.

4.1 **Finding a Job in Civil Service**

Using the Transportation industry as an example, students learn how to search and apply for city jobs using New York City’s Department for Citywide Administrative Services (DCAS) website. They also learn about the civil service exam, including why some jobs require exams and how to find, apply for and take the exams, as well as how to get notification of exam results.

5. **VOLUNTEERING PAYS OFF**

Students brainstorm ways to get a job, then read about volunteering as a job-seeking strategy.

5.1 **Internships, Field Placements, Service Work Programs and Apprenticeships**

Students learn about internships, field placements, Service Work Programs or apprenticeships through exploring examples in Community and Social Service careers and consider how to choose the right opportunity for them.
6. **LANGUAGE TO LEVERAGE YOUR PERSONAL EXPERIENCE**

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. This activity uses the Manufacturing and Hospitality, Recreation & the Arts sectors as examples.

7. **READING SAMPLE HELP WANTED ADS**

Students read a selection of help wanted ads from various sectors. 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 then match a fictitious job applicant to the job ad that seems the best fit for them.

8. **ASSESSING JOB OFFERS**

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

9. **EXPECTATIONS IN THE WORKPLACE**

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

10. **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.

10.1 • 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.

10.2 • Small Business Narratives*  
Students read narratives of people who started their own businesses in the Manufacturing; Community & Social Services; and Hospitality, Recreation & the Arts sectors, consider the steps necessary to open those businesses and then respond to the narratives in a writing activity.
10.3 • 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.

11. • 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.

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

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

PREP

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

MATERIALS

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

EXPLAIN

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

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

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

4. All these people, and likely more, make up your network. A network of people you know and have access to, even if you might not know them very well. Someone can become part of your network after speaking with or meeting them for the first time. Distribute **Journal: Using My Network**. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.
Once students have finished writing, ask them to discuss what they wrote about.

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

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

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

- Explain the main ideas
- What is a network?
- Explain the benefits of networking
- Discuss who is in your network

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

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

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

- Who gave the recommendation and how you know or met the person.
- What the product or service was.
- A description of your conversation, including questions you asked and information you received.
- The result of this conversation. How did it affect your life?
- Sometimes talking to people, especially new people, can be difficult. What made this conversation possible?
Networking

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

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

Thinking as broadly as possible, write down as many people with work experience as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard.

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

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

MATERIALS

• Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

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

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

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

EXPLAIN

1 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.

2 Give students time to complete the worksheet and then share their questions with the class.
Developing Interview Questions

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

| What  |  
|-------|-------|
| Where |  
| How   |  
| How often |  
| How much |  
| Who   |  
| When  |  
| Describe |  

---

**Section 1.1**
Using Job Search Resources*

Students read about a variety of employment resources, paraphrase what they have read, examine scenarios that describe different needs job seekers have, and match the sample job seeker with the most appropriate resource, activating critical thinking and problem-solving skills.

*Note: This activity uses New York City public and community resources as a means for helping students practice paraphrasing, critical thinking and problem-solving skills. All communities have resources that can help residents explore careers, access training and support systems, and secure and advance in employment. This activity can be adapted to local resources.

PREP

• Review Employment Resources reading

MATERIALS

• Employment Resources reading
• Employment Resources Recommendations worksheet

EXPLAIN

1 What are some challenges that people might need help with when preparing for a career or looking for a job?

   > Help picking a career, job training, help writing a resume, help finding a job, etc.

Whether you are deciding on or preparing for a career or looking for a job, there are many organizations that provide free assistance. These agencies provide a variety of services and programs including job training, career counseling, resume preparation assistance, job search skills, and even clothes to wear to an interview.

2 Distribute the Employment Resources reading. This reading summarizes some of the places you can go to for help. Each organization provides a different set of services. For example, you may work with a job counselor in one agency and attend a job fair to meet with employers through a different agency, while getting clothes to wear to the interview from a third. It is important to understand which organization or organizations best fit your needs.
Ask students to read the Employment Resources reading and annotate it, marking anything that seems important, interesting, surprising or confusing. They should also circle unfamiliar words and write any questions they have in the margins.

**DISCUSS**

When students are finished, facilitate a brief discussion of the text.

- Are some services provided at more than one agency?
  - Yes.

- Which services are offered in two or more places?
  - Job training, help writing a resume, employment counseling, etc.

Where they are offered?

- Job training is offered by Workforce 1 Career Centers/One-Stops, Educational Opportunity Centers, community-based organizations and services for the formerly incarcerated.

- Resume writing help is offered by Workforce 1 Career Centers/One-Stops, libraries, community-based organizations and services for the formerly incarcerated.

- Employment or career counseling is offered by Workforce 1 Career Centers/One-Stops, libraries, community-based organizations, Dress for Success and services for the formerly incarcerated.

If a service is offered in more than one place, how would you decide where to go to get help writing your resume?

- Answers will vary. Sample answers include: which agency is more convenient, which has the most additional services that I want, going to one agency and trying another if not satisfied, etc.

Distribute the Employment Resources Recommendation worksheet. Have students work in pairs to match each sample job seeker with the agency or agencies that can best meet their needs. They can pick more than one agency if they feel the job seeker can get help from more than one organization.

When students are finished with the worksheet, discuss their recommendations as a class.
Employment Resources

There are many resources that can help you decide on a career, get training and search for and secure employment. Cities, states, the federal government and non-profit organizations have realized the importance of helping people to find job training and obtain employment. As a result, they have established centers and programs to help people get a job and advance in their careers without cost to the job seeker. Some of the most common places you can go to for help are listed below.

**WORKFORCE 1 CAREER CENTERS/ONE-STOPS**

http://www1.nyc.gov/site/sbs/careers/careers.page

The **Workforce 1 Career Centers** or **One-Stops** focus on helping New Yorkers gain employment through resume and interviewing workshops that help people sharpen their job search skills, identify relevant job training programs and by connecting job seekers to employers with open positions.

Career Centers help people search for a job. Employers contact career centers when they have job openings. The career center staff will notify job seekers of these openings and arrange interviews. This is called direct placement because it brings employers and job seekers together. Career centers do this through recruitment events such as Job Fairs, where companies come to the career center and hold on-site interviews, interviewing job candidates right at the centers themselves. Other job search and placement activities include workshops on creating/updating resumes, interviewing, or helping people figure out what careers they want and providing advice on how to get a job, otherwise known as career counseling. One-Stops also provide services for tailored to the employment issues faced by particular groups such as veterans, immigrant workers, people with disabilities and those with past criminal justice involvement.

Career Centers hold job training on-site and refer participants to training programs for in-demand occupations across sectors. Common training areas include Food Service (line cooks, kitchen preparation), Healthcare, Construction and Building industries, Hospitality and Entertainment, and Technology.

You can also apply for money to help pay for job training called an Individual Training Grant (ITG). To take part in training programs or qualify for an ITG, you must meet the following qualifications:

- Be at least 18 years or older
- Be a New York City resident
- Be legally able to work in the United States
- Meet all federal selective service requirements
- If employed, earn less than $63,925 per year

Please note that each training program may require additional qualifications.
SUNY EDUCATIONAL OPPORTUNITY CENTERS

http://www.ucawd.suny.edu/eoc.php

The statewide network of ten Educational Opportunity Centers (EOCs) and two Outreach and Counseling Centers provide an integrated system of education, training and student support services to disadvantaged and adult residents. They also work with businesses and industries to help their workers learn new skills.

Academic programs include College Preparation, High School Equivalency Preparation, English as a Second Language programs. Participants who applied for job training but who did not meet the minimum reading and math levels can take Vocational Training Preparation programs, which help participants improve their skills and enter job training programs.

On-site job training courses vary by site, but can include Certified Nursing Assistant (CNA), Direct Support Professional, Medical Assistant, Medical Billing and E-records, Sterilization Technician, Emergency Medical Technician (EMT), Certified Dental Assistant, Barber/Hairdresser/Beautician, Security Guard, Microsoft Office Specialist, IT Help Desk Support, Tourism and Hospitality, Customer Service and Building Maintenance.

PUBLIC LIBRARIES

https://www.nypl.org/help/services/job-search-central

According to a 2009 survey by New York Library Association (NYLA), 80% of New York State libraries had helped someone find a job in the past 3 months. Libraries provide people not only with help in finding jobs, but also with accessing public assistance programs, with basic computer training, with resume building and help in setting and achieving career goals. For example, at the New York Public Library, you can meet with a career coach for one-on-one help, attend job search and resume writing workshops, search employment worksites, review civil service exam postings and find information on avoiding employment scams.

COMMUNITY BASED ORGANIZATIONS AND SETTLEMENT HOUSES

http://www.nmic.org/

Many non-profit and community-based organizations operate educational and job training programs, advise people who are looking for work and help to set up interviews with employers or notify job seekers of job openings. These organizations also provide a variety of services to help the entire family. For example, the Northern Manhattan Improvement Corporation has job training
programs in Construction, Food Service, Customer Service, Microsoft Office and Home Health Aide. They also hold job readiness workshops such as resume writing and job search skills, employment counseling and direct job placement. They also provide support services including helping people find out what benefits, such as food stamps, public assistance, health insurance and Medicaid, that they might be eligible for. Staff help participants apply for these benefits and refer people to employment support programs such as Dress for Success, which provides no-cost business clothing to wear to interviews.

**DRESS FOR SUCCESS**

[https://newyork.dressforsuccess.org/](https://newyork.dressforsuccess.org/)

*Dress for Success* is an international not-for-profit organization that works with community and non-profit organizations to provide professional clothing to women, including suits and other business outfits to wear to interviews and counseling on the workplace. Each woman works with a personal shopper and receives clothing that will help them make the best impression at their interview. They also attend a career counseling session that teaches interviewing skills and includes a mock interview. Once the women have found employment, Dress for Success, provides them with a weeks' worth of professional attire.

**SERVICES FOR THE FORMERLY INCARCERATED**

[https://fortunesociety.org/services-that-build-lives/](https://fortunesociety.org/services-that-build-lives/)

Non-profit organizations often focus on Community and Social Service and Healthcare needs. Some non-profit organizations focus on helping people who are formerly incarcerated. One of the most well-known organizations is the Fortune Society.

**Fortune Society:** The Fortune Society’s Employment Services program helps formerly incarcerated jobseekers get the job search skills and training to find employment and to advance in their careers. Their services include job readiness workshops, and job training in Green Construction, Environmental Remediation, Culinary Arts and Transportation. They also help participants find jobs and follow-up with them to help them keep those jobs. They also offer subsidized internships, where participants are paid while they are training, to help job seekers in need of additional hands-on experience to move up in their jobs.
# Employment Resources Recommendations

Read the descriptions of sample job seekers below. Apply the information from the *Employment Resources* reading to each situation to recommend which resource or resources they should contact. Explain why or how the resource(s) might help them with their particular need.

<table>
<thead>
<tr>
<th>JOB SEEKER NEEDS</th>
<th>RESOURCE(S) RECOMMENDATION</th>
<th>WHY/HOW MIGHT THIS RESOURCE HELP?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mia worked as a receptionist, but lost her job when the company she worked for went out of business. She needs to update her resume and wants to find another job, preferably in the same field, as quickly as possible. However, she doesn’t know how she is going to pay the rent or feed her family in the meantime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Octavia just graduated high school. She’s living at home with her parents. She’s interested in working in the Healthcare field but she’s not sure whether she wants to go to college or go for job training so that she can start working sooner. She’s not sure what her options are.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noah has been working as a part-time maintenance worker. He knows that the city and state hire maintenance workers on a full-time basis. He would like a government job. He heard from a friend that you need to take a test to get a government job. He doesn’t know where to get information on civil service jobs or find out when the next test is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB SEEKER NEEDS</td>
<td>RESOURCE(S) RECOMMENDATION</td>
<td>WHY/HOW MIGHT THIS RESOURCE HELP?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Isabella is working as a Home Health Aide. She wants to get some kind of Healthcare training so that she can get a better job, but she isn't sure what kind of training is offered or how to get into a job training program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael was just released from prison. While he was in prison he earned his High School Equivalency Diploma. Since being released, he has applied at dozens of places for a variety of jobs including working in stores, messenger jobs and construction jobs, however, no one has contacted him. He knows that he might need training to get a job, but he doesn’t know where to go for help, and he’s afraid that no one will hire him because he was in prison.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Online Employment Resources

Students read about using online resources to search for employment including ways to avoid common employment scams. They complete a writing activity in response to the reading. Students also learn to use their smartphones to research a specialty job site and paraphrase the information from the site.

PREP

- Be prepared to define “Specialty or niche job site.”

A niche job site (or board) is a website that provides industry-focused job ads (ex. advertising, government, pharmacy, human resources), allowing companies to post job openings so that targeted candidates in that industry can locate them in one place.

Experts have determined that niche job boards typically help employers fill more positions than generalist job boards (websites that cover all industries). As a candidate looking for a job in a specific industry, a niche job board could also be very beneficial.

Adapted from http://www.greatresumesfast.com/blog/2011/04/01/what-is-a-niche-job-board-and-why-should-you-use-one/

- Review the Online Job Search Tools and Tips reading
- Review the Top Specialty Job Sites reading
- Visit and review the specialty web sites in the Teacher Reference Guide to Top Specialty Job Sites

MATERIALS

- Online Job Search Tools and Tips reading
- Top Specialty Job Sites reading
- Online Job Search worksheet
- List of Entry-Level Jobs by Industry handout
- Searching Job Sites worksheet
- Teacher Reference Guide to Top Specialty Job Sites
- Use of a smartphone is required for the Searching Specialty Job Sites activity. If students do not have a smartphone, they can share with a classmate. If not enough students have smartphones, you can also do this activity with computers. The purpose of using smartphones is so students see this kind of information is accessible even if they don’t have access to a computer in their daily lives.
EXPLAIN

1. There are many different tools that can help you search for a job, including social networking or asking friends and relatives and working with organizations that can help people find employment, such as the libraries and the Workforce1 Career Centers. Using the internet is another valuable resource in finding a job.

2. Has anyone used the internet to search for a job? How did you use the internet?
   
   Students may say things like: use their smartphones to search for jobs, fill out applications online, search job boards like Indeed or Monster, etc.

   We’re going to read about some common job search engines, which are websites that list jobs from many different employers, and tips on using the internet in your job search.

   Distribute the Online Job Search Tools and Tips reading. Ask students to read and annotate it, marking anything they think is important, interesting, surprising or confusing. They should also circle any unfamiliar words. Encourage students to “talk to the text” while annotating by writing their thoughts and questions in the margins, so that they more deeply engage with the material and also create a record of their thought process as they read. Explain that this helps prepare readers to re-read, discuss or write about a text after they are done.

3. Distribute the Online Job Search worksheet. Students work in pairs to complete the worksheet.

4. Discuss the answers with the class.

5. The reading referred to “specialty” job websites. They are also sometimes called “niche” job websites. What makes a specialty job website different from general job websites?
   
   Specialty websites focus on one specific set of jobs. They can focus on an industry such as Healthcare or Technology. Sometimes they focus on freelance or temporary jobs regardless of the industry.

   Specialty websites are often called “niche” websites. Has anyone heard this word before? What do you think it could mean?

   Focusing on a specific industry or a specific type of job.
What are some advantages to using a specialty job site?

- *It focuses on jobs in the industry you are interested in. For example, if you are interested in finding a job in Technology, a Technology specialty website will only list jobs in that field.*

What are some advantages to employers of posting jobs on specialty websites?

- *It makes it easier for them to reach people who want to work in their industry.*

6 It is important to use the website that matches the industry and types of jobs you are looking for. Distribute the *Top Specialty Job Sites* reading. Ask students to read and annotate it by writing a few words in the margins summarizing the focus of each job website listed.

7 We’re going to practice using smartphones to research job sites. Of the sites you read about, including both large search engines and specialty sites, which one do you want to look at?

Divide the students into pairs according to the website they are interested in visiting. Make sure that each pair has at least one smartphone that they can use.

Distribute the *List of Entry-Level Jobs by Industry* handout. Explain that the handout suggests entry-level job titles for each industry. They can use the suggested job titles when they search OR they can select their own job titles to search for.

Distribute the *Searching Job Sites* worksheet. Ask students to work in pairs, using their smartphones to research one of the job websites they read about.

8 Review the answers with the class.
Online Job Search Tools and Tips

For jobs in many fields, searching for employment online has become common. It’s another tool in your job hunt toolkit. But the options online can be overwhelming. The resources, tips and advice below can help to make your online job search easier.

**Job search engines**, including *Indeed, LinkUp, and Simply Hired*, search major job sites as well as company websites and list the job openings from many different sources in one location. These websites can save you lots of time because instead of searching for jobs on many different sites, the jobs are all listed in one place.

**FIND YOUR FAVORITE:** Searching many job search engines at once can be overwhelming. After checking out some of the top job search engines, such as the ones listed above, select the one or two that you find easiest to use and that had jobs that you would want to apply for. In addition to general job search engines that target many industries, there are also specialty job search engines that target one specific industry. Limiting the number of job search engines you use will keep you from getting overwhelmed while making sure that you are getting up to date information about job openings.

**USE THE ADVANCED SEARCH:** Most job search engines have an advanced job search option. This is a great way to narrow down the many job listings on a job search engine. You can typically search by keyword or phrase, for example, the industry, the title of the job you want, the type of job (full time, part time, freelance, etc.) or geographic location.

**WATCH OUT FOR MULTIPLE LISTINGS:** One drawback to job search engines is that, because there are so many listings from multiple places, repeated listings are common. Be careful to avoid applying for the same job more than once. One way to do this might be to keep a list of all the jobs you’ve applied to, including the company and job title, and double check the list each time you start a new application. Also check the date that the job was posted to make sure that the listing is still current.

**KNOW WHEN TO USE YOUR SMARTPHONE AND WHEN TO HEAD FOR THE COMPUTER:** According to a Pew Research survey, 79% of job seekers used...
the internet in their latest job search and 34% said it was their most valuable tool in finding employment. However, many reported problems when using a smartphone as their only way to reach the internet. Forty-seven percent (47%) of smartphone job seekers had problems reading job-related content because it wasn't displaying properly on their phone, and almost 40% had problems entering text or submitting required documents.

One solution is to use a smartphone to research jobs and set up interviews, but to use a computer for more complicated tasks such as emailing potential employers, filling out a job application or submitting a resume. Public libraries, including local neighborhood libraries, have computers available that can be used for these and other job search tasks. Your local library can also direct you to the library career centers where you can get additional help of resume writing and interviewing.

Some job seekers protect their online privacy by setting up accounts (email accounts and user names/passwords) to use for your job search. Don't mix your personal or work information with your job search accounts. The more separate you keep them, the easier it is to protect your confidential information. **If you are going to set up an email account for your job hunt, it is important to check it frequently.** Otherwise you may miss hearing about job opportunities.

Additionally, you can quickly sabotage yourself by sending business e-mail using an e-mail address that is unprofessional or inappropriate (e.g. “hotstuff@whatever.com” or “2good2btrue@whatever.com”). Those informal usernames and email addresses almost guarantee a message will be deleted or ignored by a recruiter or employer who doesn't know you. A professional email address suitable for communication with potential employers or coworkers will typically have your first and last name in the handle. For example, susan.smith@whatever.com. You can create a second account with the same email service you currently use. For example, if you have a Gmail account, you can log out, then go to gmail.com and set up a second account. You will need to fill in your original email address in the space marked: your current email address.

Finally, keep track of everywhere you have posted your resume and created profiles (and keep a password list, too). You can do this in a Notes app on a smartphone, in a document or spreadsheet on your computer, or just by writing the information down in a notebook. That way you can update frequently and stay on top of the information you have posted online.

**Avoid being scammed**

Scammers try to trick job seekers by advertising where real employers and job placement firms do. They also email job seekers directly, making upbeat promises about your chances of employment, and virtually all of them ask you to pay them for their services before you get a job. Is a job posting offering a really high salary
for very little work? Is it offering a high salary without any experience or training needed? If the job description seems too good to be true, it probably is. After all, when is the last time someone from a company contacted you to offer a job you haven't even applied for?

Online job scams take advantage of job seekers in a variety of ways including: collecting confidential information to use for identity theft, getting you to send or wire money or cash fraudulent checks, and getting you to pay for services or supplies.

Common warning signs include:

- You’re offered a job without an application, interview, or discussion with the employer.
- The company asks you to wire money or asks for your credit card information, bank account number or Paypal account number, cash a check and forward some of the money to a third party or asked to transfer money, including via e-Bay, PayPal or Western Union money orders.
- The company asks for personal information like your social security number, passport or green card number, driver's license number or for common security information like your mother's maiden name or spouse’s name.
- You are promised high pay for not much work.
- You are guaranteed a government or postal job.
- The company asks you to pay for a credit report as part of the application process.
- You are told that you must pay for training.

Ways to protect yourself include:

- Never provide personal or financial information or forward money.
- Google the company name plus the words “rip off” or “scam” to get more information.
- Don't use the same login information that you use for your personal online accounts (i.e. your banking or shopping). Use a different user name and password for the job search and career networking sites you use.
- If the email in question contains spelling, capitalization, punctuation or grammatical mistakes, then that is a telltale sign of a scam. Scammers will often try to mimic a legitimate company by using imagery similar to the companies. If something looks off, just delete it and remember not to download any attachments or links from these types of emails.
Top Specialty Job Sites
Adapted from https://www.thebalance.com/top-niche-job-sites-2061866

INDEED.COM
Indeed is a large job search engine that lists millions of job listings from thousands of job search and company websites, newspapers, and industry associations. Because it has so many listings, it’s usually helpful to use the filters by location, type of job, how new the posting is and other features.

Many people use large job search engines that list thousands of jobs across all industries.
In contrast, specialty or niche websites provide listings only for specific types of jobs or for specific industries. Specialty job websites can be a terrific resource for finding job openings that aren’t always available. Some employers only post on specialty job sites to increase their chances of hearing from job applicants with experience or training in their field.
Below are some of the best job sites for seasonal opportunities, local jobs, freelance positions, technology, restaurant, social service and other jobs.

GOODFOODJOBS.COM
Jobs at Good Food Jobs are posted from farmers, bakeries, caterers and other producers of finished foods, retailers, restaurateurs, economists, ecologists and more. The site also contains blog entries, profiles and success stories about individuals pursuing interesting careers in the food world.

IDEALIST.ORG
Idealist is a resource for information on full-time, internship and volunteer positions within the non-profit and social service sector. You can filter opportunities by organization name, type of services they provide (youth, education, health, etc.) as well as by job. Registered users can search for contacts in the field they are interested in entering and message them to network.

SNAGAJOB.COM
Snagajob focuses on entry-level jobs. They target part time, temporary and permanent jobs in the retail, hospitality, construction and service fields. Snagajob lists vacancies in order of how close they are to your location.

DICE.COM
Dice is a specialty job site for the Technology industry. Users can zero in on the most relevant jobs through searching by job title. Although many jobs require advanced education, entry level jobs are also listed.
Online Job Search Worksheet

Work in pairs to answer the following questions.

1. Why does the reading recommend using a job search engine website?

2. How does the reading recommend using a smartphone in your job search?

3. What are the advantages of using a computer?

4. What are three warning signs that someone is trying to scam you?
   1. 
   2. 
   3. 

5. What are three things you can do to avoid being scammed?
   1. 
   2. 
   3. 
6 List three things you learned from this article.
1. 
2. 
3. 

7 List three questions you have about online job searching.
1. 
2. 
3. 
### List of Entry Level Jobs by Industry

<table>
<thead>
<tr>
<th>HOSPITALITY, RECREATION &amp; THE ARTS</th>
<th>TRANSPORTATION &amp; WAREHOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Cook/Prep Cook</td>
<td>Security Guard</td>
</tr>
<tr>
<td>Front Desk Clerk</td>
<td>Baggage Handler</td>
</tr>
<tr>
<td>Hotel Room Attendant</td>
<td>Bus Driver</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTHCARE</th>
<th>MANUFACTURING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health Aide</td>
<td>Assembler</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>Machinist</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>Sorter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>FOOD PRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Desk Support</td>
<td>Food Packaging</td>
</tr>
<tr>
<td>Computer Support/IT Support</td>
<td>Receiver</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION &amp; CHILDCARE</th>
<th>CONSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Worker</td>
<td>Laborer/Construction Laborer</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Handyman</td>
</tr>
<tr>
<td></td>
<td>Painter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY &amp; SOCIAL SERVICES</th>
<th>RETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach Worker</td>
<td>Sales Associate/Retail Sales Associate</td>
</tr>
<tr>
<td>Program Aide</td>
<td>Cashier</td>
</tr>
<tr>
<td>Barber</td>
<td>Stock Associate</td>
</tr>
</tbody>
</table>
Searching Job Sites

Review the Top Specialty Job Sites reading. Pick a website that sounds interesting to you. It can be a large search engine like Indeed or it can be one of the specialty websites listed. Using a smartphone, go to that website.

Which website did you pick?

__________________________________________________________________________

What did you see when you navigated there?

__________________________________________________________________________

Find a job that seems interesting to one or both of you. What is interesting about the job?

__________________________________________________________________________

__________________________________________________________________________

How did you find the job? Describe each step in your process

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What filters were available to narrow down the list of jobs?

__________________________________________________________________________

__________________________________________________________________________

How was your experience searching for a job on this site? Was the job easy to find? Did you have to click through a lot of steps? Describe your user experience.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
### Section 3

<table>
<thead>
<tr>
<th>What job position did you read about?</th>
<th>What are the job responsibilities?</th>
<th>What education and/or training are needed?</th>
<th>What is the salary? Describe any benefits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Teacher Reference Guide to Specialty Job Websites**

Use this guide with the *Searching Job Sites* activity. It includes screen captures and descriptions of the websites your students will be visiting. The guide is intended to help you become familiar with those sites and to assist you in helping students who are having trouble navigating the job websites that they have selected.

<table>
<thead>
<tr>
<th>Website</th>
<th>What is the first thing you see? How do you find the job postings?</th>
<th>Where was the Search feature? What does it look like?</th>
<th>What filters are available? How is the filter function used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indeed.com</td>
<td>The Search feature and a list of jobs</td>
<td>Boxes at the top of the screen that say, “What” and “Where.” You enter a job title in “What” Your current location is automatically filled in but you can change it.</td>
<td>Users can filter by distance by selecting the number of miles from the user’s home, by job status (full-time, part-time, etc.), and by experience level (entry level, mid level, etc.). Click on the Update box when you are done filtering.</td>
</tr>
</tbody>
</table>

Then click on the **Filter** button.

Users can filter by distance by selecting the number of miles from the user’s home, by job status (full-time, part-time, etc.), and by experience level (entry level, mid level, etc.). Click on the **Update** box when you are done filtering.
<table>
<thead>
<tr>
<th>Website</th>
<th>What is the first thing you see? How do you find the job postings?</th>
<th>Where was the Search feature? What does it look like?</th>
<th>What filters are available? How is the filter function used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>GoodFoodJobs.com</td>
<td>Icons for personal stories and blog posts. If you click on the icon for the number of jobs posted since 2010, you get a list of all job postings.</td>
<td>Red magnifying glass at the top of the screen.</td>
<td>Users can search by zip code and region as well as other categories. When you click on the search icon you get a choice for keywords. At the bottom of the screen is a red icon that says, “MORE FILTERS” If you click on that you can add your zip code or other geographic information.</td>
</tr>
<tr>
<td>Website</td>
<td>What is the first thing you see? How do you find the job postings?</td>
<td>Where was the Search feature? What does it look like?</td>
<td>What filters are available? How is the filter function used?</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Idealist.org</td>
<td>Idealist.org</td>
<td>White magnifying glass in blue band at top of screen.</td>
<td>Click on the box for <strong>MORE FILTERS</strong>.</td>
</tr>
</tbody>
</table>

Users can filter by areas of focus such as working with children, arts, agriculture, etc., as well as by location, selecting the number of miles from the user’s home. If you click on a filter, the choices appear at the bottom.
<table>
<thead>
<tr>
<th>Website</th>
<th>What is the first thing you see? How do you find the job postings?</th>
<th>Where was the Search feature? What does it look like?</th>
<th>What filters are available? How is the filter function used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snagajob.com</td>
<td>List of jobs and search box.</td>
<td>Box at the top of the screen that says, “What are you looking for? You can enter your location in the box under it that says, “City, state or postal code.” When you have finished click on the box Find Jobs.</td>
<td>Search results are listed. Click on the gray box that says, “FILTERS.” Users can filter by distance by selecting the number of miles from the user’s home, by job category (full-time, part-time, etc.), companies, cities and interests.</td>
</tr>
<tr>
<td>Website</td>
<td>What is the first thing you see? How do you find the job postings?</td>
<td>Where was the Search feature? What does it look like?</td>
<td>What filters are available? How is the filter function used?</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Dice.com</td>
<td>Search feature. The menu icon in the upper right corner categories like career exploration. Banner to download Dice app.</td>
<td>Box for job title or key words and box for location underneath. Click on the “Find Tech Jobs” button.</td>
<td>Once you conduct a search you will have the option of filtering by full-time, part-time, etc. There is also a filter icon which provides more options such as searching by location, company and whether you want to telecommute.</td>
</tr>
</tbody>
</table>
Exploring Civil Service

Students read an interview with a Civil Service employee and consider the benefits of public sector employment.

PREP

- Read the Interview with Kade Alvarez handout and become familiar with the typical benefits of being a public sector employee.
- Be prepared to discuss the following terms: public sector, public servant, civil service.

MATERIALS

- Interview with Kade Alvarez handout

EXPLAIN

1. The public sector plays a critical role in the day to day functioning of any city’s residents. We rely so much on public service workers, but what is it like to work in the public sector? Why might someone choose to work in the public sector? Distribute the Interview with Kade Alvarez handout.

2. In pairs, ask students to assign one person to be the interviewer and one person to be Kade Alvarez, the bus operator. Say: Read through the interview aloud, playing your part. Then read quietly on your own and annotate anything that catches your interest. Read it again and underline as many benefits of working in the public sector as Kade mentions.

3. When students are finished, ask them to share what advantages they found. Encourage students to paraphrase Kade’s responses when sharing with the class. Write their responses on the board as they share. If students miss one of the following benefits, mention them during the discussion:
   - job security/stability
   - on the job training
   - opportunities for advancement (formal promotion system)
   - decent pay and usually benefits
Interview with Kade Alvarez, Bus Operator for New York City Transit (NYCT) Metropolitan Transit Authority (MTA)

Composited by Hannah Son, based on interviews with NYCT employees

Photo: https://content.invisioncic.com/275801/post-1-133288581647.jpg

**Interviewer:** How did you get interested in working for New York City Transit (NYCT)?

**Kade:** After I got my GED in 2005, I was driving for a few different car service companies. It was flexible but also hard because a company would go out of business and then I’d have to find another company to work for, and then another—and no benefits. I was watching my father struggle with health issues with no insurance at the time, so I thought I better try for a job that included benefits.

**Interviewer:** So the NYCT meant benefits. Did you have any other reasons for joining?

**Kade:** Well, like I said, I was tired of losing my job because the companies I’d be driving for would fold through no fault of my own. I wanted something stable and I heard from a buddy that once you got hired by NYCT, it’s steady work.

**Interviewer:** How did you apply for the position?

**Kade:** I applied to be a bus operator back in 2010. I had to take a test first and wait for a pretty long time, to be honest, but once my name popped up on the eligibility list, I was able to start right away.
Interviewer: Were there any requirements besides the exam?
Kade: Yeah, you need to have a pretty clean NY driver's license for more than 3 years. You also need to get a Commercial Driver License Learner Permit before starting. I’d never driven a bus before [laughs], so I was a little worried about taking that big thing down crowded streets. But they gave me a lot of training and I felt ready to do my runs when the time came. The best part is I was getting paid my full rate while I was still training to get my Commercial Driver License!

Interviewer: That is a great perk! Not having to spend your own money to learn those new skills.
Kade: Exactly. But it’s not just that. There’s a lot of room for growth here. After working for a certain amount of time, you can get promoted to different positions. The process is almost the same as first getting hired—you have to sit for a promotion exam and get a top score.

Interviewer: And how are the benefits? You said getting health insurance was a major motivation for leaving the private sector and getting into civil service.
Kade: The benefits are great. I mean, I don’t get sick that often, but it takes a lot of pressure off knowing that if something bad happens to me, that I’ll be able to get the care I need without bankrupting myself or anyone in my family. Also, the salary is decent, especially if I do overtime. Believe it or not, I also get access to a pension, where both me and my employer pay money into an account that I can collect when I retire.

Interviewer: A rare thing, indeed. Any last words about working for the public sector?
Kade: Well, it’s nice to be part of something that makes New York City what it is. Everyone’s hustling, and as a bus operator, I’m getting people where they need go in a safe and timely manner. I take pride in that.
Finding a Job in Civil Service

Using the Transportation and Warehousing industry as an example, students learn to search for civil service positions and to navigate the civil service exam and application process.

**PREP**

- Browse New York City’s Department of Citywide Administrative Services (DCAS) website. Become familiar with how to navigate the site.
- Read the *Civil Service Jobs in Transportation and Warehousing* worksheet.
- Read the *Civil Service Exam* quiz.
- Be prepared to explain vocabulary terms: *infrastructure*, *internship*, *fellowship*.
- Write on the board:

  ```plaintext
  http://www1.nyc.gov
  http://www1.nyc.gov/jobs/get-started.page#cs
  ```

**MATERIALS**

- *Civil Service Jobs in Transportation and Warehousing* worksheet
- *Civil Service Exams: Note-taking Activity* graphic organizer
- *Civil Service Exam* quiz
- Optional: Extra paper for additional note-taking
- A computer lab is required for this lesson. One with an overhead projector is best.

**EXPLAIN**

1. In the last lesson, we learned about the benefits of working in the civil service/the public sector. Today we will look at how to search and apply to civil service jobs.

2. Ask students to open a browser on their computer, navigate to [http://www1.nyc.gov](http://www1.nyc.gov) and click on the **Jobs** tab. Ask them to scroll through the page, noting the various resources available. Then ask students to click on **Explore Careers**.
3 Ask: What are the three ways you can search for a job?

- By Interest, by Agency (organizations dedicated to handling different kinds of services, like Education or Housing, for example), or by Internships and Fellowships (programs that help people gain work experience in a desired field).
Today we are going to practice using the website by searching for civil service jobs in Transportation and Warehousing. There are lots of civil service jobs in Transportation and Warehousing, and you can use this site to look for jobs in other fields too.

Click on the **Search by Agency** button. Next click on **Transportation & Infrastructure** from the list of agency categories.

Scroll through the list of agencies related to the Transportation and Warehousing sector. Click on the **Department of Transportation (DOT)**. Browse through the job listings and choose one job that sounds interesting to you.
Distribute the *Civil Service Jobs in Transportation and Warehousing* worksheet. Complete the worksheet based on the job you chose. When finished, ask students to turn to a partner and share what they’ve learned.

If you were interested in applying for this particular job and you met the Job Qualifications, you could apply online. Ask students to navigate back to the page with their job description on the computer. You can apply by scrolling to the bottom of the page, clicking on the “Apply Now” button and following the prompts.

Refer now back to the worksheet, and raise your hand if your job is described as “Competitive.” Now raise your hand if your job is described as “Non-competitive.” Most civil service jobs are “competitive class” positions, which means applicants must take and pass a civil service exam before they are hired.

**What are some exams or tests you’ve taken, will take or have heard of?**

- Driver license test, Common Core tests, Regents, SAT, TASC, exams for math class, final exams in college, LSAT, MCAT, etc.

**Why do these tests exist?**

- To demonstrate your driving skills, to demonstrate your knowledge of various academic subjects, etc.

The civil service exams require applicants to show that they have the specific skills and abilities required for the job they are applying for. In addition to an applicant’s education, job experience and interview, the exam is a key part of the application process for most civil service jobs.

Ask students to navigate to [http://www1.nyc.gov/jobs/get-started.page#cs](http://www1.nyc.gov/jobs/get-started.page#cs) and scroll down to the four blue/green boxes. Ask students to briefly skim the boxes and describe what they think they are going to learn.

You’re now going to read the information in these four boxes carefully and take notes on a graphic organizer. We will then take a short quiz about the civil service exam. You will be able to use the notes you take while you read to help you on the quiz. Distribute the *Civil Service Exams: Note-taking Activity* graphic organizer. Ask students to read and explain the directions. Give students time to read and take notes.

When students are finished, ask them to compare their notes with a partner and add to them if necessary. Ask students to share some of the questions they have about civil services exams with the class. Ask students what steps they think they could take to find answers to these questions.
12 Distribute the *Civil Service Exam* quiz. When students are finished, go over the questions as a class, asking for students to share their answers and having a brief clarifying discussion about each one.

**OPTIONAL:** Direct students to the following sites for further reference.

- **Detailed description of the Civil Service System:**

- **Up-to-date schedule of exams:**
Civil Service Jobs in Transportation and Warehousing

Choose one job from the Department of Transportation (DOT) list and find the following information about your job of choice.

1. Business Title*: ____________________________
2. Civil Service Title*: ____________________________
3. Title Classification: ____________________________
4. Career Level: ____________________________
5. Salary Range: ____________________________
6. Re-state the Job Description in your own words:

7. Describe the Job Qualifications in your own words:

8. Describe the Preferred Skills in your own words:

9. Would you be interested in this job? Why or why not?
Civil Service Exams: Note-taking Activity

Use the graphic organizer below to take notes on the four steps to taking a civil service exam, as outlined on [http://www1.nyc.gov/jobs/get-started.page#cs](http://www1.nyc.gov/jobs/get-started.page#cs). Answer the prompt questions and include any other information you think is important under “additional notes.” Finally, write two questions you have about civil service exams.

<table>
<thead>
<tr>
<th>1. Learn about the exams</th>
<th>2. Check the calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many types of civil service exams are there?</td>
<td>Describe how job seekers can find out when civil service exams are given.</td>
</tr>
<tr>
<td>What are the differences between the exams?</td>
<td>Additional Notes:</td>
</tr>
<tr>
<td>What is a Notice of Examination? What does it do?</td>
<td></td>
</tr>
</tbody>
</table>

Additional Notes:
### Section 4.1

<table>
<thead>
<tr>
<th>3. Sign up</th>
<th>4. After the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how you sign up to take a civil service exam and when you sign up.</td>
<td>What does the city do when the exam is over?</td>
</tr>
</tbody>
</table>

What happens after you apply to take a civil service test?

How do city agencies use the “eligible to hire” list?

**Additional Notes:**

**Additional Notes:**

Two questions I have about civil service exams are:

1. ____________________________________________________________
2. ____________________________________________________________
Civil Service Quiz

Using only your notes, complete the questions below giving as much detail as possible.

1. What is the difference between open competitive exams and promotion exams?

2. What information is included in the Notice of Examination (NOE)?

3. Do agencies offer exams all year round or only every few years? Explain.

4. In most cases, when should an applicant apply to take a test?

5. Who and what are included in the City’s “eligible hire” list?

6. What happens when an agency has an opening and wants to hire a new employee?
Volunteering Pays Off

In the following lesson, students brainstorm ways to get a job, then read about volunteering as a pathway to employment and career opportunities and finally, respond to the text in writing.

MATERIALS

- Job application form picture
- *Proof that Volunteering Pays Off* article
- *Tips for Turning a Volunteer Job into a Full-time Job* article (optional)
- A computer with projector is helpful but not necessary

EXPLAIN

1. Project or distribute the Job Application form picture, and ask students: What are some good ways you know of to get a job? Have students discuss their responses.

2. Today, you are going to read about one way to get a job that most people don’t think about right away: volunteering.

3. Distribute the *Proof that Volunteering Pays Off* article and ask students to annotate important ideas, along with things that interest or surprise them, and any questions they might have. After reading and annotating, students should discuss the article with a partner, sharing their annotations.

4. When pairs are finished, discuss the article and students’ responses to it. Sample discussion questions could include:
   - What did the study say about volunteering? Was it surprising to you? Why or why not?
   - What are some reasons why volunteering can help people get a job? Can you think of any other reasons?
   - What are some things to think about before you get a volunteer job?
   - Are there any downsides to volunteering?
   - Would volunteering work as a strategy for you? Why or why not?
Have students complete and hand in a written reflection on the following questions. You may want to write them on the board.

- Do you think that volunteering would be a good path to a career for you? Why or why not?
- What kind of company or organization would you like to volunteer with? What kinds of skills would you want to practice or learn in your volunteer job?

If students would like more information, distribute Tips for Turning a Volunteer Job into a Full-Time Job article.
Discuss with a Partner

What are some good ways that you know of to get a job?
Proof That Volunteering Pays Off for Job Hunters

By Nancy Collamer

Adapted from http://www.forbes.com/sites/nextavenue/2013/06/24/proof-that-volunteering-pays-off-for-job-hunters/#3b383dbc3c6c

The Corporation for National and Community Service, a federal agency that promotes volunteerism, tracked more than 70,000 jobless people between 2002 and 2012 and found that those who volunteered had a 27% better chance of finding a job than those who didn’t.

Why Volunteering Can Help You Get Hired

One reason, according to the authors of the study “Volunteering as a Pathway to Employment”: acquiring skills or knowledge as a volunteer and then putting them to use may “demonstrate higher levels of capacity, potentially making the volunteer more attractive to and productive for employers.”

The report’s link between volunteering and getting a job was supported by a new study from the Center for Economic and Policy Research, a progressive think tank. The study—“Does it Pay to Volunteer?”—found that unemployed people who volunteered between 20 and 99 hours during the year were roughly 7% more likely to have found employment one year later compared to those who didn’t volunteer.
A Boost for the Long-Term Unemployed

While these results are important for all job seekers, they’re especially welcome news for the nation’s 4.4 million long-term unemployed (those out of work for at least six months); the average duration of unemployment for job seekers 55 and older is just over 13 months, according to AARP. That’s because the longer you’re unemployed, the weaker your social networks tend to be and the harder it then becomes to get a referral.

As a career coach, I’ve seen many examples of volunteering’s benefits for the unemployed, but even I was surprised by this research. I knew it was valuable for job seekers, but 27% more valuable? That’s impressive.

The Job-Search Technique with Maximum Impact

I can’t think of a single job-search strategy that’s been proven to have that much impact. There are numerous reasons why volunteering can be so beneficial to your job hunt, in addition to the one noted in the Corporation for National and Community Service’s report. Employers like to hire people who can demonstrate that they’re motivated and hard-working, even if they haven’t been getting paid for their efforts lately. Volunteering can also provide you with an insider’s advantage if the nonprofit has an opening for a paid position.

Two Big Benefits of Volunteering

But of all the many employment-related benefits of volunteering, I think two stand out most:

Volunteering helps lift job seekers’ spirits by making them feel needed and productive. That’s an important psychological benefit for people dealing with a prolonged job search. As I’ve written before, keeping a positive mindset is arguably the single most critical element of success for finding work.

I’ll never forget the time I spoke at a job-search support group and heard someone say: “I’ve been unemployed for a year and I’m feeling very discouraged. The one thing that has kept me sane is my volunteer job with EMS. I volunteer once a week and when I’m out in that ambulance, I’m just like everyone else. My services are needed and I’m able to make a difference. Seeing someone lying on a stretcher reminds me that my life isn’t so bad after all. I always feel better about myself after I volunteer.”

Volunteering lets you expand your network of contacts easily and effectively. Finding a job these days is all about networking. And when you volunteer, you gain access to people you might not otherwise meet, creating opportunities to develop positive relationships outside a traditional work environment. Those
contacts could be people who might ultimately hire you or who could refer you to others with job openings.

But as valuable as volunteering is, it’s important to remember that some types of unpaid work at nonprofits are better than others for securing your next paid job.

**Volunteer Work That Can Help You Most**

So before you sign up to volunteer, I’d like to offer three pointers:

1. **Find the right fit.**
   Many of us agree to help out because a friend asks and we feel obligated. But don’t volunteer by default. Seek out meaningful volunteer jobs that will provide you with new contacts, skills or expertise closely aligned with your professional goals.

2. **Treat your volunteer job like a paid job.**
   Even if you provide assistance for only a few hours each week, it’s important to demonstrate professionalism and a serious commitment.

   Look for opportunities to take on assignments with greater responsibilities, like leadership roles or board positions.

   Don’t forget to connect with your volunteer network on LinkedIn, just as you would with work colleagues and remember to incorporate your unpaid nonprofit duties into your LinkedIn profile and resume.

3. **Put the expertise and skills you have to use.**
   When you’re older and more mature, you have plenty of knowledge and talents to share, so take advantage of your age. Nonprofits are grateful when you can help them do things they either don’t know how to do or don’t have time to do, like project management, fundraising and strategic planning.

Taking on this type of work as a volunteer is a win-win strategy for all involved. The organization gets the benefit of your unique abilities and you’ll rack up new accomplishments to talk about during your next job interview, which just might lead to an offer.

*Nancy Collamer, M.S., is a career coach, speaker and author of Second-Act Careers: 50+ Ways to Profit From Your Passions During Semi-Retirement. Her website is MyLifestyleCareer.com; on Twitter she is @NancyCollamer.*
To fill time between jobs or explore other fields, many people are finding that a volunteer job—especially in the nonprofit sector—can sometimes lead to permanent, salaried employment.

“People think the only way to land a full-time position is through traditional means,” says Becky Lunders, president of teamWorks, a leadership development consulting firm in Rohnert Park, California. “The truth is that especially in the world of nonprofits, there are many other avenues one can take.”

Perhaps nobody knows this better than Barbara Abbott of San Francisco. After being out of the workforce for nearly a decade caring for her children, Abbott decided in 2007 to get involved again.

But rather than look for a full-time corporate management job like she had before, she changed careers and took a volunteer position in the development office of the San Francisco Food Bank. There, she created a database of donors and organized a special project relating to local adopt-a-pantry efforts. In March 2008, when a full-time position opened to lead the nonprofit’s food resources initiatives, Abbott’s experiences made her a perfect fit.

“The first day I volunteered here, I never thought I’d end up with a full-time job,” she says. “Looking back, though, it seems that was a sensible way to make an impression and get in.”
Patience and Professionalism
While Abbott moved from volunteer work to full-time within 18 months, it can take others much longer to make the switch.

“Be patient,” says Lunders, who advises volunteers on how to parlay their volunteer work experience into full-time jobs. “Every organization is different, and even if they want to hire you on the spot, they may not be able to do so until money in the budget opens up.”

Lunders tells volunteers to make themselves invaluable by taking on enough responsibility for higher-ups to notice. Plus, she says volunteers should give their unpaid job the same level of respect they’d give a paying gig.

Nancy Delaney, community engagement manager for Boston-based Oxfam America, learned this firsthand: She volunteered for two years before being hired full-time 11 years ago. Early in her volunteer career, Delaney pitched in with everything, including filing, data entry, cold calling and handling donor relations.

Over time, her bosses began tossing more responsibilities her way. After a year or so, she says she stopped feeling like a volunteer.

“People started seeing me as more than just a competent resource and really depended on me to get things done,” she says. “I wasn’t doing it on purpose, but by helping out in so many different ways, I actually made myself indispensable.”

The volunteer experience also gave Delaney insight into what full-time employment at Oxfam entailed, so that when she came aboard full-time, there was virtually no learning curve.

Potential Pitfalls
Volunteer work with a nonprofit isn’t always a one-way ticket to full-time employment.

One of the biggest reasons so many volunteers aren’t considered for full-time work is ego, says Lunders, who also advises nonprofits on how to groom volunteers into paying leadership roles.

“When a volunteer comes in and purposely tries to overshadow staff people—almost tries to position themselves as the one who knows everything—that’s not good,” she says. “It’s important for volunteers to know their place, operate within the system and understand precisely what is and is not appropriate.”
Grumbling about the financial realities of volunteering could also disqualify volunteers from being considered for a full-time job.

By nature, volunteer jobs don’t pay (though some offer nonmonetary perks). Delaney says if you agree to volunteer at a nonprofit, it’s a good idea to keep quiet about the cash situation until you’re in a position that pays.

“Finances are a sensitive subject for a lot of people,” she says. “If you’re the kind of person who needs to earn money from the beginning, maybe taking the volunteer route isn’t for you.”

It’s critical to volunteer for organizations whose core set of values you share. The San Francisco Food Bank was ideal for Abbott, because she had always strived to help feed the hungry in her hometown.

Prospective volunteers should also find out precisely what sort of tasks their responsibilities would entail, and then ask themselves if they would be comfortable doing these sorts of activities in the short-term for long-term gain, Abbott says.

“This strategy definitely isn’t one-size-fits-all,” she says. “But when it works, it’s great.”

**Go from Volunteer to Employee**

Volunteering is a great way to get yourself considered for full-time employment. Here are three tips about how to do it right:

- **Work Hard:**
  The only way higher-ups will consider moving you from volunteer work to full-time employment is if they see they can’t live without you.

- **Be Serious:**
  Taking pride in your work goes a long way. When it comes time to hire new workers, those same people will remember your professionalism.

- **Be Up Front:**
  If your goal is full-time work, tell your boss. Armed with this knowledge, she might fast-track you to a paid position.
Internships, Field Placements, Service Work Programs and Apprenticeships

Using the Community and Social Services sector as an example, students employ a jigsaw reading strategy to learn about internships, field placements, service work programs and apprenticeships. In a jigsaw reading activity each group reads about one type of placement, then students from each group come together to pool their knowledge into an understanding of the whole. In groups, they answer questions about the whole reading, relying on one another’s understanding. Then the class will discuss the similarities and differences between the different opportunities and consider how one might choose the right opportunity for them.

PREP

- Be prepared to discuss vocabulary: internship, apprenticeship, field placement
- My Talking Points handouts cut in half

MATERIALS

- My Talking Points handouts
- Internships in Community and Social Services handout
- Apprenticeships in Community Services handout
- Field Education in Social Work handout
- Americorps and CUNY Service Corp handout*
- Internships, Apprenticeships, Service Work and Field Placements in CSS worksheet

EXPLAIN

1. We are going to be reading about internships, service work programs, field placements and apprenticeships in the Community and Social Services sector as an example. As we’ll learn, field placements are particular to the field of Social Work, however, many different sectors have internships, service work programs and apprenticeships. While reading, think about how internships and apprenticeships can apply to other sectors.
Many people with lifelong careers in Community and Social Services began by volunteering or landing an internship with a community organization or city agency. **How do you think an internship is different from a volunteer job?** (It’s ok if they don’t know.)

› **An intern is someone explicitly hired to be developed into a worker in the industry. There are significant expectations placed upon interns and they generally receive guidance from an experienced worker.**

2 Since working in Community and Social Services requires a passion for helping people, internships can be an important step in gaining experience and discovering if the industry is right for you. These opportunities can act as a bridge into fulfilling careers, and there are many different kinds of internship opportunities for those who are learning about the CSS field and trying to gain experience. Today we’re going to learn about a few different kinds of opportunities and talk about how someone might choose the right opportunity for them. Even if you are not interested in a career in Community and Social Services, internship and apprenticeship opportunities are often available and valued in many different careers and industries.

3 Divide students into four groups and distribute one of the four handouts (readings) and a **Talking Points** handout to each group.

4 Your group is going to learn about one kind of career opportunity common in the Community and Social Services industry, either internships, service work programs, field education or apprenticeships. Then you will join another group to teach them about what you learned. You’ll need to take notes about what you’ve read and discussed with your group, so that you can feel comfortable talking about what you learned to classmates outside of your first group. You can use the worksheet to write down talking points that will help you remember what you want to share about your new knowledge.

5 Talking points are usually written as key words, short phrases or a sentence that will help you remember an idea you want to talk about. You may take more thorough notes on a separate piece of paper, but then summarize those notes into talking points. Talking points are helpful when you have to give a presentation. If you write very detailed notes, you might get confused while presenting or it might appear that you are reading from a script. Talking points are a tool that can help you remember the main points you want to talk about.
First you’ll read and annotate the article, then discuss it as a group. What kinds of things are you going to want to discuss with your group?

- The main idea, what's important, new terms, information that might be useful to students, anything surprising or interesting, any questions you might have.

Give students time to read, discuss, and write their talking points.

When students are finished, divide them into new groups that include one member from each original group. Ask each new member of the group to take turns teaching each other about what they learned in their original group using their talking points. Groups should feel free to discuss the new information with each other and ask each other questions.

Distribute Internships, Apprenticeships, Service Work and Field Placements in CSS worksheet. Ask groups to complete it, working together and drawing on each other's knowledge.

When students are finished, have a brief discussion about why someone might choose a volunteer or internship opportunity as opposed to applying for a permanent position right away.
MY TALKING POINTS

•
•
•
•
•
•
•
•
•
•
•
Internships

Adapted from https://www.thebalance.com/what-is-an-internship-1986729

An internship is an opportunity offered by employers, both in the non-profit and for-profit sectors, usually to students or recent graduates interested in an industry. An intern works at the company for a fixed period of time, usually three to six months.

Some students will have a part-time internship, where they work at the company or organization for just a few days or hours a week. Others will have full-time internships, meaning they work the same hours as the company’s full-time employees.

Internships can be any time of the year, including over the summer and during the school year.

**Why Are Internships Important?**
Internships offer students and recent graduates a hands-on opportunity to work in their desired field. They learn how their course of study applies to the real world and build valuable experience that makes them stronger candidates for jobs after graduation.

An internship can be an excellent way to “try out” a certain career. For instance, you may think you want a fast-paced job in advertising after college, but after an internship, you may find that it’s not for you; that’s valuable insight that will help you choose your career path.

In some colleges, internships also count towards course credit. This is dependent on your individual school’s requirements, but usually a three-month long internship counts as a full course credit.

**Who Can Be an Intern?**
Interns are often college or graduate students or recent graduates of degree programs. While interns are usually older students, like juniors or seniors, freshman and sophomores can seek out internships as well. Having several internships while in college can be very impressive to potential employers. People who are not students or recent graduates can also be interns, though this is less common. Someone who has been working for awhile but wants to start working in a new industry could benefit from the experience an internship can provide.

**What Do Interns Do?**
The daily tasks of an intern can vary widely, even within the same industry. It is largely
dependent on the organization itself. In some internships, you may do mainly administrative tasks or run errands. But in others, you will be an important part of team, making substantial contributions.

**Will I Be Paid?**

Unpaid internships are common, but there are plenty of paid internships too. Whether or not you will get a wage depends on your industry and role. For instance, editorial interns are rarely paid, while engineering students almost always are. Paid internships typically pay a lower wage than a permanent position with the same company. If you can afford it, an unpaid internship can still be an extremely beneficial experience. You can get serious work experience, build a portfolio and establish a network of professional contacts which can help you advance along your career path.

**Will I Be Offered a Job?**

Some companies do extend full-time job offers to interns, though this is not guaranteed and is the exception rather than the norm. To better your chances of this happening, be proactive in your work, pay attention to detail, be willing to listen and take criticism and volunteer for special projects. Positioning yourself as a hardworking, reliable worker puts you in good standing for consideration. If the organization is not hiring at the time your internship ends, do not be disappointed or think it’s a reflection of your work. It’s often simply a budgeting issue, especially in the nonprofit world where organizations rely on grant money to operate. You can still probably count on them for a glowing reference, which you can leverage when applying for jobs later on.

**Internships in Community and Social Services**

Many people with lifelong careers in Community and Social Services got their start through volunteering or through an internship with an organization in their city or community. Many community-based organizations (CBOs) hire interns who are interested in becoming Community Organizers, Human Service Workers, Recreation Specialists, and many other positions within the field.

**Civil Service Internships**

New York City and many other cities offer internship programs in various fields including many in Community and Social Services. Interns work with city agencies or in a CBO the city has established a partnership with. Some examples of internship programs through the City of New York are Civic Corps, The NYC Service Fellowship, and City Service Corps. Some civil service internships require applicants to be currently attending college or have recently graduated, while others are open to all applicants with a high school diploma or HSE diploma. Each internship has its own unique application requirements. Visit [www1.nyc.gov/jobs](http://www1.nyc.gov/jobs) to learn more about internship opportunities through the city.
Field Education in Social Work

Adapted from https://socialworklicensemap.com/social-work-internships/ and https://sowkweb.usc.edu/master-of-social-work/msw-degree/field-education

Real-World Experience
In order to become a licensed social worker, you must complete a Masters of Social Work (MSW) degree program at an accredited college or university and fulfill certain requirements of their state’s social work licensing board. All MSW programs require students to complete part of their education working a kind of internship called field education or a field placement for which they receive college credit. Field education is an integral part of any MSW degree program, providing students the opportunity to apply what they learn in the classroom and work with real-life clients under the supervision of an experienced social worker. Community agencies and other work environments act as learning laboratories, giving students valuable exposure to the full range of functions, responsibilities, challenges and opportunities today’s social workers experience. Interning within an agency allows students to observe and participate in providing direct services to clients using different methods of intervention and assessing, developing and evaluating services that address the needs of a community. While these placements build on previous life and work experience, the goal is to help students develop new areas of professional competence.

MSW programs require students to complete their social work field placement within their local community, and MSW programs work to place students with suitable agencies. Typical field placement settings include social service organizations, government agencies, hospitals, schools and businesses that focus on human services. Working under the guidance of professional social workers, interns gain hands-on experience in case management, assessment, evaluation and treatment of clients. Students may also be given the opportunity to develop and evaluate services that address the needs of the community.

While many field placements in social work are unpaid, some offer stipends or a small salary. MSW programs provide two types of field education experiences: In the first year, students complete an internship that provides general orientation to the profession; during the second year, students complete an experience that focuses on a subject matter or audience specific to their interest and study.

If you’re considering earning an MSW, remember that social work field education is a required component for accredited master’s programs, and MSW programs are responsible for placing students in internships. Only choose an MSW program that fully supports field education as a keystone of the curriculum and recognizes field education as an important tool for preparing you to become an advanced professional social worker.
Apprenticeships in Community Services


What is Apprenticeship?
An apprenticeship is a combination of on-the-job training and instruction. Someone who is new to a field (the apprentice) learns the skills needed for the job. Apprentices are trained by master craftsmen, who are experts in their field. They share their skills and knowledge to help the apprentice become an expert too. An apprenticeship is also a school. Apprenticeships include classroom lessons to make sure the apprentice masters all aspects of the job. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

Apprenticeships can be a valuable part of preparation for many vocational careers that require hands-on experience at a skilled trade, such as carpenters, electricians, and various careers in manufacturing, among many others. One such skilled trade career in the community service sector is hair styling and cosmetology. An apprenticeship should be part of any hair or cosmetology school education as students need to be able to see skills performed in a professional setting and mentorship is important when working with actual clients.

The Benefits of a Hair or Cosmetology Apprenticeship
Hair and cosmetology apprenticeships differ, depending on the apprenticeship location. Most people who go through an apprenticeship will start by simply observing professionals at work. Apprentices may help with certain aspects of the business, like front desk or reception duties, and will assist salon professionals as needed.

Hair and cosmetology apprenticeships are an extremely hands-on approach to learning. Students are completely immersed in the field from day one rather than mixing hands-on training with classroom work, as they would if attending a cosmetology school. Students at a general cosmetology school often have to
log time on classroom education and reading before progressing to a level in which they are working or helping in a salon. On the other hand, a cosmetology apprentice who doesn't have access to the classroom and cosmetology theory education will likely need to obtain study materials and work through traditional textbooks on their own time to help prepare for the cosmetology license exam.

**Apprenticeships and Cosmetology School**

Many cosmetology schools require some form of hair or cosmetology apprenticeship before graduation, since it is so important to have hands-on education before entering the field. Students who receive a full cosmetology education before becoming apprentices often have an advantage since their studies have already provided them with a baseline of knowledge that they can utilize in a professional setting. On the other hand, people who choose a hands-on apprenticeship from day one, will likely receive more on-the-job training than someone who has an apprenticeship as part of a cosmetology course. Depending on your style of learning (do you learn better jumping right into something or studying it first?) and your ability to study for the licensing exam on your own time without it being required by a course or instructor, one or the other might be a better fit for you.

**Cosmetology Apprenticeship Fees**

The cost of becoming a cosmetology apprentice will vary depending on the state and salon in which you enroll in the apprenticeship program. Typically, the cosmetology apprentice will pay for their own salon tools and educational materials. Depending on their duties and responsibilities, the apprentice can actually be considered a full-time salon employee and earn a wage for their services.

**State Cosmetology Apprenticeship Requirements**

Different states have different apprenticeship requirements based on their state cosmetology boards and vary with regards to time, length and hours. For example, while some states only require one year of apprenticeship and 1,500 hours to take the exam, others require 1.5–2 years and upward of 3,000 hours to do the same. This information can be found by researching your state's cosmetology license requirements online.

**Finding an Apprenticeship**

The most challenging part of becoming a cosmetology apprentice is usually finding an apprenticeship. When you contact your state's cosmetology board, ask them about potential cosmetology or hair apprenticeships. Many will have a list of professional salons and individuals who are willing to supervise apprentices.
AmeriCorps and CUNY Service Corps*

Adapted from https://en.wikipedia.org/wiki/AmeriCorps
http://www.nationalservice.gov/programs/americorps;
http://www1.cuny.edu/sites/servicecorps/

AmeriCorps
AmeriCorps is a volunteer public service work program with the goal of “helping others and meeting critical needs in the community.” AmeriCorp members commit to full-time or part-time positions offered by a network of nonprofit community organizations and public agencies, to fulfill assignments in the fields of education, public safety, health care, and environmental protection.

The program first became operational in 1994 and has expanded over time, with over 80,000 members participating annually as of 2012. Members may be provided modest financial compensation in the form of cost-of-living allowances, student loan deferment, Public Service Loan Forgiveness, and the Americorps Education Award which may be used to pay for college or graduate studies or to pay off existing student loans. Other benefits include professional skill development and work experience. An internal study found that participation in AmeriCorps strengthened attitudes about helping others, making members more likely to choose careers in public service.

AmeriCorps members can choose to join one of three different AmeriCorps programs depending on which area of focus they’d like to work on, for example, community education, alleviating poverty, or providing aid after natural disasters. AmeriCorps members can apply for positions in their own community and in other areas of the country.

CUNY Service Corps*
In 2013, in response to neighborhood needs that came to light after Hurricane Sandy, CUNY launched a Service Corps focused on providing students with paid work experience in civic-oriented jobs in community-based organizations.

Photo: www.nationalservice.gov
(CBOs) and government agencies while providing city organizations and residents with needed support. The CUNY Service Corps mobilizes CUNY students, faculty and staff to work on projects that improve the short and long-term civic, economic and environmental sustainability of New York City.

The program’s innovative model, with goals of promoting civic responsibility among CUNY students while also preparing them for career success, enhances students’ service experiences with pre-service training and a monthly support program. Service placements last twenty-four weeks over the Fall and Spring semesters. Members work 12 hours per week over the program year. Corps members are paid $12/hour, and in some instances earn college credit.

The Service Corps prioritizes student development. Students in the program benefit from one-on-one advisement from their campus-based managers, peer-to-peer support from other Corps members, as well as participation in a pre-service and monthly training series and special program events.

The program is organized around themes that represent both opportunity and need. These are:

- A Healthier City
- A More Resilient and Greener City
- A Better Educated City
- An Economically Stronger City
Internships, Apprenticeships, Service Work and Field Placements in CSS

Work together as a group, drawing on each group member’s knowledge, to complete the following questions about internships, apprenticeships, service work programs and field placements in the CSS sector.

1. What are the benefits of internships? In other words, why might someone choose to do an internship over trying to find permanent employment right away?

2. Why might someone not want to do an internship? Are there any drawbacks?

3. Who is required to do a field placement and why is it required?

4. How does someone get a field placement? Do they have to apply for it like an internship or apprenticeship?

5. What kinds of careers typically have apprenticeship programs? Can you think of an example of a career that might have an apprenticeship program that isn’t listed in the article? Why do you think this career specifically might have apprenticeship opportunities?

6. What are the benefits of an apprenticeship program?
7. Who should consider participating in a service work program? Why might it benefit them?

8. What are the differences between internships and apprenticeships?

9. What are the differences between an apprenticeship and a field placement?

10. How are service work programs like Americorp different from an apprenticeship? How are they similar?

11. How does CUNY Service Corps work to help the residents of New York City?

12. What should someone considering a service work program consider before signing up?

13. What do internships, apprenticeships, service work programs and field placements all have in common?

14. What are some steps a person could take to find out if internships, apprenticeships or field education is right for their desired career path?
Language to Leverage Your Personal Experience

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

PREP

- Be prepared to define “soft skills.”

MATERIALS

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

EXPLAIN

Different industries require different levels of education, training or experience. Some require degrees, certificates or licenses. But, regardless of the formal credentials required, all employers want employees who have “soft skills” or the workplace skills that allow them to be successful in working with others and accomplishing their jobs.

What do you think are some examples of these workplace skills?

- Communication, teamwork, being friendly and welcoming, listening, being dependable, completing tasks, being on time, time management, being organized, etc.

Each industry has a set of workplace skills that are particularly important. Let’s look at two industries: Hospitality, Recreation & the Arts and Manufacturing.

What workplace skills do you think are the most important in Manufacturing?

- Dependability, following instructions, teamwork, punctuality.

What workplace skills do you think are the most important in Hospitality?

- Communication, being a “people person,” positive attitude, being welcoming, listening skills, etc.
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.

Distribute *Key Terms for Resumes, Cover Letters and Interviews*, and ask students to work on Parts I and II in pairs.

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.

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 Machine Repair Technician.

Meaning of the word: __________________________________________________________

2 Benefit
It’s taken me many years writing stories and articles about other people to realize that sharing the story of my struggle with domestic violence can be a benefit to magazine readers who might be going through the same thing.

Meaning of the word: __________________________________________________________

3 Identify
Working in hotels for a number of years, I’ve learned that it’s not good to try to identify with guests too much when they are frustrated or have an issue with any of our accommodations or services because then I might assume that I know what they need based on my own experiences. Often they need something very different than I might if I were a guest in the same situation.

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 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 as a foster youth who was moved between multiple homes growing up was incredibly hard and painful, but it also taught me how to be independent, a self-starter, and resourceful and creative when solving problems.
Meaning of the word: ________________________

Perceive
As a person over the age of 60 re-entering the workforce, I highlight my computer skills on my resume, since some people perceive older workers as not being very good at computers.

Meaning of the word: ________________________

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 and all the hard work I’ve put in.

Meaning of the word: ________________________

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: ________________________

Challenge
Just because I consider myself a people person, does not mean that I always feel like providing “service with a smile” is easy. Some days staying positive in all my interactions with customers as a host in a restaurant can be a challenge.

Meaning of the word: ________________________

Empathize
As a Certified Alcohol and Substance Abuse Counselor, 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 underlined 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 a challenge 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 were perceived 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. Imagine you are a writer interviewing a person who is recovering from a traumatic event, the death of a child or escaping domestic violence. Describe how you can empathize with them even if you have not experienced the same thing.
# 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 asset to many New York job-seekers.</td>
</tr>
<tr>
<td>Benefit</td>
<td>A good or helpful result of something.</td>
<td>The NYCID benefits 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 identify 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 overcome their fear of speaking to people they don’t already know.</td>
</tr>
<tr>
<td>Experience</td>
<td>To go through something (verb), an event or period in which something specific occurs (noun).</td>
<td>Speaking about experiences 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 perceived 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 validate 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 recover from 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 challenge 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 empathize 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

Students choose an industry and read a selection of three help wanted ads for a job within that industry. Some of the ads are very detailed; others are not. Students 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 (Manufacturing)
  - Substance Abuse Counselor (Community & Social Services)
  - Front Desk Agent (Hospitality, Recreation & the Arts)
  - Technology Sales Representative (Technology)

MATERIALS

- Selected Job Ads for Quality Control Technician
- Selected Job Ads for Substance Abuse Counselor
- Selected Job Ads for Front Desk Agent
- Selected Job Ads for Technology Sales Representative
- Job Ad Information Checklist worksheet (Manufacturing)
- Job Ad Information Checklist worksheet (Community & Social Services)
- Job Ad Information Checklist worksheet (Hospitality, Recreation & the Arts)
- Job Ad Information Checklist worksheet (Technology)
- Paraphrasing and Inferring Help Wanted Ads worksheet
- Job Applicant Profiles handout (Manufacturing)
- Job Applicant Profiles handout (Community & Social Services)
- Job Applicant Profiles handout (Hospitality, Recreation & the Arts)
- Job Applicant Profiles handout (Technology)

*RAENs will provide regional adaptations.
EXPLAIN

1 There are many ways that people 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 We have sample help wanted ads for four very different jobs in different sectors. Write the following list on the board and read it to the class. 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.

   MANUFACTURING: Quality Control Technician
   COMMUNITY & SOCIAL SERVICES: Substance Abuse Counselor
   HOSPITALITY, RECREATION & THE ARTS: Front Desk Agent
   TECHNOLOGY: Technology Sales Representative

Survey the class to determine which job they are interested in reading about. Divide the students into groups of three according to the jobs that they have selected.

3 Distribute the Selected Job Ads handout for the sector they selected to each group and ask students to read the job ads from the three companies in their sector, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad in Manufacturing 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 When students are finished, 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 the one you researched?
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
CASAC COUNSELOR

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

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

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

Salary:
$36,250.00 / year

Required education:
Associate

Required experience:
Substance use disorder: 1 year

Required license or certification:
Valid CASAC Certificate
SUBSTANCE ABUSE COUNSELOR (FULL CASAC)

CAMELOT OF STATEN ISLAND, INC.
STATEN ISLAND, NY

POSITION SUMMARY:

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

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

Qualifications/Experience:

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

Job Type: Full-time

Required education: High school or equivalent

Required license or certification: CASAC (NOT Casac-trainee)
SUBSTANCE ABUSE COUNSELOR—Westchester County Location

SAMARITAN VILLAGE
QUEENS, NY

LOCATION: Westchester Co-Location

JOB DESCRIPTION:

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

Specific Duties and Responsibilities:

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

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

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

Job Requirements:

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

Minimum Qualifications:

• High School Diploma or GED, required.
• CASAC with three years’ experience in chemical dependency or human services, required.
• Must be Microsoft Office proficient.
• Must have valid NYS Driver’s License.
• Must be willing to conduct home/field visits.
FRONT DESK AGENT

MIDTOWN HOTEL
NEW YORK, NY 10019

The Front Desk assumes a pivotal role in every logistical operation relating directly and indirectly to overall guest satisfaction and the ultimate success of the hotel.

Responsible for greeting guests, check-in and check-out, reservations and concierge services.

Requirements:
- Kind and intelligent demeanor.
- Knowledge of Opera is a plus
- Comprehensive knowledge of New York

Salary:
- n/a

Required education:
- HS Diploma

Required experience:
- Hotel Experience: 1 year

Required license or certification:
- None
FRONT DESK AGENT

THE MARK
NEW YORK, NY

POSITION SUMMARY:

As Front Desk Agent, you will provide reception services for Guests to contribute to an overall exceptional experience from check-in through check-out and complete audits, as required. A Front Desk Agent contributes to the first impressions of our guests and, therefore, must perform the following tasks to the highest standards.

Responsibilities:

• Achieve positive outcomes from Guest queries in a timely and efficient manner
• Ensure that both the Front Office Manager and Reception Supervisors are kept fully aware of any relevant feedback from guests and, or, other departments
• Demonstrate a high level of customer service at all times
• Use the correct procedures regarding the acceptance of foreign currencies, credit cards and cash in accordance with the hotel credit policy
• Assist other departments, as necessary
• Assist guests regarding hotel facilities in an informative and helpful way
• Other duties as assigned

Qualifications:

• Must be flexible, reliable and committed- Attendance for scheduled shifts is crucial
• An eye for details and willingness to follow directions are important
• Ability to work as part of a team
• Delivering great customer service and troubleshooting
• Weekend availability is required
• Standing for long periods.

Preferences:

• Multiple languages are a plus
• Previous Hotel experience

Job Type: Full-time (hourly)

Required education: High school or equivalent

Required license or certification: None
FRONT DESK AGENT

DAVINCI HOTEL
NEW YORK, NY

JOB DESCRIPTION:

We are a small European boutique style hotel located in midtown Manhattan looking for a front desk associate. Our turnover rate is small therefore we are looking for a dependable individual willing to go that extra step in maintaining our hotel quality. Long Term Applicants only.

Responsibilities include for hotel clerk position, but not limited to, answering phones, making reservations, night auditing, breakfast set up, helping guests and maintaining hotel needs. Training will be required, therefore experience will not be necessary however, if you have please state. Bilingual is a plus. Must be available to work holidays.

Looking for a steady individual who will be responsible and dependable for their shift hours and duties, someone who calls out will not work.

*** Shift time is as followed and will need someone who can work overnight and day shifts:

- Overnight Shift 12 am–8 am
- Morning Shift 8 am–4 pm
- Evening shift 4 pm–12 am (midnight)

*** Please write in the subject “Night time shift, OK” also please do not send resumes as attachments as they will not be opened.

Job Type: Full-time
Salary: $11.00 to $14.00 /hour
Required education: High school or equivalent
Required language: English
Selected Job Ads for Tech Retail Salesperson*

HELP DESK TECHNICIAN AT NOOR ASSOCIATES
New York, NY

About the Job
Our Client, a top tier law firm, is seeking a Help Desk Technician for their New York Office to provide hardware and software technical assistance to the Firm’s users.

Our client is looking for a candidate who has experience with:
• Troubleshooting
• Providing phone support or deskside support if needed
• Supporting and providing general assistance to senior technical staff.
• Working with Microsoft Windows desktop environment,
• Repairing Computer desktop and laptop hardware
• Working with Microsoft Office 2010 with particularly strong working knowledge of Outlook and Word, Adobe Acrobat
• Smartphones and all mobile devices
• Printer repair
• Legal specific software such Filesite, Worksite is a plus.
• Law firm or professional service firm background a plus.

Requirements
• Needs to have strong interpersonal skills as well as good aptitude to learn new tasks quickly.
• Bachelor’s degree

Job type
Full Time, Employee
HELP DESK TECHNICIAN AT YORKVILLE STAFFING, LTD
Manhattan, NY 10019

About the Job

HELP DESK TECHNICIAN—NEW YORK OFFICE

The Help Desk Technician will provide hardware and software technical assistance to the firm’s users. They will troubleshoot, support and provide general assistance to senior technical staff. You should have experience with Microsoft Windows desktop environment, computer desktop and laptop hardware repair and knowledge, Microsoft Office 2010 with particularly strong knowledge of Outlook and Word, Adobe Acrobat, smartphones and all mobile devices. Legal specific software such as Filesite and Worksite is a plus. Applicant needs to have strong interpersonal skills as well as good aptitude to learn new tasks quickly. Law firm background is a plus.

Job type

Full Time, Employee
MichaelPage: HELP DESK ANALYST—LEVEL 1

Location: New York, NY  
Date Posted: 10/31/2016

Company: Page Group New York  
Reference: 1216055_1477952 584

Job Type: Full Time, Employee  
Contact: Paul Gaughan

You will be amenable to working nights and weekends and be on call on a rotating, non-regular schedule. You will be a responsible self-starter, extremely organized, have excellent people skills, and be completely committed to the well-being of technology infrastructure.

Client Details
Not for profit.

Description
• Comprehensive desktop support for standard office productivity and other proprietary applications
• Active Directory support, account creation and maintenance
• Exchange account management, suspension and deactivation
• Track and respond to user queries
• Maintain and update SharePoint helpdesk system
• Enforcing desktop security protocols
• Deploying new workstations and laptops
• User account management for application and phone systems
• Basic LAN troubleshooting
• Mobile device management

Profile
• Comprehensive desktop support for standard office productivity and other proprietary applications
• Active Directory support, account creation and maintenance
• Exchange account management, suspension and deactivation
• Track and respond to user queries
• Maintain and update SharePoint helpdesk system
• Enforcing desktop security protocols
• Deploying new workstations and laptops
• User account management for application and phone systems
• Basic LAN troubleshooting
• Mobile device management

Job Offer
• PTO bank of 23 days, 10 paid holidays and 2 summer Fridays.
• A strong belief in work-life balance.
• Competitive salary plus incentive compensation plan.
• Rich benefits package—EG contributes 82-90% to medical and dental premiums, 100% employer-paid LTD, STD
Job Ad Information Checklist* (Manufacturing)

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>
</tbody>
</table>
Ad Information Checklist* (Community & Social Services)

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>AREBA*</th>
<th>Camelot*</th>
<th>Samaritan Village*</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>
</tbody>
</table>
Ad Information Checklist (Hospitality, Recreation & the Arts)

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

<table>
<thead>
<tr>
<th>Job Information</th>
<th>Midtown*</th>
<th>The Mark*</th>
<th>DaVinci*</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>
</tbody>
</table>
## Ad Information Checklist* (Technology)

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>Noor Associates*</th>
<th>Yorkville Staffing*</th>
<th>Michael Page*</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>
</tbody>
</table>
Paraphrasing and Inferring Help Wanted Ads*

Write in the names of the three companies you read about in the Employer column—one company in each of the three columns. 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>A. Company #1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Company #2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Company #3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Job Applicant Profiles (Manufacturing)

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.
Job Applicant Profiles (Community & Social Services)

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

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

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

**ROSIE** recently graduated from John Adams High School in Queens, NY. She wants to start working in the Hospitality industry, and is looking for a job where she can grow and learn about the inner workings of a hotel. As a first-generation American, Rosie believes her ability to flow between cultures and speak two languages will be a great asset to any hotel. She currently lives with her family and plans to stay there, giving her the flexibility to work her way up in the industry.

**ALI** loves to travel, and is passionate about making others’ travel experiences as enjoyable as possible. He moved to New York just a few years ago, but made it his mission to learn as much about his new city as possible. He’s now an encyclopedia of fun New York facts. By far, his favorite part of the city is the amazing access to live music, particularly opera. Ali has worked in hotels in a few different countries. He’s hoping to use his experience here in New York at one of the city’s many fancy hotels.

**CYNTHIA** is 31 years old. She has an Associate’s Degree in Hospitality Management from City Tech in New York. She is tired of the job-hopping she did early in her career, and is looking for a position she can settle into for a while. She previously worked as a Front Desk Associate at another hotel in town, and wants to find a similar position but with better pay. She believes her ability to speak English, French and Spanish will be a huge asset to her new employer, and will help her reach her long-term goal of one day running her own hotel.
Job Applicant Profiles* (Technology)

**ROSIE** is a student at York College in Queens, NY*, studying to become a paralegal. She is 34 years old and has two school-aged children. Before she started college, she worked as a cashier, then a manager, in a clothing store. As a manager, she supervised a staff of five salespeople, training them on the cash register, store policies and timekeeping systems. She now works part-time in the student computer lab, managing the flow of student users and providing assistance to them, troubleshooting issues with logins, printing and accessing software.

**ALI** is 20 years old and lives with his mother and brother in the Bronx, NY*. He currently works at a small computer repair business in his neighborhood. He assists the owner of the business by organizing supplies, taking calls in which customers describe their computer problems, and processing payments. He also accompanies the owner on calls where they go to a home or business and the owner repairs the computer problems. Ali is very interested in how computers work, and how to make them work when they don’t, so when he gets to go out in the field, he observes closely to learn as much as he can. When there is down time at work, he experiments with the computer parts in the office. He doesn’t have any formal training in computers, but has learned a lot since he started working there, such as terms for various computer parts.

**CYNTHIA** is 31 years old. She earned a GED from New York City College of Technology*, then earned an Associate’s degree from the same college in Computer Information Systems. Last Spring, she earned a Bachelor’s degree in Computer Technology from Brooklyn College*. At NYCCT, she worked on campus as part of her financial aid package, in the childcare center. She managed a database which contained the family information for each child, medical information and parents’ class schedule. She was responsible for keeping this information up to date, including writing letters to students to provide documentation as needed.
Assessing Job Offers

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

PREP

• Review the Assessing Job Duties and Assessing Job Wages handouts for Technology job offers.

MATERIALS

• Assessing Job Duties handout (Technology)
• Assessing Job Wages handout (Technology)
• My Job Acceptance writing assignment

Extension Materials (Optional):

• Assessing Job Duties handout (Manufacturing)
• Assessing Job Wages handout (Manufacturing)
• Assessing Job Duties handout (Healthcare)
• Assessing Job Wages handout (Healthcare)
• Assessing Job Duties handout (Education & Childcare)
• Assessing Job Wages handout (Education & Childcare)

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 We have two sample job offers from the Technology sector. Distribute the Assessing Job Duties (Technology) worksheet. In pairs, 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 Job Wages (Technology)* 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 can choose to divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.

**EXTENSION ACTIVITY:**

This lesson includes sample jobs from a variety of sectors (see handouts). To reinforce job assessing skills, assign students a pair of jobs from another sector as homework. Be sure to review the relevant handouts prior to going over the completed handouts in class.

Remind students that the nature of jobs can vary from sector to sector, and that some questions on the worksheet can have more than one correct answer.
Assessing Job Duties* (Technology)

Great news! You’ve been offered a Technical Support position providing assistance with computers to employees at a medical billing company and a Software Sales Associate position at a healthcare software company. Which duties do you think are required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Support—MedLine Medical Billing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Assessing Job Wages (Technology)

The two jobs are very different. Analyze the chart to answer the questions below. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>TECHNICAL SUPPORT</th>
<th>SOFTWARE SALES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td>10am-5pm, Monday–Friday</td>
<td>10am–7pm, Wednesday–Thursday 8am–6pm, Friday and Saturday</td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td>$9.50/hour</td>
<td>$7.75/hr base pay</td>
</tr>
<tr>
<td><strong>Commission or Bonus</strong></td>
<td>A year-end bonus is likely.</td>
<td>10% commission on every sale</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>½ hour unpaid break</td>
<td>½ hour unpaid break</td>
</tr>
<tr>
<td><strong>Commute</strong></td>
<td>15 minute walk from home</td>
<td>45 minutes by subway*</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>Providing phone and in-person assistance resolving computer problems.</td>
<td>Sell selling healthcare software to medical businesses.</td>
</tr>
<tr>
<td>TECHNICAL SUPPORT</td>
<td>SOFTWARE SALES</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Paid hours</td>
<td>Paid hours per week, excluding additional seasonal hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Pay</td>
<td>Weekly pay before commission</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of sales you think you can make per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly earnings if you meet your selling target and the average software cost is $400</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly transportation costs</td>
<td>Weekly transportation costs</td>
<td></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?

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 and 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.
Assessing Job Duties* (Manufacturing)

Great news! You've been offered a Sales Representative 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respiratory Equipment Sales Representative</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Assessing Job Wages* (Manufacturing)**

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

<table>
<thead>
<tr>
<th></th>
<th><strong>RESPIRATORY EQUIPMENT REPRESENTATIVE</strong></th>
<th><strong>ELECTRONIC ASSEMBLER</strong></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>
<tr>
<td>RESPIRATORY EQUIPMENT REPRESENTATIVE</td>
<td>ELECTRONIC ASSEMBLER</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Paid hours per week, excluding additional seasonal hours</td>
<td>Paid hours</td>
<td></td>
</tr>
<tr>
<td>Weekly pay before commission</td>
<td>Weekly Pay</td>
<td></td>
</tr>
<tr>
<td>Number of sales you think you can make per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly earnings if you meet your selling target and the average spirometer (machine that tests for asthma and other respiratory problems) costs $1,106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly transportation costs</td>
<td>Weekly transportation costs</td>
<td></td>
</tr>
</tbody>
</table>
Assessing Job Duties* (Healthcare)

Great news! You've been offered an Outreach Sales Associate position opening accounts for a health insurance company and an Ambulance Driver position at an ambulance company. For the health insurance company you work in various locations and attend various events, such as distributing information at a table in public areas, at a community college or attending local health fairs. For the ambulance job, you work for a local ambulance company, walking distance from your home. Which duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales – Healthcare First Health Insurance</td>
</tr>
<tr>
<td>Ambulance Driver – Emergency Now</td>
</tr>
</tbody>
</table>

*RAENs will provide regional adaptations.
## Assessing Job Wages (Healthcare)

The two jobs are very different. Analyze the chart to answer the questions below. Show all of your calculations.

<table>
<thead>
<tr>
<th>HEALTH INSURANCE SALES</th>
<th>AMBULANCE DRIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td></td>
</tr>
<tr>
<td>2–7 Wednesday and Thursday</td>
<td>5am–5pm Tuesday, Wednesday, Friday and Saturday</td>
</tr>
<tr>
<td>12–9 Friday and Saturday</td>
<td></td>
</tr>
<tr>
<td>10–5 Sunday + increased seasonal hours</td>
<td></td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td></td>
</tr>
<tr>
<td>$8.75/hr base pay*</td>
<td>$9.50/hour*</td>
</tr>
<tr>
<td><strong>Commission or Bonus</strong></td>
<td></td>
</tr>
<tr>
<td>10% commission on every sale</td>
<td></td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td></td>
</tr>
<tr>
<td>½ hour unpaid break</td>
<td>Breaks between emergency calls</td>
</tr>
<tr>
<td><strong>Commute</strong></td>
<td></td>
</tr>
<tr>
<td>45 minutes by subway*</td>
<td>15 minute walk from home</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td></td>
</tr>
<tr>
<td>Sell health insurance plans in the community including at colleges, health fairs and mobile units.*</td>
<td>Transporting EMTs and patients from a patient’s location to the hospital on emergency calls.*</td>
</tr>
</tbody>
</table>
### Section 8

#### HEALTH INSURANCE SALES

<table>
<thead>
<tr>
<th>Paid hours per week, excluding additional seasonal hours</th>
<th>AMBULANCE DRIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paid hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly pay before commission</th>
<th>Weekly Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of sales you think you can make per week</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly earnings if you meet your selling target and the average health plan costs $4,980* per year.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly transportation costs</th>
<th>Weekly transportation costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessing Job Duties* (Education & Childcare)

Great news! You've been offered a Nanny position with the Baptiste family and a Teacher Assistant position with Sun and Moon Childcare Center. What duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanny with the Baptiste family</td>
</tr>
<tr>
<td>Teacher Assistant with</td>
</tr>
<tr>
<td>Sun and Moon Childcare Center</td>
</tr>
</tbody>
</table>
# Assessing Job Wages (Education & Childcare)

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

<table>
<thead>
<tr>
<th></th>
<th>NANNY/MANNY</th>
<th>TEACHER ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td>Monday, Tuesday, Wednesday 8:00 a.m.–6:30 p.m. Additional occasional hours for nighttime babysitting at the same rate is available.</td>
<td>Monday–Friday 8:00 a.m. to 6:30 p.m.</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>No official break, but the children nap at the same time, usually for 1½–2½ hours</td>
<td>1 hour paid break</td>
</tr>
<tr>
<td><strong>Holidays/Vacations</strong></td>
<td>5 unpaid holidays. These and the families’ and nanny’s vacation or other canceled work days are rescheduled to maintain consistent pay for the nanny. During public school closures, the nanny may bring her/his children, if any, to work.</td>
<td>9 paid vacation days. 2 weeks unpaid time off during holiday periods. May elect to work during these periods in “vacation camps.”</td>
</tr>
<tr>
<td><strong>Pay rate</strong></td>
<td>$22/hour. Pay is in cash, received weekly. An annual pay increase may be negotiated. Taxes are not withheld. Worker is responsible for paying taxes on the income at the end of the year—approximately 30% of all income made will be owed.</td>
<td>$12/hour. Pay is received biweekly. Money for taxes are withheld.</td>
</tr>
<tr>
<td><strong>Bonus</strong></td>
<td>Year-end bonus equal to one week’s pay</td>
<td>None</td>
</tr>
<tr>
<td><strong>Weekly Pay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Annual Pay Range</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>None</td>
<td>Health insurance is included.</td>
</tr>
</tbody>
</table>
### Commute

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family's home</td>
<td>A 45-minute subway ride from your house.</td>
</tr>
<tr>
<td>Childcare center</td>
<td>Located a 10-minute walk from your house.</td>
</tr>
</tbody>
</table>

### Responsibilities

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family's home</td>
<td>Care for two two-year old children, one from each of two families, in one of the family's homes, including feeding them prepared meals, taking them on outings such as to parks, zoos and elsewhere, keeping them safe and engaged in their surroundings. Cleaning up after the kids is required, such as washing their dishes and keeping their toys organized, but no other housework is required. The nanny has a contract with each family and communicates with each family during each work day.</td>
</tr>
<tr>
<td>Childcare center</td>
<td>Assist a Pre-K class of 18 four-year olds with one Head Teacher and one Paraprofessional. Duties include setting up activities and organizing materials, helping children wash their hands, use the bathroom, help with activities, take attendance, clean up from activities, ensure children’s safety in the classroom and on daily trips to playgrounds or other locations, help children resolve conflicts with one another.</td>
</tr>
</tbody>
</table>

### Professional Development

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family's home</td>
<td>None</td>
</tr>
<tr>
<td>Childcare center</td>
<td>Offers ongoing professional development free of charge, such as courses in child development, conflict mediation and group facilitation skills.</td>
</tr>
</tbody>
</table>
Expectations in the Workplace

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

PREP

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

MATERIALS

- Workplace Expectations handout
- Workplace Expectations Scenarios

EXPLAIN

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

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

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

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

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

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

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

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

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

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

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

**Dependability**

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

**Positive Attitude**

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

**Initiative**

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

**Cooperation**

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

**Ongoing Learner**

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

**Dependability**

**JOE** has to be at his job at the clothing store at 7:00 AM. He is the managing supervisor and it is his job to open the store so the employees can get the store ready for the day. They open for business at 8am. At 6:30 AM 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 only be about 15-20 minutes late. He figures his co-workers will understand and they will just have to work twice as fast to get the store open on time. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already called the boss to tell him Joe has not shown up to open the store.

**Dependability**

**LISA** has been asked to run the monthly staff meeting at the restaurant where she works because her manager is out on disability leave. She has been hoping for an opportunity like this for a long time. If she does well, maybe they will consider promoting her or giving her a raise. 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, has copies of the new menu to distribute, and has brought out coffee from the kitchen for everyone to enjoy.

**Positive Attitude**

**SHEILA** is a veterinary assistant. She loves being able to work with animals, but she absolutely hates all the forms and paperwork she has to fill out so that the office has accurate records for all the animals. Today she has been asked to do paperwork for the entire day because the office has been very busy lately and they need to update all the files. When her boss, Dr. Smith, comes by the front desk, he asks Sheila how her day is going. Sheila responds by complaining about how much she hates filing because it’s so boring and she can’t wait till the day is over.
Positive Attitude

**CARLOS** is a construction worker and lately his co-workers have been really discouraged because the project they are working on is taking longer than expected. They are working long hours outside in the summer heat 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 the project harder and the day go by slower. Even though Carlos is tired and hot too, he decides to encourage everyone by telling jokes; reminding them that the longer they work, the more money they make. He also challenges 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 for an advertising company. His boss mentions at a meeting that he needs someone to take the lead on working with a new client who needs a lot of attention and isn’t always very nice. John considers volunteering to work with the difficult client, but ultimately decides he has enough problems to deal with already and that he just wants to keep working with the clients he already has.

Initiative

**CHRIS**’s boss at the shipping company where he works is struggling to figure out inexpensive ways 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 company being successful, 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

**STACY**’s co-worker, José, has asked her to help re-organize the files in the doctor’s office where they work together as receptionists. This is not a task that Stacy 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. Stacy knows José will not be able to get the job done on his own and that it is important for the office to be organized 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. Stacy leaves the office for the day to rush to her appointment.

**Cooperation**

**VERONICA** has to create a brochure for the healthcare clinic she works for that includes descriptions of their services, pictures of the staff, smiling patients, and the inside of the clinic. It also needs to look nice so that people will want to take one and read it. Veronica is a good writer, but she doesn’t know how to take photographs well or have the graphic design skills to make the brochure look nice. She knows that her co-worker Sam took a graphic design class at the local community college last semester and that another co-worker loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the brochure can be the best it can be. Her co-workers gladly agree and the brochure turns out great.
Ongoing Learner

LAWRENCE has been asked to count and record the inventory at the warehouse where he works. 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 is offering to pay for her to take a weekend workshop in order to learn new computer skills that will help her do her job better. 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 relax 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.
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

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

10.2 • Small Business Narratives*

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

What might be especially challenging about owning your own business?

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

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

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

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

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

Distribute the Prediction Guide: Types of Businesses in NYC worksheets. 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 worksheet. 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
Pie Chart: New York City Businesses

Label the pie chart using information from the paragraph below.

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

<table>
<thead>
<tr>
<th>Number of Employees</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000+ Employees</td>
<td>3%</td>
</tr>
<tr>
<td>500-999 Employees</td>
<td>1%</td>
</tr>
<tr>
<td>250-499 Employees</td>
<td>0%</td>
</tr>
<tr>
<td>100-249 Employees</td>
<td>0%</td>
</tr>
<tr>
<td>50-99 Employees</td>
<td>6%</td>
</tr>
<tr>
<td>20-49 Employees</td>
<td>6%</td>
</tr>
<tr>
<td>10-19 Employees</td>
<td>7%</td>
</tr>
<tr>
<td>5-9 Employees</td>
<td>15%</td>
</tr>
<tr>
<td>1-4 Employees</td>
<td>11%</td>
</tr>
</tbody>
</table>

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

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

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

What problems do you see in Bill’s graph?
**Small Business Narratives**

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

**PREP**

Write the following questions on the board:

1. **What products or services does the business manufacture or provide?**
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**

- Assistance from the City of New York to Start a Business handout
- Architectural Grille: Family Owned and Operated Since 1945 reading (Manufacturing sector)
- How I Started an Organization at 15 (and You Can, Too!) reading (Community & Social Services sector)
- Entrepreneur Seeks to Fill Literature Void with Bronx’s First Independently-Owned Bookstore reading (Hospitality, Recreation & the Arts sector)

**EXPLAIN**

1. We’re going to read about people who have started various types of 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. We will be reading about a starting a business producing decorative grilles in the Manufacturing sector, starting a non-profit organization in the Community and Social Services sector and opening a bookstore in the Hospitality, Recreation & the Arts sector. Survey the class to determine which business they are interested in reading about. Divide the students into three groups according to the reading that they have selected. As they read, students should underline parts of the article that address questions #1 and #2 on the board.
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. 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.

Ask students to share their responses and write them on the board.

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.

**What are some of the steps in opening a business in Manufacturing?**

- 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!

**What are some of the steps in opening a business or a non-profit organization in Community & Social Services or in Hospitality, Recreation & the Arts?**

- Identifying a community need, identifying a service you can provide to address that need, developing a name for the business, securing a location, if appropriate, deciding on fees for the service, advertising the service and lots more!

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

**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.
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/
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.
How I Started an Organization at 15 (and You Can, Too!)

By Julia Schemmer, Huffington Post

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

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

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

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

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

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

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

Adapted from https://www.forbes.com/sites/thestoryexchange/2017/03/01/an-enterprising-woman-makes-bringing-books-to-the-bronx-her-business/2/#2b78d30648eb
Image at right: http://static.vibe.com/files/2017/02/Noelle-Santos-Lit-Bar-1485959189.jpg

Last December, Barnes & Noble’s store in the Bronx closed its doors for good, bringing the total number of bookstores in New York City’s second-most populous borough to zero. But lifelong Bronx resident Noëlle Santos is determined to change that. Later this year, she’ll be opening The Lit. Bar, a combination bookstore, wine bar and event space that she hopes will inspire and engage readers of all ages in this economically depressed, yet rapidly changing area.

Many women start businesses out of a desire to solve a problem, our research has shown. And Santos, who is currently a human resources and payroll director at an IT firm in Tribeca, is taking on a big one: access to literature for children and adults alike in her underserved neighborhood.

Her effort is resonating with residents in unexpected ways, she says. Not only are they excited about having a bookstore again, they’re regaining a sense of possibility about their neighborhood. “Young girls have said to me, ‘I’ve always wanted to move out of the Bronx for a better quality of life. But now I see what you’re doing, and it’s inspired me to develop at home, instead of running away.’” It’s an impulse Santos understands all too well. “I used to be one of those people who measured my success by how far away I could get from the Bronx,” she says. Now she’s committed to improving it, and is sinking everything she’s got into a future shop within walking distance of where she was born and raised.

Campaigning for a Community
Santos’ journey began in 2014, when she received a petition to fight the closure of the Barnes & Noble, which was near her Bronx home. She signed and shared it, but that didn’t feel like nearly enough to...
her, given the lack of other bookstores in the area and her lifelong love of classic literature.

Galvanized into action, she spent months setting up an Indiegogo campaign, detailing plans for the store to supporters and soliciting donations for the donor perks. She also started attending festivals and taking on mentors who could show her the ropes of the book industry. Financially and personally, she says her biggest supporters have been area residents, who helped make her crowdfunding campaign a viral success. Thanks in large part to them, she recently reached her goal of $100,000, and money continues to pour in with 17 days left to go. “These are not rich people, but they’re putting in a dollar or five dollars or ten dollars, and it’s adding up,” she says. In turn, Santos has made the community’s needs a primary focus of her business model. Indeed, thinking locally has influenced her thoughts on everything from the store’s inventory to the “feel” of the place—including a new focus on kids.

**Grooming the Next Generation of Readers**

Santos says children’s literature was not always a part of her business plan—as evidenced by her concept’s prominently featured wine bar made out of books. But as word of her plans spread, locals began to see the store as a place to inspire kids to read, and she felt a sense of “responsibility to step up and learn.” She now plans to create a children’s section—called “Kiddie Lit’er”—and will bring on a manager who specializes in kids’ books. A number of the festivals and seminars she has attended specialize in children’s literature, and the more Santos has learned, the more passionate she has become about engaging younger readers. After all, research shows that reading for fun has lasting, positive effects on children’s overall reading abilities and test scores. And it’s a pressing matter for Bronx residents. A 2015 analysis from the New York Daily News found that just 10 percent of elementary and middle school students in District 7 in the South Bronx demonstrated reading proficiency. So to ensure that she serves Bronx’s children well, Santos spoke with industry experts and local school officials alike to “identify why we’ve adopted a culture where reading is not at the forefront.” One culprit, she argues, has been a lack of effort by large publishers and bookstore chains to engage the borough’s young readers with titles that light their fire—something Santos intends to address head-on. “While it’s important to expose younger generations to all different cultures from around the world, it’s also important to include diverse subjects that hit home for these kids.” •
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. 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 business they would like to learn about opening, for example a restaurant or a construction business. They will select one of the business types from the drop-down menu that they would like to explore. They will then imagine certain details of their business, for example, do they have a “brick-and-mortar” location or do they work from home? After answering a few questions, they will receive a list of requirements for opening that type of business.

https://www1.nyc.gov/nycbusiness/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?
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.
Step 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:
Career Map Writing Activity

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

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

**PREP**

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