



Partnership Houston:  
**A Workforce  
Development  
Professional's Guide**

September 2016

**GREATER HOUSTON  
WORKFORCE DEVELOPMENT WORKGROUP**

United together to build a stronger tomorrow



United Way of Greater Houston

**Greater Houston Workforce Development Workgroup** aligns and improves workforce services in nonprofits by investing in meaningful partnerships with industry, education, and workforce organizations. We seek to meet the current and emerging needs of our businesses and local communities so all can thrive in our growing economy. Greater Houston Workforce Development Workgroup is a regional collaborative led by Greater Houston Partnership – UpSkill Houston, Gulf Coast Workforce Board and United Way of Greater Houston.

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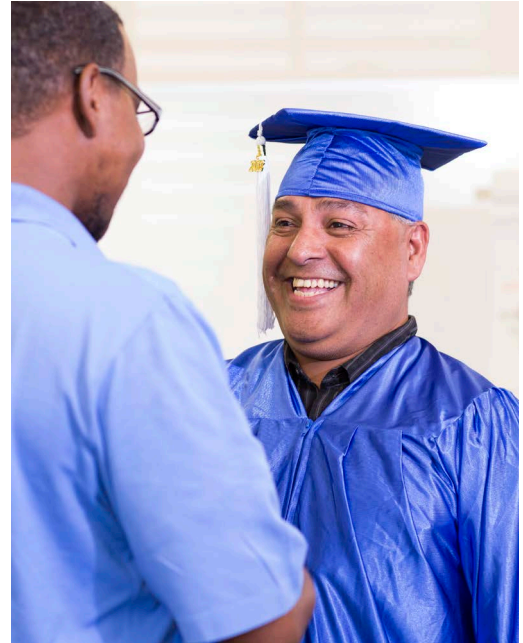
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## Introduction

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One of the greatest barriers to family financial stability is obtaining a well-paying job with benefits and opportunities for advancement. For many, the path to a successful career is unclear. In the Houston area, workforce development is a complicated field with many stakeholders and multiple systems for providing training and services. These systems, including Workforce Solutions offices, local community colleges, community-based nonprofit organizations and the business sector, are providing many resources and services to individuals seeking to upgrade their skills and enter into a career. However, these services can be disconnected, uncoordinated and difficult to access, creating additional barriers for hard-working, lower-income adults. United Way THRIVE, Greater Houston Partnership and The Gulf Coast Workforce Board are committed to increasing the financial stability of lower-income individuals and families and committed to removing barriers that keep people from a promising, self-sustaining career.



To play a part in addressing the system challenges, the Greater Houston Workforce Development Workgroup (the “Workgroup”) was created as a component of the UpSkill Houston Initiative (The Basic Skills and Employability component) and the United Way THRIVE family financial stability initiative. The Gulf Coast Workforce Board is a partner in both initiatives.

## Mission and Goals

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Through our work as workforce development providers, we engaged in a partnership to bring workforce experts together to share insights from perspectives as funders, evaluators, and practitioners. Our mission to remove barriers and increase the financial stability of lower-income adults, ultimately evolved into a signature movement to redefine how we work together as a nonprofit sector, to meet the important needs of our employers and communities. This guide represents our efforts to share what we have learned within our network, and from other workforce experts in the field.

The overarching goal of the Workgroup is to align, improve and standardize local workforce development services to meet employer needs and to help lower-income adults attain employment in high wage, high growth careers. Workgroup members have collaboratively developed, agreed on and will implement standards for job seeker assessment, job readiness curriculum, career ladder in vocational training, and job placement and retention services.

## How to Implement This Guide

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This guide is designed for workforce practitioners to use when working with employers and job seekers within nonprofit organizations. It is expected that workgroup members will use the processes and tools in this guide moving forward with their work to the extent possible. Members will adopt tools and processes at the time most appropriate for their programs. The Workgroup will meet on a quarterly basis to share learnings, trouble-shoot, and revise the contents of the guide.

## Chapter I. Employer Engagement

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### Introduction

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The Employer Engagement subgroup of the Workgroup recommends the following practices for the nonprofit sector when engaging employers: (1) Assess Nonprofits' capacity individually and as a sector; (2) segment employers based on various factors to help targeting; (3) conduct employer specific discovery; (4) ask for employer commitment; and (5) ensure we're on the same page, using a template for employer presentations

In addition, the group recommends we are clear regarding the nonprofits' value-add to the employer, that Workforce Development organizations in the Nonprofit Sector are Preferred Suppliers of Talent to those companies that want and value our service. Nonprofit organizations help reduce company turnover by screening and training high quality and prepared employees who will require less ramp up time to full productivity. We provide ongoing employee coaching and support to increase retention. Nonprofit organizations assist incumbent workers in improving workplace skills (attitude, attendance, time management, etc.) and addressing performance issues. Additionally, providing access to financial coaches and educational services, as well as support services to help workers stay employed while going through difficult challenges.

### Employer Engagement Tools

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The workgroup created tools and developed practices to increase the opportunity to work with employers better, and understand clearly, what the requirements businesses have to hire qualified, talented workers.

### Nonprofit Value Proposition to Employers

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To address our challenges and learn more background information on employers, we needed to ask employers and ourselves a few questions:

- Why would employers looking for talent want to work with nonprofit organizations?
- What is the value a nonprofit provides?
- Do nonprofits understand what employers really need?

Employers meet with nonprofits on an individualized basis, and the nonprofit sector in a variety of ways and achieve varying degrees of success. We needed to understand our individual challenges, and work to come together as a sector to employ sector based strategies to increase our chances of success when working with employers.

We divided our proposed responses to answer those questions into four areas: capacity assessment, employer segmentation, employer specific discovery, and nonprofit presentation.

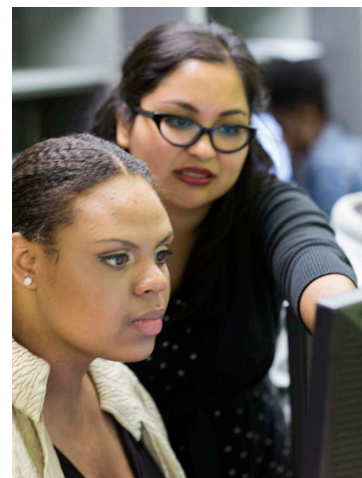
**Capacity Assessment:** Before embarking on a plan to engage with particular industry/employment sectors, Nonprofits really need to understand whether they have the capacity to be of benefit to that industry sector. Nonprofits can estimate and map their aggregate and individual capacities to train their job seekers for employment in a variety of industry sectors.

If the outcome outweighs the costs, the nonprofits should consider engaging in this sector.

**Employer Segmentation:** Nonprofits should have a standardized methodology for analyzing and segmenting employers. Consider what the employer's overarching goal is, how will the employer engage with Nonprofits and others, and how do we all play a part in achieving it?

**Employer Specific Discovery:** Once the capacity assessment and employer segmentation is complete, Nonprofits need to conduct discovery in a more standardized way so that we understand employers' specific needs and requirements.

**Presentation:** The nonprofit sector should present itself in terms employers can understand and with products/value employers need. This workgroup proposes to develop a more consistent approach for Nonprofits to represent themselves to employers, including specific components to utilize in every employer engagement opportunity. Move from transactional to relational interactions.



## **Nonprofits Value Proposition to Employers: Proposed Components**

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### **Preliminary activity: Capacity Assessment**

This assessment should include:

- Calculate the costs of each program. How much does it cost to train our job seekers to be welders, for example? Costs include program staffing, training staff and materials, space, supplies, management and general, etc., and how much of this cost is offset by grants, job seeker fees and other funding.
- Determine the outcome or return on investment. How many job seekers finish the training? How many are employed in that field? Can nonprofits gain additional support if the outcome is positive?
- Other factors: can I find the appropriate trainers? How difficult will it be for my job seekers to get to the readiness level required for this training?

### **Employer Segmentation**

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- Consider the employers' overarching goal: how they are likely to engage, and how do we all play a part in achieving it? How do we segment employers to discover this?
- Community-minded employers (example: Marek, S&B Engineers and Constructors)
- Commitment to Career Pathways and continued employee development/upskilling
- How do they support the upskilling of their existing workers, i.e., training, professional development
- Aligned with our mission? What is the corporate social responsibility plan?

What would the overarching need/goal be for each type of company or a blended version?

### **Overall Nonprofit Sector Description**

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Define what our industry looks like using common language. Map our aggregate capacity.

Proposed: "The nonprofit workforce development industry is committed to producing high quality employees for your industry. As a sector, we have developed standardized employee assessments, job readiness training and vocational training (when applicable) to ensure each employee is ready for work from day one. In addition, our job seekers have access to supportive services when the need arises, so that employees are more likely to remain on the job."



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## Individual Nonprofit Description

Define what your particular Nonprofit can provide.

What is the progression of services provided by your nonprofit to ensure job seekers are ready? Example: Adult Education (basic reading, writing and math proficiency); common employability skills training (conflict resolution, problem solving, the importance of attendance, communication and teamwork); bridge program into vocational skills training, etc.

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## Employer Specific Discovery (Hard Skills/Soft Skills)

What are the specific hard skills and soft skills needed (ask: "What does it look like when someone lacks a specific skill?")

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## The Pitch (what we can do to solve your problem)

Start with a clear statement that we've done our discovery and understand the employer's needs (and values).

After researching your industry in general and your company specifically, we believe we can deliver value. Here is what we can deliver:

- \_\_\_\_ # Employees over \_\_\_\_ period of time
- With \_\_\_\_ Soft Skills Training, which provides the following skills: reliability, attendance, commitment, etc.
- Ready for \_\_\_\_ Vocational Training (or already received it)
- Use business-oriented language
- Approach as a consultant to the employer
- Use language that helps us be seen as problem solvers ("I think we can address your specific challenge by...")
- Use common language for employer requirements ("mindset")
- Start with benefit to the employer not employee (example, don't start out with, "our job seekers need higher wages")

Translate your results into the Employer's key metrics/their language (example, a more productive employee = more confident, great attendance, etc.)

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## Industry Sector Councils

Developing Industry Sector Councils are critical when engaging employers to work with nonprofits to create career pathway programs. We've highlighted components of how industry sector councils could work with nonprofit workforce providers.

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## Program Management/Oversight

Provides an opportunity to engage employers in management of programs (oversight and program direction)



## **Program Design**

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- Sector councils may provide feedback on the types of programs workforce agencies offer, content of curricula to train participants
- Help with training design: discuss required technical and soft skills, appropriate length of training, credentials recognized by employers, communicate challenges experienced with current workforce in targeted positions, develop classroom material, provide opportunities for internships/clinical experiences

## **Program Delivery**

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Sector councils assist with program delivery: who is accepted into program, participate as instructors or guest presenters, host work experience opportunities (internships/clinical experiences) at the worksite, mentorship, job shadowing/exposure to workplace, prepare for job searching, job clubs, resume review, mock interviewing, and provide volunteers for program

## **Hiring**

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- Sector councils could engage other employers to help with job developments for trainees
- They could assist with providing wage subsidies for training
- Sector councils could lead the development of a first priority agreement for graduates for interviews and/or hiring decisions

## Chapter 2. Job Readiness

### Introduction

The Job Readiness subgroup of the Workgroup focused on developing and enhancing employability skills within individuals, to help them improve their opportunities to get a job, or a better job. The group recommends the following practices: 1) work with job seekers to complete a job readiness checklist; (2) create a preparedness plan; and (3) complete various self-assessments focusing on job readiness for a job seeker to understand clearly, what an employer needs.

Our research and survey feedback from 169 local employers and several nonprofit experts has yielded invaluable results to formulate the innovative tools and creative practices workforce professionals should use when working with job seekers.

### Job Readiness Tools

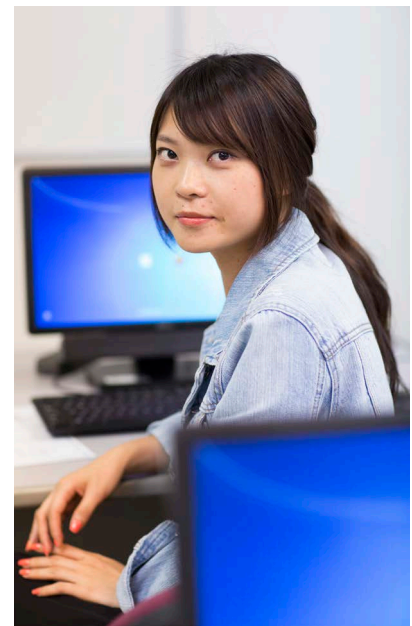
#### Job readiness checklist

The job readiness checklist should be completed in partnership with the career coach and job seeker.

**The following topics should be discussed in detail when completing the checklist:**

#### About my employment

- I have a clearly defined employment goal.
- I have a short and long-term employment goal.
- I am willing to take any job to meet my daily needs until I get my dream job.
- I have determined a time frame to achieve my goal and I am fully accountable for it.
- I identified my obstacles to finding and keeping a job and have a plan to address it.
- I know the industry and my capabilities.
- I can pass a drug screening.
- I understand my background check and am able to discuss it effectively with a potential employer.
- I know how much money I need to make in order to be self-sufficient.
- I am committed to working with my coach for the long term until I achieve my goal.
- I have a budget and spending plan to help me manage my current income/financial situation.
- I have created a plan for my future budget.
- I know my credit score and what is on my credit report (applicable if employers check credit).
- I have a plan for how I will transition from receiving public benefits to supporting myself through own budget.
- I have the education, skills, certification, and license required for the job.
- I have developed my job search strategies.



- I have prepared a list of potential employers.
- I have a plan to network professionally.
- I will apply and complete follow-up on applications submitted.

### **My Communication**

- I have explored known personal issues related to employment such as health/mental health concerns.
- I am able to show all required documents to an employer such as Social Security, I-9 documents, state-issued identification, and work permit.
- I demonstrate the necessary verbal and written communication skills to meet my employment objective.
- I have a resume and the resume is typed, neat, and organized.
- I know how to fill an online employment application.
- A potential employer can easily get in touch with me.
- I am comfortable with my interviewing skills and know how to answer difficult questions such as unemployment gap and background issues.
- I have my Elevator Speech ready.
- I understand how my social media/online activity can influence my ability to get hired.

### **Transportation & Childcare**

- I have reliable transportation. If not I have other options of transportation.
- I have reliable childcare assistance.

### **Job Readiness Preparedness Plan**

The following questions are designed for a job seeker to develop a preparedness plan to take a closer look within themselves to address any barriers prohibiting employment, as well as assist with career planning.

#### **About my employment:**

- I have a clearly defined employment goal.
- I have a short and long term employment goal.
- I understand the demands of this industry and know my capability.
- I have determined a time frame to achieve my goal and I am fully accountable for it.
- I am willing to accept transitional employment until I can land the job I dream of or one that will allow me to be self-sustained.
- I have identified my barriers to employment and am taking steps to address them.
- I can pass a drug screening.
- I understand my background check and am able to discuss it effectively with a potential employer.
- I know how much money I need to make in order to be self-sufficient.
- I have created a budget to determine the monetary need I have to take care of myself and my family.

#### **I am committed to working with my coach for the long term until I achieve my goal**

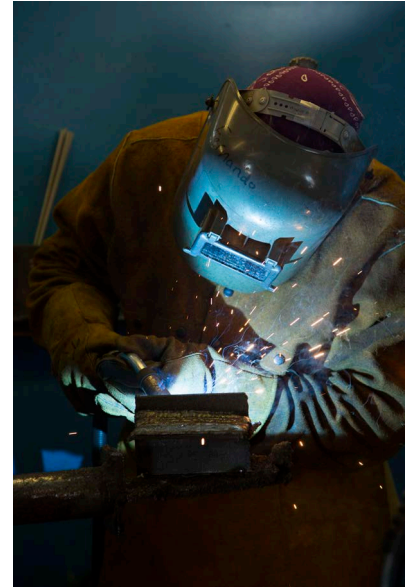
- I have a budget and spending plan to help me manage my current income/financial situation.
- I have created a plan for my future budget.
- I know my credit score and what is on my credit report (applicable if employers check credit).
- I have a plan for how I will transition from receiving public benefits to supporting myself through my own budget.

**I have the education, skills, certification, and license required for the jobs I apply for. If additional skills or credentials are required, I must:**

- Research the requirements and cost/funding to pay for training/credentials
- Register for the program

**I have developed job search strategies**

- I have prepared a list of potential employers
- I have a plan to network professionally
- Develop and share my sector knowledge
- Establish a strong online reputation/presence, (if appropriate). Such as Twitter, LinkedIn, Facebook, and attend job fairs and job clubs
- I will apply and complete follow-up on applications submitted
- Make follow-up phone calls and emails
- Knowing appropriate references



**I have explored known personal issues related to employment such:**

- Housing/Food
- Disability
- Child Care
- Health – Physical and Mental
- Mobility/Transportation
- No Legal Status to Employment
- Substance Abuse

**I am able to show all required, valid documents to an employer such as Social Security, I-9 documents, state-issued identification, and work permit.**

- Ask for identification during intake

**I demonstrate the necessary verbal and written communication skills to meet my employment objective.**

- Informal verbal and written assessment
- Refer job seeker to education partner while they are going through job readiness

**I have a resume and the resume is typed, neat, and organized.**

- How to write a resume/ resume content (summary, skills, education and work history) [what font to use, content to add]
- How to tweak a resume for each job application
- How to write cover letters
- How and when to follow-up with the submitted resume
- How to market transferable skills

**I know how to complete an online employment application, use email, and attach documents.**

- How to set up email address (what is an appropriate email)

**A potential employer can easily get in touch with me, using my professional email address and/or voicemail.**

- How to have clear voice mail message (no music or any sounds)
- Knowing when and how to answer phone and email

**I am comfortable with my interviewing skills and know how to answer difficult questions.**

- Unemployment gaps, background issues, disability and/or medical issues

**I know how to prepare properly for the Interview.**

**Research the company**

- Answer all questions honestly (mock interview)
- Prepared elevator speech
- Appropriate questions to ask during and after the interview
- Knowing how to articulate skills/transferable skills

**I understand proper Interview Etiquette.**

- Interview Conduct – turn off cell phone, be on time, remember the name of the interviewer, appropriate dress, firm handshake, professionalism, eye contact, confidence, ask for business card
- Interview Tools – copy of a resume, a cheat sheet for anticipated questions, copy of the job description, pen and paper
- Knowledge of Resume – dates of employment, salary, titles, name and contact information of supervisors, and references
- Interview Termination – questions, concluding statement

**I understand proper Post interview etiquette.**

- Post Interview Communication – Thank you email/card/phone call
- Job Offer – Salary Negotiation, Vacation/Holiday Time, Benefits, etc.
- Post Interview Evaluation - What to do if you don't get an offer

**I understand how my social media/online activity can influence my ability to be hired. I have reviewed my social media accounts to ensure that they reflect responsible behavior.**

**My Soft Skills:**

- I will return calls, emails, and other messages quickly and am willing to find other ways to communicate assignments and progress. (Applicable to interaction with agency and employer)
- I am ready to maintain consistent, punctual attendance.
- I have appropriate clothes for the interview and the job thereafter.
- I am ready to demonstrate positive attitudes and behavior.
- Personal Responsibility (Honesty, Accountability, Integrity, Attendance, Attitude, Safety and Teamwork)



- Responsibility action plan and organization (The responsibility action plan is the job seeker's job search plan developed in a setting and with a job coach.)
- I am willing and capable to work as a team member.
- I will take initiative and proactively achieve tasks.
- I understand the ways to effectively communicate with my employer and manage conflict.

**I can demonstrate appropriate soft skill behavior:**

- Active Listening Skills
- Integrity
- Effective Communication
- Positive Attitude
- Work Ethic
- Good Judgment
- Professionalism
- Verbal Communication
- Teamwork
- Asking Questions
- Confidentiality
- Express Thoughts/Needs appropriately

## Chapter 3. Vocational Training – Entry/Middle Skills

### Introduction

We developed the Vocational Training component of this guide by utilizing two subgroups. One subgroup focused on entry-level vocational trainings that feed into high demand vocational trainings. The other subgroup focused on those high demand trainings that provide clear career pathways into long-term, lucrative careers. This section will address career pathways, elements of entry and high demand trainings, as well as challenges and opportunities for candidates in training.

The group recommends the following practices: 1) understand the importance of employer feedback, and utilize their feedback when designing trainings; (2) include contextualized education to help candidates apply the material learned in class; (3) have candidates complete various academic and career assessments prior to training and; (4) understand labor market information when forecasting potential training offerings to understand better the occupational needs of employers.

### Entry Level Vocational training:

We focused on establishing an integrated outline that will guide adults who achieved a high school diploma or equivalent, to specific entry-level vocational trainings that could potentially lead to high demand trainings, leading to high-wage jobs.

#### The integrated outline to include:

- Traditional and Nontraditional Bridge support for individuals with low educational functioning levels.
- Encourage candidates to pursue internship and volunteer opportunities.

Generally, bridge programs are comprised of contextualized education and support services to help individuals transition successfully while in a training program. These programs offer needed support to help individuals advance over time to successively higher levels of education and employment.

#### Challenges:

- Candidates interested in entering vocational training have very low levels of basic skills – reading, math, and encounter significant barriers while attempting to transition from entry-level positions into middle skills jobs.
- Candidates employed at entry-level lack resources and support mechanisms to obtain additional learning supports to be successful.
- Providers offer training courses for advancement at limited times, creating barriers for individuals already employed at entry-level looking to advance in their careers.





### Practices to address challenges:

- Designing programs together with the employer and training providers is the most effective practice.
- Employers often have preferred programs/providers, understand why employers prefer certain providers and/or programs over others.
- Use Community Colleges and other low cost programs that provide training via continuing education certifications.
- Identify options for individuals who are struggling to obtain the required skills such as bridge programs and non-traditional training programs. Identify career paths that are suited for these individuals.
- Provide future training as a function of meeting job market demand overall, as opposed to needs of single sector employers to increase accessibility.

### Entry-level career pathways:

- Medical Administration/Health Care – Certified Nursing Assistant and Medical office management
- Construction/Trades- Laborer, Helper
- Manufacturing- Warehouse management, Forklift, Commercial Driver's license, supply chain management

### BRIDGE PROGRAM Elements:

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Understanding of the field (pay, hours, work expectations)

#### Bridge Curriculum- heavily informed by employer partners

- Industry-specific and relevant math/reading (and English) remediation; “fast-track” to prepare for technical training;
- “Soft skills” for workplace (communication, conflict resolution, time management etc.); industry feedback points to critical thinking, ownership and appreciation of consequences
- Job search skills (resume-writing, interviewing, dressing professionally etc.)

Bridge programs are embedded within integrated service delivery models with ongoing support from coaches to set and achieve personal goals, such as financial coaching, employment coaching, and income support coaching.

### Advanced/Middle Skill Vocational Training:

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Middle skill occupations are those jobs that require more than a high school diploma and less than a four-year college degree. The focus is on high skill, high growth jobs in the greater Houston area as defined by UpSkill Houston and the Gulf Coast Workforce Board.

The majority of jobs in our Houston region require more than a high school diploma and less than a four-year college degree. Employers reported they have a skills gap and cannot find enough qualified and skilled applicants. These skilled jobs require technical and specialized training and experience and pay very well. Our focus in this section is to discuss the components and practices to prepare individuals better for these opportunities.

#### Intake/Assessment/Screening Best Practices include the following components:

- Demographic information
- Income Supports/Basic Needs/Financial Coaching

- Basic Literacy/Math/Science
- Test for Adult Basic Education (TABE) score of 8th/9th grade level in reading, math, and language to qualify.
- College Readiness
- Background Checks
- Drug Testing
- Physical Environment
- Culture at Employer

### Assessment and Screening Best Practices

- Pre-Screening: Arizona Self-Sufficiency Matrix
- Career Assessments: O'NET – CIH and Sage
- Choices Planner used in Workforce Solutions (Free)
- Academic Assessments: various versions
- Test for Adult Basic Education (TABE): various versions

### Labor Market Information (LMI) contains:

- Employment statistics,
- Job forecasts,
- Wages, and
- Demographics

The data helps monitor and forecast national, statewide, and local economic trends, helping employers and job seekers make career, education, and economic development decisions.

### Vocational Training Challenges:

- Competition for Skilled Workers
- An Aging Workforce
- Public image and the next generation
- Too many adults struggle to make ends meet. Among other reasons, this occurs because:
  - Undereducated and underemployed;
  - Lack the social connections, confidence or skills to secure a good job;
  - Significant barriers, such as being a single parent or someone solely responsible for caring for an elderly parent that prevent them from acquiring the skills needed to secure a well-paying job that includes benefits.

### Practices to address challenges:

We connect people to a better future through:

- Fully-sponsored college education or vocational training in high-demand career paths; and
- Extensive wrap-around support services to ensure success.



**Our success depends on a partnership model that relies on:**

- Students who are committed to their studies and to advancing themselves into a better future;
- Educational institutions, including the Community College Systems and the Harris County Department of Education, that provide high quality training and educational supports in targeted fields;
- Staff who are committed to meeting the unique needs of each student—sometimes over a period of years; and
- Funders who provide the financial supports that we and our participants need to complete their education or training.

## Chapter 4. Job Placement and Retention

### Introduction

Job Placement and Retention is a paramount component of this guide. All aspects of this workforce development professional's guide lead to helping people find a job, keep a job and get a better a job. The workgroup focused on understanding the intricacies of what needs to be completed for a successful job placement, as well as what it takes for someone to remain employed long-term to achieve financial stability. This section will uncover areas of job placement and retention that may have been unknown to career coaches, as well as recommend innovative practices to address workforce development issues.

The group recommends the following practices: 1) understand the importance of, and provide career exploration resources for job seekers; (2) learn where to find labor market information, and how to use it when making decisions; (3) address the challenges, and provide opportunities for job seekers to find and keep a job; (4) use effective online and social media outlets to enhance job search strategies; and (5) learn more about the community resources available to help individuals acquire needed support services to remove barriers to employment.

Conduct a work search assessment to guide your discussion about how to conduct a successful work search. A work search assessment will help guide your conversation with your customers and job seekers. Below are lists of ready to use resources (templates and links) for employment specialists to explore and utilize.

### Assessment and Exploration

- Workforce Solutions: Work Search Assessment Desk Aid [www.wrksolutions.com/Documents/Staff/deskaid/ VII.FWork-Search-desk-aid.pdf](http://www.wrksolutions.com/Documents/Staff/deskaid/ VII.FWork-Search-desk-aid.pdf)
- Livecareer.com

These websites provide resources and templates to create resume online. The completed resume is downloadable for the job seeker. In addition, there are some resources on interviewing and other job search resources.

- TABE [www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=608&p=products](http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=608&p=products)
- Texas Reality Check [www.texasrealitycheck.com](http://www.texasrealitycheck.com)

Do you know how much money you will need to earn in the future? Do you know which occupation to choose? If not, no problem! These websites will help you select the right career for your spending needs.

- PetroChemWorks.com
- SteelToePro.com
- Choices Planner [www.wrksolutions.com/for-individuals/career-exploration/choices-planner](http://www.wrksolutions.com/for-individuals/career-exploration/choices-planner)
- National Career Development Association [www.ncda.org/aws/NCDA/pt/sp/resources](http://www.ncda.org/aws/NCDA/pt/sp/resources)
- The Princeton Review Career Quiz [www.princetonreview.com/quiz/career-quiz](http://www.princetonreview.com/quiz/career-quiz)
- My Career Quizzes [www.mycareerquizzes.com/job-quiz](http://www.mycareerquizzes.com/job-quiz)
- Themuse.com

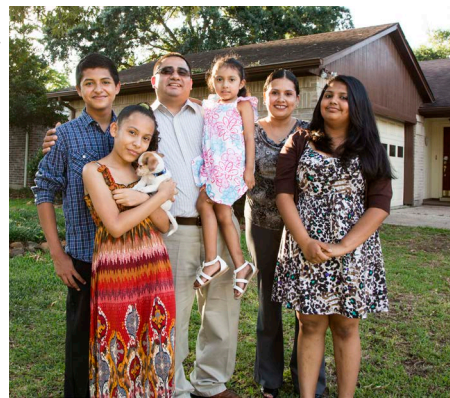
These websites include many resources, services, and tools which assist users in exploring careers, planning for the future, searching for employment, and finding the additional training necessary to

pursue a dream. Most of these resources are free, and several were developed in countries other than the United States. This is a mere sample of what is available online, but it can serve as a starting point for career counselors or for job seekers.

## Personality Quizzes

These quizzes can be used to assess job seeker's personality and help them to identify their working style, communication method, type of work that fits their personality, etc.

- Keirsey Temperament Sorter: [www.keirsey.com/sorter/register.aspx](http://www.keirsey.com/sorter/register.aspx)
- Are you Red, Blue, Green, or Yellow? A 70-question personality instrument that helps individuals discover their personality type.
- Personality Quiz (Short Version): [www.personalitytype.com/career\\_quiz](http://www.personalitytype.com/career_quiz)
- Personality Quiz (Long Version): [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)
  - Are you INFJ or ENFP? Below are two (longer and shorter) version of assessment can help job seeker learn about their personality base on the Myers Briggs method. After you click "score it," you will be taken to a new page. It should include the four letters describing your personality type, the percentage breakdown for each of the four letters, and the description and percentages associated with your preferences which are listed in four bullets.



## Labor Market Information and Career Planning Resources

Labor Market Information (LMI) forms the foundation of an effective job search. It supports all aspects of a job seeker's job search by providing them with a wealth of information to help them formulate an actionable plan. Labor market information is statistical data compiled by the US Bureau of Labor and Statistics through a variety of resources such as the Census in order to conduct an analysis of job trends, wages, unemployment, and changes in the economy pertaining to workforce development. Labor market information at the very least provides you with data to help identify careers that are projected to be in demand within a particular period as well as to help you find information about wages by geographic and occupational area.

### Workforce Solutions: Career Exploration [www.wrksolutions.com/for-individuals/career-exploration](http://www.wrksolutions.com/for-individuals/career-exploration)

Workforce Solutions' website provides local labor market data. There are a number of careers people can choose, but recognizing which occupations lead to sufficient wages and adequate employment opportunities can be challenging. To help prepare for good job opportunities Workforce Solutions developed a Career Exploration resource page for in-demand occupations in the Gulf Coast region. The resources on this website provide critical labor market information on selected occupations about salaries, job openings, job growth and education and training requirements. Workforce Solutions encourages you to use these tools to help your job seekers make informed decisions about career choices and occupational training opportunities.

### **U.S. Bureau of Labor Statistics** [www.bls.gov/audience/jobseekers.htm#Explore](http://www.bls.gov/audience/jobseekers.htm#Explore)

The U.S. Bureau of Labor Statistics is the best source to find national and state data about workforce trends. This includes: National demographics, regional geographic profiles and patterns, national and state employment, national and state unemployment rates, national and state wages, mass layoffs, and wages by area and occupation.

### **Choices Planner** [www.wrksolutions.com/for-individuals/career-exploration/choices-planner](http://www.wrksolutions.com/for-individuals/career-exploration/choices-planner)

The planner helps job seekers build comprehensive portfolios based on interests, values, skills, and experience to explore potential career matches and locate training and employment opportunities. How to use the Choices Planner: The Choices planner is an intensive tool ideally used with customers who are first thinking about career options or who would like to make a career change. Job seekers will answer a number of different questions and participate in several activities as they work towards finding their best career matches

### **Texas Workforce Commission** [www.twc.state.tx.us/businesses/labor-market-information](http://www.twc.state.tx.us/businesses/labor-market-information)

### **O\*Net Online** [www.onetonline.org](http://www.onetonline.org)

The O\*NET program is the nation's primary source of occupational information. Central to the project is the O\*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O\*NET online, an interactive application for exploring and searching occupations.

### **The Buzz** [www.wrksolutions.com/staff-resources/system-resources/the-buzz](http://www.wrksolutions.com/staff-resources/system-resources/the-buzz)

The Buzz is a monthly newsletter from Workforce Solutions- Employer Service Division and issued to provide local labor market information that is timely and meaningful to those in the Gulf Coast region.

### **UpSkill Houston** [www.houston.org/upskillhouston](http://www.houston.org/upskillhouston)

The Greater Houston Partnership recently launched UpSkill Houston, a campaign to draw attention to job opportunities in the middle skills segment of the market. Middle skills occupations are those jobs that require more than a high school diploma but less than a four-year college degree. Most community colleges offer training for middle-skill jobs. UpSkill Houston identified 53 occupations that are critical to Houston's economy. Many of the occupations will require work experience. If you are interested in exploring current job openings, visit WorkInTexas.com.

### **My Skills My Future** [www.myskillsmyfuture.org](http://www.myskillsmyfuture.org)

## **Best Practices for Job Seeking**

Finding a job can be challenging. The best resume and background do not necessarily guarantee someone a short job search. Even extremely talented people with solid work histories can find the job search climate to be tough. Employers are looking for positive individuals that believe in themselves. To get the most out of one's job search, it is essential to be organized so you can effectively manage the sometimes chaotic process. It is also important to know the qualities that employers are looking at when hiring for their positions. Here are some helpful articles that can help an individual to be successful in their career search.

## Attitude – “Your Attitude Will Determine Your Altitude.” Make It Good!

- Attitudes to Get You Ahead [www.careerealism.com/attitudes-workplace-get-ahead](http://www.careerealism.com/attitudes-workplace-get-ahead)
- Building Positives Attitudes in the Workplace [www.constanttraining.com/downloadfiles/AttitudesWorkbook.pdf](http://www.constanttraining.com/downloadfiles/AttitudesWorkbook.pdf)

## Look Sharp/Making Your Appearance work for you at work

- Skills You Need [www.skillsyouneed.com/ps/personal-appearance.html](http://www.skillsyouneed.com/ps/personal-appearance.html)
- Appearance Matters [www.generalemployment.com/career-resources/article/appearance-matters](http://www.generalemployment.com/career-resources/article/appearance-matters)

## Expectations, Professional behavior and conduct in the workplace

- 10 Golden Rules to Professional Ethics in the Workplace [www.linkedin.com/pulse/20140831053426-77080879-10-golden-rules-to-professional-ethics-in-the-workplace](http://www.linkedin.com/pulse/20140831053426-77080879-10-golden-rules-to-professional-ethics-in-the-workplace)
- How to Conduct Yourself at Work [careerplanning.about.com/od/workplacesurvival/a/professionalism.htm](http://careerplanning.about.com/od/workplacesurvival/a/professionalism.htm)

## Time and Attendance

Importance of Good Work Attendance [www.brighthub.com/office/career-planning/articles/94177.aspx](http://www.brighthub.com/office/career-planning/articles/94177.aspx)

## Soft Skills – Exactly what are Soft Skills?

- [www.Skillsurvey.com](http://www.Skillsurvey.com)
- [www.Careercentertoolbox.com](http://www.Careercentertoolbox.com)
- [www.Impacthiringsolutions.com](http://www.Impacthiringsolutions.com)
- [www.Istopresume.com](http://www.Istopresume.com)
- [www.Crucialskills.com](http://www.Crucialskills.com)

## Team Work

- 6 Benefits of Teamwork in the Workplace [www.sandler.com/blog/6-benefits-of-teamwork-in-the-workplace](http://www.sandler.com/blog/6-benefits-of-teamwork-in-the-workplace)
- Effective Team Working Skills [www.skillsyouneed.com/ips/team-working.html](http://www.skillsyouneed.com/ips/team-working.html)

## Communication Skills

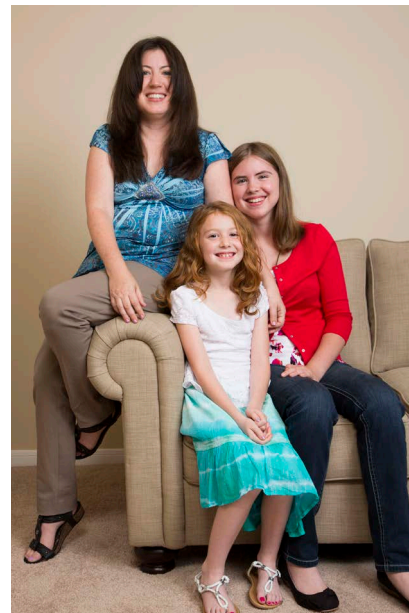
- How Good Workplace Communication Improves Employee Morale [www.crmlearning.com/blog/index.php/2013/08/communication-improves-employee-morale](http://www.crmlearning.com/blog/index.php/2013/08/communication-improves-employee-morale)
- Effective Communication [www.helpguide.org/articles/relationships/effective-communication.htm](http://www.helpguide.org/articles/relationships/effective-communication.htm)

## Adaptability

The importance of adaptability in the workplace [www.linkedin.com/pulse/importance-adaptability-workplace-dan-potenzieri](http://www.linkedin.com/pulse/importance-adaptability-workplace-dan-potenzieri)

## Problem Solving

- Problem Solving-Skills You Need [www.skillsyouneed.com/ips/problem-solving.html](http://www.skillsyouneed.com/ips/problem-solving.html)
- 6 Ways to Enhance Your Problem Solving Skills [www.lifehack.org/articles/productivity/6-ways-to-enhance-your-problem-solving-skills.html](http://www.lifehack.org/articles/productivity/6-ways-to-enhance-your-problem-solving-skills.html)



## Critical Observation

7 critical observations while waiting on an interview [money.usnews.com/money/blogs/outside-voices-careers/2013/10/22/7-critical-observations-to-make-while-waiting-to-interview](http://money.usnews.com/money/blogs/outside-voices-careers/2013/10/22/7-critical-observations-to-make-while-waiting-to-interview)

## Conflict Resolution

- 6 simple Workplace Conflict Resolution Techniques [www.notredameonline.com/resources/negotiations/6-simple-workplace-conflict-resolution-techniques/#.VxqFwfZljml](http://www.notredameonline.com/resources/negotiations/6-simple-workplace-conflict-resolution-techniques/#.VxqFwfZljml)
- How to Resolve Workplace Conflicts [www.shrm.org/publications/hrmagazine/editorialcontent/2015/070815/pages/070815-conflict-management.aspx](http://www.shrm.org/publications/hrmagazine/editorialcontent/2015/070815/pages/070815-conflict-management.aspx)

## Location/Transportation

- Commuting for a Job [www.glassdoor.com/blog/commuting-job-worth-long/](http://www.glassdoor.com/blog/commuting-job-worth-long/)
- Commuter Assistance Programs [www.monster.com/career-advice/article/get-help-for-your-commute](http://www.monster.com/career-advice/article/get-help-for-your-commute)
- Metro Bus Schedule [www.ridemetro.org/Pages/BusSched.aspx](http://www.ridemetro.org/Pages/BusSched.aspx)
- Uber Pricing-Houston [www.uberestimate.com/prices/Houston/](http://www.uberestimate.com/prices/Houston/)

## Staying Employed

- Top 10 Tips For Staying Employed [www.wrksolutions.com/Documents/Staff/deskaid/WorkSource-Tips-for-Staying-Employed.pdf](http://www.wrksolutions.com/Documents/Staff/deskaid/WorkSource-Tips-for-Staying-Employed.pdf)

## Job Search Tools and Giving Professional Advice to the Job Seeker

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For people looking for work, including those who may have been laid-off, job search can be a stressful period for customers and their families. Helping your customers cope, rebuild their confidence and jumpstart their job search may prove challenging. As the employment coach, customers turn to you for advice, tips and general guidance to help them find their next job opportunity. Each customer has a different need or job search area to improve. The tips on this page provide critical information to help your customers manage their joblessness and prepare for their next career.

Use the collection of articles, tools and evidenced-based strategies to increase your knowledge and better prepare your customers for employment opportunities.

**Potential Challenges to finding and/or keeping a job** [www.wrksolutions.com/Documents/Staff/deskaid/Potential-Challenges-to-Finding-Keeping-a-Job.pdf](http://www.wrksolutions.com/Documents/Staff/deskaid/Potential-Challenges-to-Finding-Keeping-a-Job.pdf)

- Surviving a Layoff [www.job-hunt.org/layoffs/surviving-a-layoff.shtml](http://www.job-hunt.org/layoffs/surviving-a-layoff.shtml)
- A Plan is a Great Way to Start: Be Prepared [www.wrksolutions.com/Documents/Individuals/jobtips/Plan-and-Prep.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Plan-and-Prep.pdf)
- Stress Less: Prepare and Prioritize [www.wrksolutions.com/Documents/Individuals/jobtips/Stress-Less.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Stress-Less.pdf)
- Start Your Job Search [www.wrksolutions.com/Documents/Individuals/jobtips/Start-Your-Job-Search.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Start-Your-Job-Search.pdf)
- Career Branding [www.quintcareers.com/branding-self-marketing/](http://www.quintcareers.com/branding-self-marketing/)
- Rebranding Skills: Repackaging and Marketing Your Skills [www.wrksolutions.com/Documents/Individuals/jobtips/Rebranding-Your-Skills.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Rebranding-Your-Skills.pdf)
- Job Search Seminars [www.wrksolutions.com/for-individuals/training-and-education/other-community-seminars](http://www.wrksolutions.com/for-individuals/training-and-education/other-community-seminars)
- BlogForce [blogforce.wrksolutions.com](http://blogforce.wrksolutions.com)
- Write a Great Attention-Catcher: Resume [www.wrksolutions.com/Documents/Individuals/jobtips/Resumes.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Resumes.pdf)



- Applying Yourself: Filling Out an Application [www.wrksolutions.com/Documents/Individuals/jobtips/Applications.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Applications.pdf)
- Turn a Job Fair Into a Job offer [www.prezi.com/mqqnmi43s6up/copy-of-turn-a-job-fair-into-a-job-offer/](http://www.prezi.com/mqqnmi43s6up/copy-of-turn-a-job-fair-into-a-job-offer/)
- Community Job Fair Listings [www.wrksolutions.com/for-individuals/job-search/job-fairs-and-hiring-events](http://www.wrksolutions.com/for-individuals/job-search/job-fairs-and-hiring-events)
- Networking...Beats Not Working [www.wrksolutions.com/Documents/Individuals/jobtips/Networking.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Networking.pdf)
- Get Social: New Ways to (Job) Seek and Find Online [www.wrksolutions.com/Documents/Individuals/jobtips/Social-Networking.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Social-Networking.pdf)
- The Interview: Aim for Every Possible Angle [www.wrksolutions.com/Documents/Individuals/jobtips/Interview.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/Interview.pdf)
- How to Deal With Credit Questions in a Job Interview [www.glassdoor.com/blog/deal-credit-questions-job-interview/](http://www.glassdoor.com/blog/deal-credit-questions-job-interview/)
- Background Checks [jobsearch.about.com/cs/backgroundcheck/a/background.htm](http://jobsearch.about.com/cs/backgroundcheck/a/background.htm)
- Good Intros, What Follows & Reference Info: Cover Letters, Thank You Letters & References [www.wrksolutions.com/Documents/Individuals/jobtips/References-and-Letters.pdf](http://www.wrksolutions.com/Documents/Individuals/jobtips/References-and-Letters.pdf)



## Using Social Media

As we are continuing the online method of job searching, there are many rules that job seekers should be aware of. This section provides resources on using social media for job search and some how-to guidelines.

### Career Counselor's Guide to Social Media in Job Search

#### Using LinkedIn

- Guide (PDF Available): The Career Counselor's Guide to LinkedIn Getting Started: [www.gcflearnfree.org/linkedin](http://www.gcflearnfree.org/linkedin)
- LinkedIn Rubric: Step by Step to Build a LinkedIn Profile [www.manhattan.edu/sites/default/files/linkedin\\_rubric\\_1.pdf](http://www.manhattan.edu/sites/default/files/linkedin_rubric_1.pdf)
- Article 1: Ten Ways To Use LinkedIn In Your Job Search [www.forbes.com/sites/lizryan/2014/05/19/ten-ways-to-use-linkedin-in-your-job-search/#49b3856a5b29](http://www.forbes.com/sites/lizryan/2014/05/19/ten-ways-to-use-linkedin-in-your-job-search/#49b3856a5b29)
- Article 2: The 7 LinkedIn Job Search Mistakes That Might Be Costing You a Job [www.huffingtonpost.com/susan-p-joyce/7-linkedin-mistakes\\_b\\_5303632.html](http://www.huffingtonpost.com/susan-p-joyce/7-linkedin-mistakes_b_5303632.html)
- Article 3: 3 Ways to Use LinkedIn Groups for Your Job Search <http://money.usnews.com/money/blogs/outside-voices-careers/2015/10/21/3-ways-to-use-linkedin-groups-for-your-job-search>
- Article 4: Guide to Using LinkedIn for Your Job Search [www.interexchange.org/career-training-usa/guide-using-linkedin-your-job-search/](http://www.interexchange.org/career-training-usa/guide-using-linkedin-your-job-search/)
- Article 5: 6 LinkedIn tips to help maximize your job search <http://college.usatoday.com/2016/01/25/6-linkedin-tips-to-help-maximize-your-job-search/>

#### Using Facebook (and Facebook Groups)

- Guide (PDF Available): The Career Counselor's Guide to Facebook [www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf)
- Getting Started: [www.gcflearnfree.org/facebook101](http://www.gcflearnfree.org/facebook101)
- Article 1: 4 Ways To Use Facebook To Find A Job [www.forbes.com/sites/susanadams/2014/02/06/4-ways-to-use-facebook-to-find-a-job/#7b0ae0ab7ce3](http://www.forbes.com/sites/susanadams/2014/02/06/4-ways-to-use-facebook-to-find-a-job/#7b0ae0ab7ce3)
- Article 2: How to Use Facebook to Land a Job <http://money.usnews.com/money/blogs/outside-voices-careers/2015/09/02/how-to-use-facebook-to-land-a-job>

- Article 3: What you like on Facebook could affect your job search [www.cbsnews.com/news/how-what-you-like-on-facebook-could-affect-your-job-search/](http://www.cbsnews.com/news/how-what-you-like-on-facebook-could-affect-your-job-search/)
- Article 4: How to Use Facebook in Your Job Search [www.workforcelink.com/newworkforce/social%20media/Facebook%20Job%20Search.pdf](http://www.workforcelink.com/newworkforce/social%20media/Facebook%20Job%20Search.pdf)



## Using Twitter

- Guide (PDF Available): The Career Counselor's Guide to Twitter [www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-twitter.pdf](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-twitter.pdf)
- Getting Started: [www.gcflearnfree.org/twitter101](http://www.gcflearnfree.org/twitter101)
- Article 1: 4 Ways To Use Twitter To Find A Job [www.forbes.com/sites/susanadams/2012/11/30/4-ways-to-use-twitter-to-find-a-job/#604278d64c86](http://www.forbes.com/sites/susanadams/2012/11/30/4-ways-to-use-twitter-to-find-a-job/#604278d64c86)
- Article 2: Twitter Is The Best Job Search Tool You're Not Using — Here's How You Can [www.huffingtonpost.com/2015/06/16/twitter-job-search\\_n\\_7571260.html](http://www.huffingtonpost.com/2015/06/16/twitter-job-search_n_7571260.html)
- Article 3: 5 Ways to Use Twitter to Land a Job <http://money.usnews.com/money/blogs/outside-voices-careers/2015/03/31/5-ways-to-use-twitter-to-land-a-job>
- Article 4: Finding a Job - Using Social Media: Twitter [www.careereducation.columbia.edu/resources/tipsheets/finding-job-using-social-media-twitter](http://www.careereducation.columbia.edu/resources/tipsheets/finding-job-using-social-media-twitter)
- Article 5: How to use Twitter to find a job [www.cbsnews.com/news/how-to-use-twitter-to-find-a-job/](http://www.cbsnews.com/news/how-to-use-twitter-to-find-a-job/)

## Presentation on Social Media (for workshops)

- Social Media 101 [https://prezi.com/yb\\_rjdxlrgij/social-media-101/](https://prezi.com/yb_rjdxlrgij/social-media-101/) - This presentation covers the basics of Social Media. It's great for career counselor or to share with job seeker.
- Research Article on Social Networking: Social Networking for Workforce Professionals: [www.heldrich.rutgers.edu/sites/default/files/products/uploads/Social\\_Networking\\_Primer\\_Brief.pdf](http://www.heldrich.rutgers.edu/sites/default/files/products/uploads/Social_Networking_Primer_Brief.pdf)
- You can use social media to help your job search and to make important professional contacts. Social Media for Professional Networking (<https://cns.utexas.edu/career-services/jobs-interviews/social-media-for-professional-networking#linkedin>) provides tips for job seekers to take advantage of the professional benefits offered on some common sites, including LinkedIn, Facebook, Twitter, and more.

## Netiquette – what is netiquette?

Netiquette is etiquette on the Internet. Since the Internet changes rapidly, its netiquette does too, but it's still usually based on the Golden Rule. The need for a sense of netiquette arises mostly when sending or distributing e-mail, posting on Usenet groups, or chatting. To some extent, the practice of netiquette depends on understanding how e-mail, the Usenet, chatting, or other aspects of the Internet actually work or are practiced. So a little preliminary observation can help. Poor netiquette because you're new is one thing, but such practices as spam and flaming are another matter.

## Guidelines to Know:

- Netiquette Guidelines: Rasmussen College [www.rasmussen.edu/student-life/blogs/college-life/netiquette-guidelines-every-online-student-needs-to-know/](http://www.rasmussen.edu/student-life/blogs/college-life/netiquette-guidelines-every-online-student-needs-to-know/)
- The Core Rules of Netiquette <https://online.brazosport.edu/shared/Documentation/netiquette.html>
- Netiquette Do's & Don'ts and more <http://bowvalleycollege.libguides.com/c.php?g=10214&p=52001>

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## Computerized Job Search

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Social Media has rapidly changed the way we communicate and interact. Facebook has helped inspire other successful networking platforms. Social Media is not only a way to catch up with friends, but is also a great tool for businesses or anyone trying to develop their professional network or look for a job. Social Media can be used for:

- Using Social Media for Personal Use (Life, family, photos, video, small groups, community, etc.)
- Using Social Media for Business (Facebook with status updates, patrons, Likes), Twitter with # for fans and followers, Instagram to show off with photos, etc..
- Getting your Name Out professionally such as LinkedIn to network with professionals, Twitter, etc. staying professional, informational and interesting.

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## Additional online job banks

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- Work in Texas [https://wit.twc.state.tx.us/WORKINTEXAS/wtx?pageid=APP\\_HOME&cookiecheckflag=1](https://wit.twc.state.tx.us/WORKINTEXAS/wtx?pageid=APP_HOME&cookiecheckflag=1)
- Creating a Better Work in Texas Profile [www.wrksolutions.com/for-individuals/job-search/creating-a-better-work-in-texas-profile](http://www.wrksolutions.com/for-individuals/job-search/creating-a-better-work-in-texas-profile)
- Indeed [www.indeed.com](http://www.indeed.com)
- Tips for searching on Indeed [www.brazen.com/blog/archive/job-search/10-hacks-using-indeed-com-job-search/](http://www.brazen.com/blog/archive/job-search/10-hacks-using-indeed-com-job-search/)
- Beyond [www.beyond.com](http://www.beyond.com)
- Zip Recruiter [www.ziprecruiter.com](http://www.ziprecruiter.com)
- Careers With No Limits [www.careerswithnolimits.com](http://www.careerswithnolimits.com)
- United Way Job Bank [www.unitedwayhouston.org/job-bank](http://www.unitedwayhouston.org/job-bank)
- United Way THRIVE [www.unitedwayhouston.org/our-work/family-stability](http://www.unitedwayhouston.org/our-work/family-stability)
- Glassdoor [www.glassdoor.com](http://www.glassdoor.com)
- Google [www.google.com](http://www.google.com)
- Riley Guide [www.rileyguide.com/jobsrch.html](http://www.rileyguide.com/jobsrch.html)
- How to Identify Job Opportunities online <http://guides.wsj.com/careers/how-to-identify-job-opportunities/how-to-search-for-a-job-online/>
- [www.job-hunt.org/findingjobs.shtml](http://www.job-hunt.org/findingjobs.shtml)
- [www.wikihow.com/Find-a-Job-Online](http://www.wikihow.com/Find-a-Job-Online)
- 27 Keys to a Successful Job Search Online [www.forbes.com/sites/nextavenue/2013/04/22/7-keys-to-a-successful-job-search/#4fd760753739](http://www.forbes.com/sites/nextavenue/2013/04/22/7-keys-to-a-successful-job-search/#4fd760753739)
- [www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test)
- Networking and Career Resources Center <http://mgt.buffalo.edu/career-resource-center/students/networking/social-media/using.html>
- Help Me Network Online [www.themuse.com/advice/help-me-find-a-job-emails-to-send-to-your-network](http://www.themuse.com/advice/help-me-find-a-job-emails-to-send-to-your-network)

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## Cultural Fit (Why being culturally fit is important)

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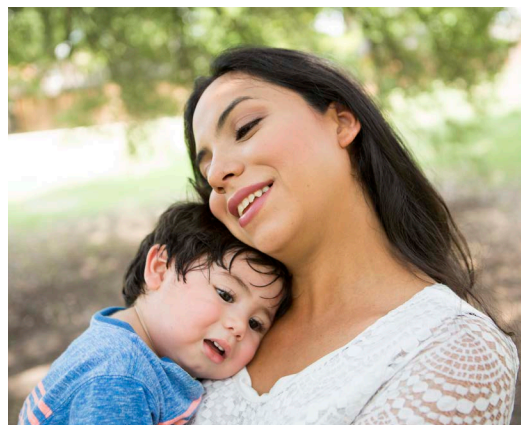
- When Does Hiring for “Cultural Fit Become Discrimination” [www.hire-intelligence.com/hiring-cultural-fit-discrimination](http://www.hire-intelligence.com/hiring-cultural-fit-discrimination)
- How to Find Out if a Company is a Cultural Fit for You <http://lifelhacker.com/how-to-find-out-if-a-company-is-a-cultural-fit-for-you-510587663>
- Make Sense of Self Assessment Results [www.monster.com/career-advice/article/Self-Assessment-Results](http://www.monster.com/career-advice/article/Self-Assessment-Results)

## Community Resources for Job Search Support

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Many times in job search people need help not only finding the job, but finding the physical resources to land the job and keep it. Below are a few places that will help with clothes, transportation, financial aid and other needs while in job search.

**Career Gear** - Career Gear offers men in job search assistance through the free provision of suits, shoes, professional development and mentoring so that the job candidate can look and be their best on the day of the interview and continue their confidence on the job. Visit <https://careergear.org/> for more information.



**Dress for Success** - The mission of Dress for Success Houston is to empower women to achieve economic independence by providing a network of support, professional attire and development tools to help women thrive in work and life. Visit <http://dfshouston.org/> for more information.

**2-1-1 Texas/United Way HELPLINE** - Whether you need help finding child care, food stamps, care for an aging parent or a haven from domestic violence, 2-1-1 is the number to call when you don't know who to call. Our trained HELPLINE specialists are good listeners, blending understanding and expertise to provide information and referrals drawn from a comprehensive database of social services. The 2-1-1 Texas/United Way HELPLINE answered a record 957,600 calls for help in 2015. Basic needs, like food, utilities and healthcare, topped the list of requests last year, followed by rent assistance and help finding shelter. Call 2-1-1 or visit [www.unitedwayhouston.org/our-211-helpline](http://www.unitedwayhouston.org/our-211-helpline) for more information.

**Chain Reaction Ministries** - CRM provides job seekers with a reliable mode of transportation through recycling bikes and giving people a new way to get to work. Visit <http://www.chainreactionbikes.org/> for more information

**Workforce Solutions** - Besides job fairs and networking events, Workforce Solutions also provides financial assistance. They fund scholarships for education and training in certain high-skill, high-growth jobs and help pay for expenses you may have while:

- **Going to school** - such as child care costs or tuition, books and fees
- **Starting to work** - including limited amounts for required clothing, tools or licenses needed to take a job
- **Going to work** - such as child care and transportation assistance

**Operation ID** - Operation ID is an outreach program that help individuals meet the costs, and assist with completing forms and government applications necessary to obtain valid identification, for the purposes of gaining employment and procuring housing. For more information visit [www.msmhouston.org/operationid.html](http://www.msmhouston.org/operationid.html).

## Job Placement

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Job placement describes the process by which workforce agencies help their job seekers find work. An employment coach will help develop an appropriate job seeking strategy, depending on the job seeker's education, skill levels, and personal circumstances. Workforce agencies work to create relationships with

a number of employers for whom they screen and place employees for both part-time and full-time positions. Employment coaches that help with job placements usually means working with employers to discuss their staffing needs and objectives. Based on the information provided to employers, the employment coach will arrange an interview with suitable employers they have contacts with for positions which their job seeker is qualified.

### Interview Checklist

- Complete this checklist for each interview at each employer, even for second and third interviews, telephone interviews, etc.
- Review notes from your most recent mock interview, schedule another prior to the actual interview if possible
- Two copies of resume and cover letter that were sent with application
- List of your references
- Note pad and pen to take notes
- List of questions you want to ask and points you want to be sure are made
- Name and title of interviewer
- Address of interview location
- Telephone number in case you are late, lost, etc.
- Interview clothing is appropriate
- Get the interviewer's business card

### After the interview, go back over the meeting and make notes

- What was left unsaid or needs clarification? Follow up questions?
- Send an email thank you note to the person/people with whom you interviewed. It is ok to ask follow up questions or make certain points, particular statements like, "I was really impressed with..." or "I'd love to contribute to this team by..." or "when you said XYZ it really resonated with me."
- Sometimes it's also good to follow up with a brief hard-copy thank you note
- When the employer states that they will begin checking your references, call (not email) your references, tell them about the job, particular experiences to highlight, name of the person who will call. Email each reference a copy of the resume and cover letter you submitted with your application
- Circle back to your job coach, within 24 to 48 hours to talk about what the interview, next steps, etc. In particular, discuss anything that didn't go well, what did go well, follow up questions, etc.
- Stay in contact with your job coach and program staff and keep them updated on where you are in the interview process.

### Job Posting Checklist (when an employer wants to post a job with you, compete the following):

- Company name
- Industry
- Address of the job
- Phone
- Email
- Contact Name and title
- Title of Job to Post
- Hours per week
- Exempt or Non-exempt
- Salary or hourly
- Salary range
- Company benefits
- Educational requirements
- Skills, certifications, licensure required or preferred
- Experiential requirements
- Physical requirements
- Behavioral requirements
- Language requirements
- Transportation/travel requirements
- What else will make for a strong candidate? Other factors?

## Job Offer Checklist:

- Date of job offer
- Name and title of person who offered the job
- Phone number of person who offered the job
- Email address of person who offered the job
- Salary/Wage offered:
- Health Insurance Y/N details:
- Paid Time Off
- Date you must accept, reject or counter offer
- Start date of job



If you are unsure if you want to accept the job, ask the company if you can have 24 hours to think about it and get back with them. If you can delay your decision, contact a job coach or program staff to discuss next steps, such as salary or benefits negotiations. Take careful notes about what you plan to say or do.

If you accept the job, CONGRATULATIONS!, call or email you program staff to let them know.

If you decline the job, better luck next time! Call or email your program staff to let them know.

## Job Retention (Job Coaching, Skills Development, Conversations, Internal Motivation)

Job retention refers to the various policies and practices that support job seekers to remain with an employer for a longer period. This may include, but not limited to, support services such as transportation assistance, as well as childcare assistance. Additionally, job retention services is the frequency an agency follows up with a job seeker to find out if they need support to retain their employment, as well as developing a financial plan to assist job seekers with ways to pay debts.

- Post placement follow up and job coaching
- Post placement employment goal-setting (you got the job what is next?)
- How and when to ask for a raise/ how to do self-performance evaluation (highlight accomplishments)
- Plan and target promotion, positive transfer, job expansion

## Early Stages of a New Job

- Relationship-building with the supervisor co-workers and customers. Take time to get to know your co-workers and supervisor. Greet your co-workers with a smile and show interest to know them professionally.
- Know the names of the key people at work: your boss, his/her boss, your immediate co-workers, the receptionist, the HR representative, the bookkeeper/accountant who cuts your paycheck and the CEO (just in case you need them or meet them in the parking lot).
- Get to know the culture of your new company/office and how you fit in
- Be punctual, every day. Have as a goal zero tardiness and zero unplanned absences for at least the first 90 days (if you have children or other dependents have a “Plan B” and “Plan C” for childcare, illness, etc. It is your responsibility to take care of your obligations at home and at work. You must find balance to keep your job).
- Keep your professional/work life separate from your home life.
- Effectively manage office politics – it is everywhere! – don’t get involved if you can avoid it

- Read, understand and follow the company's policies and procedures; get to know and practice the do's and don'ts.
- Demonstrate through your actions that you are dependable and trustworthy. Be loyal and confidential. (Keep your word and do what you promise to do.) No gossip, no complaining, find a way to get to "yes."
- Understand the difference between the skills listed on your job description (accounting, computer programs, mechanical work), and soft skill behaviors (work ethic, follow through, responsibility, problem-solving, teamwork, effort, confidence, etc.)

Be informed: learn more about your new employer's mission, goals, work culture and prospects for the future/where the business is headed (down turns and layoffs don't come over night; there is usually evidence or hints going back months or years) be aware of what is going on, don't wait until the last minute to adjust your behavior, path or readiness for new opportunities.

Be the "go-to" person, be indispensable. Get to know about the critical tasks even if they are not an explicit part of your job. Example: you work in the accounting department and overhear the receptionist talking about an important delivery that is expected. Two hours later you see the delivery man in the lobby, surrounded by heavy boxes. He is anxious to get to his next delivery but cannot find anyone to accept the delivery. You know about the delivery. Should you sign for it (and maybe make a mistake)? Or do you offer to find someone else who can help? This is one way to show your initiative, that you pay attention and that you can be trusted to get things done.

Know the company's expectations and have a clear understanding of your job description and how your job supports, or is supported by others. How does your job help accomplish the company's goals?

Ask for feedback on your performance from those whose opinion matters: your boss and immediate colleagues. Write it down, work the feedback into your plan and goals; act upon suggestions.

### **Be the Best Worker You Can Be:**

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- Take training or educate yourself about organization, time management, meeting deadlines, dealing with stress, handling difficult customers, coworkers and supervisors.
- Take additional work related trainings and classes for advancement (management training, certification classes)
- Network outside the job with similar organizations and companies (e.g. join Toast Masters Club, Chamber of Commerce, community volunteer activities)
- Volunteer to help in other departments, during times of peak workload (when yours has slowed) or in other situations when someone needs help and you are available. Saying "it is not my job" is a often turnoff and may be a deal-breaker.
- Thinking out of the box and seeing the big picture. Seek out opportunities to take new responsibilities. Arrive early, stay late, and ask for more work when you have time.
- Keep up with soft skills consistently ( show enthusiasm, confidence, motivation, positive attitude, professionalism, keep up with appearance , verbal and physical boundaries, avoid gossip, respect co-workers, customers and supervisors)

## Glossary

Term	Definition
<b>Adult Education</b>	Services or instruction below the postsecondary level for individuals: <ul style="list-style-type: none"><li>a. who have attained 16 years of age;</li><li>b. who are not enrolled or required to be enrolled in secondary school under state law; and</li><li>c. who<ul style="list-style-type: none"><li>i. Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;</li><li>ii. Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or</li><li>iii. Are unable to speak, read, or write the English language.</li></ul></li></ul>
<b>Apprenticeship</b>	A program approved and recorded by ETA/Bureau of Apprenticeship and Training BAT or by a recognized State Apprenticeship Agency State Apprenticeship Council. Approval is by certified registration or another appropriate written credential. A formal occupational training program that combines on-the-job training and related instruction and in which workers learn the practical and conceptual skills required for a skilled occupation, craft, or trade. It may be registered.
<b>Assessment</b>	An analysis of the strengths and weaknesses of an individual's educational level, work history or vocational skills, and/or identification of employment barriers.
<b>Basic Education</b>	Instruction usually conducted in an institutional setting that is directed towards imparting the basic skills of communication, computation, problem solving, health, consumer development, and citizenship. Instruction for youth could include, but not be limited to, enrollment in a secondary school. Adult Basic Education (ABE) would include upgrading the same basic skills, however, it is directed towards adults who are generally classified as functionally illiterate, undereducated, or whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. Such instruction is designed to raise the level of education of such individuals with a view to making them less likely to become depend on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment.



- Basic Skills Deficient** An individual who has English reading, writing, or math skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test. Ohio interprets the 8th grade level to be 8.0 or below. Note: TABE is 8.9 or below (TX)
- Basic Skills Training** Instruction normally conducted in an institutional setting and designed to upgrade basic skills and prepare the individual for further training and future employment.
- Career Counseling** Facilitated exploration of occupational and industry information that will lead to a first, new or better job for the job seeker.
- Case Management** A job seeker-centered approach in the delivery of services, designed to:
- a. prepare and coordinate comprehensive employment plans, identifying barriers to participation and employment; devise service strategies for participants to ensure access to workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
  - b. Assist in the enrollment of participants into allowable activities designed to enhance employability (i.e. motivation, assessment, job preparation workshops, educational classes and/or training, and/or employment services), providing job development and placement services, and assisting individuals and families in accessing community services, addressing emergency assistance and crisis intervention and immediate needs (i.e. food, housing, clothing, and transportation); and
  - c. Provide job and career counseling during program participation and after job placement.

## Certificate

A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Work readiness certificates are not included in this definition. (Common measures definition)

A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- a. A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- b. An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- c. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Page 4 08/20/13 Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- d. A registered apprenticeship program.
- e. A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use in occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- f. A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- g. Job Corps centers that issue certificates.
- h. Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

<b>Career Ladder</b>	Career ladders and lattices are devices that help people visualize and learn about the job options that are available as they progress through a career. Career ladders and lattices consist of a group of related jobs that comprise a career. They often include a pictorial representation of job progression in a career as well as detailed descriptions of the jobs and the experiences that facilitate movement between jobs. Career ladder/lattices are not necessarily organization-specific; they frequently span multiple organizations because movement within one organization may not be possible.
<b>Career Pathway</b>	Career pathways are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education, training; and place them in high-demand, high-opportunity jobs. A career pathways initiative consists of a partnership among community colleges, primary and secondary schools, workforce and economic development agencies, employers, labor groups and social service providers.
<b>Community Services Block Grant Employment Programs</b>	The Community Services Block Grants are awarded to States to ameliorate the causes of poverty in communities within the state. These grants can include employment and training programs.
<b>Community Based Organization (NONPROFITS)</b>	A private non-profit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment. Faith-Based organizations are considered a subset.
<b>Computer Based Training</b>	Training courses that prepare students with the ability to use computers and related technology efficiently and effectively enough to understand how computers work and operate to obtain employment and/or complete a training program.
<b>Continuing Education Courses or Workshops</b>	Courses or workshops which are considered intensive services if they are required for retaining or maintaining certification. An example would include courses required for a real estate agent or Certified Public Accountant (CPA) to retain their license. Registered Nurse (RN) or Licensed Practical Nurse (LPN) refresher courses are considered training when a lapse in time has caused decertification.
<b>Contextualized Curriculum ABE</b>	Job training that incorporates adult basic education in the curriculum that relates to the specific type of training.

## Counseling

A form of assistance which provides guidance in the development of a participant's vocational goals and the means to achieve those goals; and/or assist a participant with the solution to one or more individual problems that may pose a barrier(s) to sustained employment.

## Credentials

A credential is a nationally recognized degree or certificate or state recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, licensure or industry-recognized certificates (i.e., ASE car repair, Hazmat, CNA, CDL, Boiler Operator, Flag Person, Heavy Equipment Operator, etc.), and all state education agency recognized credentials. (This definition applies to current WIA statutory adult, older youth and dislocated worker measures only it does not apply to the common measures).

## Customized Training

- a. Training that is designed to meet the special requirements of an employer (including a group of employers);
- b. Training that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and
- c. Training for which the employer pays for not less than 50 percent of the cost of training

The training may occur at the employer's site or may be provided by a training vendor able to meet the employer's requirements. Such training usually requires a commitment from the employer to hire a specified number of trainees who satisfactorily complete the training.

## Economically Disadvantaged

An individual who:

- a. receives, or is a member of a family which receives, cash welfare payments under a Federal, state; or local welfare program; or
- b. received, or is a member of a family who received a total family income for the six-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and welfare payments) which on an annualized basis in relation to family size, was not in excess of the higher of
  - i. the poverty level determined in accordance with criteria established by the Director of the Office of Management Budget, or
  - ii. 70 percent of the lower living standard income level;
- c. is receiving food stamps pursuant to the Food Stamp Act of 1977; or
- d. is a foster child on behalf of whom state or local government payments are made; or
- e. in cases permitted by regulations of the Secretary, is an adult with disabilities whose own income meets the requirements identified above.

<b>Employment Assessment</b>	Analysis of skill levels, aptitudes, abilities and supportive needs of applicants in order to identify and secure paid employment.
<b>Family Financial Stability</b>	Sufficient income, coupled with responsible spending habits, to meet regular expenses and set aside funds for emergencies and future needs.
<b>Family Self-Sufficiency</b>	Policy established by the Local Workforce Investment Board LWIB used to determine whether an employed or unemployed individual in intensive services has insufficient family resources and may be offered training based on his/her individual Employment Plan (IEP). See WIA Policy 08-12.3
<b>Full Time Employment</b>	Employment of 30 or more hours per week.
<b>GED -- General Equivalency Diploma</b>	A high school equivalency diploma, which is obtained by passing the General Educational Diploma Equivalency Test that, measures skills and knowledge generally associated with four years of traditional high school instruction.
<b>Incumbent Worker</b>	Incumbent worker is an employed worker who is in need of additional skills in order to avoid layoff or improve their career prospects and economic self-sufficiency who may not be required to meet all eligibility. See WIA Policy 09.09-1.
<b>Intake</b>	The process of collecting basic information e.g. name, address, phone number, SSN, and all other required activities up to the decision of eligibility or ineligibility for an individual program.
<b>Intensive Services</b>	Services available to adults and dislocated workers who have completed one or more Core Services and are still unable to gain employment OR who are employed and have been determined in need of services to get a better job in order to gain self-sufficiency. Intensive Services include individual career planning, resume preparation, job clubs, career counseling, internships, and comprehensive assessments. Basic education, ESL, and basic computer literacy are also sometimes considered intensive. Note: All participants in intensive services must be registered and are counted for performance measurement purposes.
<b>Internship</b>	A work experience program in the private or public sector that may be paid or unpaid for an established timeframe, which permits an individual to acquire real work experience in a specific occupation, business or industry.

<b>Job Coaching</b>	An activity for a specific participant to work individually with a mentor/coach to successfully develop the ability and capabilities to perform a specific job.
<b>Job Development</b>	The process of marketing a program participant to employers, including informing employers about what the participant can do and asking for a job interview for that individual with the employer.
<b>Job Placement Services</b>	Services that help people to identify and secure paid employment that matches their aptitude, qualifications, experiences and interests. Services that specifically assist participants find jobs that may involve activities such as job search assistance, training, or job development. These services are initiatives to enhance and expedite participant's' transition from training to employment.
<b>Life Skills</b>	Those skills which are included in adult literacy dealing with such topics as consumer economics, government and law, occupational knowledge, community resources, and health that are included into an educational agency's basic literacy skills course of study.
<b>Literacy</b>	An individual's ability to (1) read, write, and speak in English, and (2) compute and solve problems, at levels of proficiency necessary (at or above the 8th grade level as measured on a generally accepted standardized test) to function on the job, in the family, and in society.
<b>Middle Skills Training/Jobs</b>	Jobs that require training/education beyond GED/high school and less than four-year degree that lead to high demand/high growth careers.
<b>Objective Assessment</b>	A process that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, supportive service needs, and measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential and developmental needs. This is required in the WIA Youth program.

<b>On-the-job Training</b>	<p>Training by an employer that is provided to a paid participant while</p> <ol style="list-style-type: none"><li>Engaged in productive work in a job that:</li><li>Provides knowledge or skills essential to the full and adequate performance of job;</li><li>Provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and the additional supervision related to the training; and</li><li>Is limited in duration as appropriate to the occupation for which the participant is being trained; taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate. (See WIOA Act)</li></ol>
<b>One Stop Delivery System</b>	<p>The One Stop delivery system is a system under which entities responsible for administering separate workforce investment, educational, and other human resource programs and funding streams referred to as One Stop partners collaborate to create a seamless system of service delivery that will enhance access to the programs' services and improve long term employment outcomes for individuals receiving assistance.</p>
<b>One-Stop Center</b>	<p>A One Stop Center is a facility that makes a wide range of the system's services available at a single site. The number of centers, the services offered, and the manner in which they are given will vary from one area to another, according to local needs and resources.</p>
<b>Outreach</b>	<p>An effort by program staff to encourage individuals in the service delivery area to use the program services. Outreach efforts also involve the collection, publication and dissemination of information on program services available in the community system to assure universal access to core services including eligibility information for services beyond core services.</p>
<b>Orientation</b>	<p>Process of providing broad information to customers in order to acquaint them with the services, programs, staff and other resources at the One-Stop center, affiliate or self-service location. Orientation is one of the core services under WIA.</p>
<b>Post-Secondary Education</b>	<p>A program at an accredited degree granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). This does not include programs offered by degree granting institutions that do not lead to an academic degree.</p>
<b>Screening</b>	<p>Type of assessment and intake process. Part of the intake process where applicant qualifications and experience are evaluated.</p>

<b>Soft Skills</b>	Trainings that prepare individuals with skills that improve various personality traits to help people work and socialize better with others to build positive relationships.
<b>Supportive Services</b>	Services that are needed to help a person to participate in job training or job search. Supportive services may include transportation, health care, financial assistance, drug and alcohol abuse counseling and referral, individual and family counseling, special services and materials for individuals with disabilities, job coaches, child care and dependent care, temporary shelter, financial counseling, and other reasonable expenses required for participation in the program.
<b>Stackable Credentials</b>	Allow students to have multiple clear entries and exit points for education and training as they progress towards an Associate's degree or highest industry credential required. This allows people to find jobs with increasing responsibility, knowing they can access additional short-term training as needed to move ahead.
<b>Training</b>	A planned, systematic sequence of instruction or other learning experience on an individual or group basis under competent supervision, which is designed to impart skills, knowledge, or abilities to prepare individuals for employment. See 20 CFR 65.10.
<b>Tutoring</b>	Instruction designed to increase basic skills level. Tutoring can be provided as a group activity, one-on-one service, or via computer-based programs through One-Stop centers or partnering agencies.
<b>Veteran</b>	An individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable. (WIA Section 101(49))
<b>Vocational Education</b>	Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.
<b>Work Experience</b>	Planned, structured learning experiences that take place in a workplace for a designated timeframe. The intent of work experiences is to provide individuals with opportunities for career exploration and skill development and to enhance their work readiness skills in preparation for employment. This may be paid or unpaid.



## **Work Readiness**

Services that provide individual or group training for people who want to learn the behaviors and techniques that are required for job retention. The training addresses soft skills such as regular attendance, punctuality, appropriate dress, adapting to supervision, employee rights and responsibilities and other similar topics.

# Career Ladders and Tools

## RETAIL



- High School Diploma
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Certificate program
- License
- 1 Year of experience
- Part time
- Full time
- Over 40 hrs/wk
- Evenings, weekends, holidays
- Projected growth or decline by 2022

SALESPERSON	CUSTOMER SERVICE REPRESENTATIVE	FIRST LINE RETAIL SUPERVISOR	PURCHASING AGENT/BUYER	SALES MANAGER	PURCHASING MANAGER
<p>A Salesperson sells merchandise, including furniture, motor vehicles, appliances or apparel to customers at stores of all kinds.</p> <p>ON-THE-JOB TRAINING (OJT) FOR A FEW DAYS TO MONTHS</p>	<p>A Customer Service Representative in the retail sector usually answers customers' specific questions, providing information about a company's products, services and policies, working in retail stores, banks, or call centers.</p> <p>OJT FOR 2-3 WEEKS</p>	<p>A First Line Retail Supervisor is an individual who coordinates the activities of retail sales workers and customer service representatives in retail stores.</p>	<p>Purchasing Agents/Buyers in the retail sector buy products for stores to stock and resell, evaluating suppliers, negotiating contracts and reviewing product quality.</p> <p>OJT FOR 1 YEAR</p>	<p>Sales Managers plan, direct and coordinate the actual distribution or movement of a product to the customers, by establishing sales territories, quotas and goals, and establishing training programs for sales representatives.</p>	<p>Purchasing Managers work in retail or wholesale companies, and coordinate the purchase of goods for resale.</p> <p> CERTIFIED PROFESSIONAL IN SUPPLY MANAGEMENT (CPSM) CERTIFIED PURCHASING PROFESSIONAL (CPP) CERTIFIED PROFESSIONAL PURCHASING MANAGER (CPPM)</p>

# HOSPITALITY



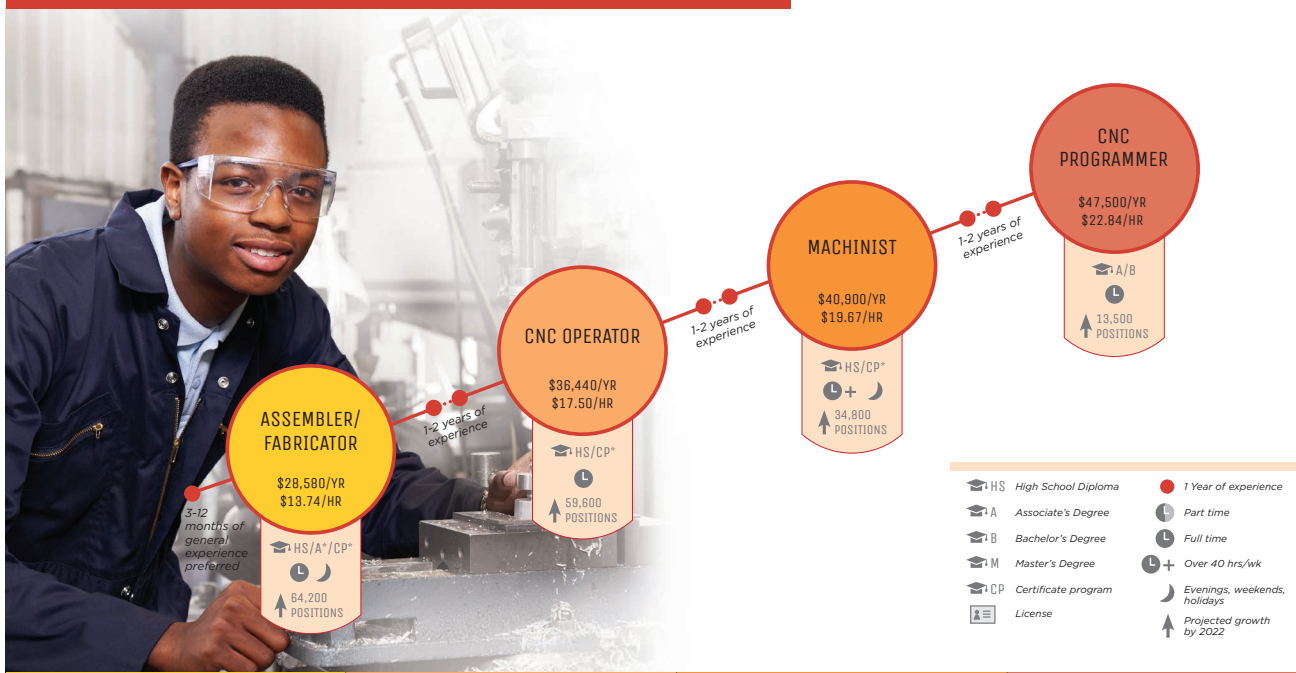
- High School Diploma
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Certificate program License
- 1 Year of experience
- Part time
- Full time
- Over 40 hrs/wk
- Evenings, weekends, holidays
- Projected growth by 2022



<p><b>MAID/HOUSEKEEPER</b></p> <p>Maids or Housekeepers are professional cleaners, performing these services in settings ranging from private homes to hotels to hospitals.</p> <p>ON-THE-JOB TRAINING (OJT)</p>	<p><b>CONCIERGE</b></p> <p>A Concierge is an individual who provides specialized assistance to guests including reservations, information, and travel arrangements, typically at a hotel.</p> <p>OJT</p>	<p><b>LODGING MANAGER</b></p> <p>A Lodging Manager is an individual who manages the operations of a hotel, motel, resort or other lodging-related establishment.</p> <p>EMPLOYERS REPORT A CONSTANT NEED FOR THIS POSITION, AS TURNOVER IS CONSISTENT</p>	<p><b>PREP COOK</b></p> <p>Prep Cooks perform a variety of food preparation duties, other than cooking, in a restaurant or cafeteria setting.</p> <p>SOME ENGLISH PROFICIENCY IS PREFERRED</p>	<p><b>COOK</b></p> <p>Cooks prepare, season and cook dishes in restaurant or cafeteria settings, and may also perform certain administrative and planning tasks.</p> <p>*OJT COULD SUBSTITUTE FOR HIGH SCHOOL DIPLOMA</p>	<p><b>EXECUTIVE CHEF</b></p> <p>Executive Chefs direct and plan food preparation in a restaurant or cafeteria setting, and often maintain the business's records and accounts.</p>
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# ADVANCED MANUFACTURING

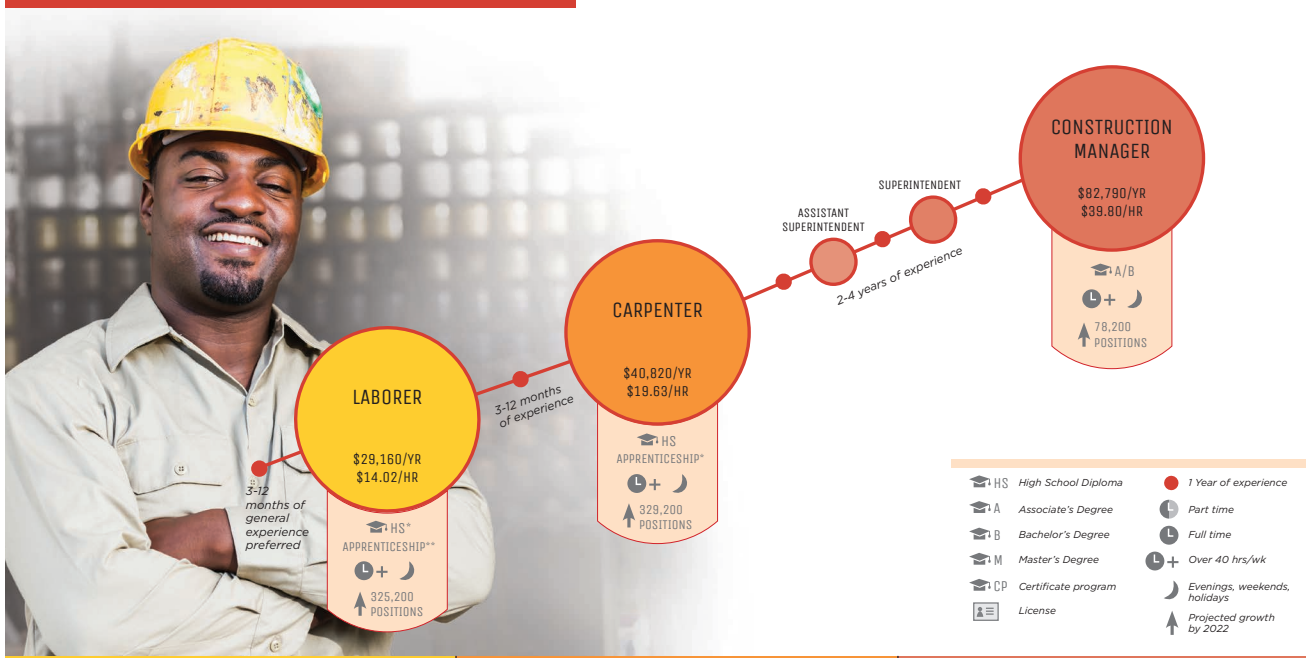


- High School Diploma
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Certificate program
- License
- 1 Year of experience
- Part time
- Full time
- Over 40 hrs/wk
- Evenings, weekends, holidays
- Projected growth by 2022

ASSEMBLER/FABRICATOR	CNC OPERATOR	MACHINIST	CNC PROGRAMMER
<p>Assemblers/Fabricators work in factory settings, assembling finished products and the parts that go in them, using their hands, tools, and machines.</p> <p>ON-THE-JOB TRAINING (OJT)</p> <p>*EMPLOYERS MAY REQUIRE TRAINING OR AN ASSOCIATE'S DEGREE FOR THE MOST SKILLED ASSEMBLY JOBS (ELECTRICAL, ELECTRONIC, AIRCRAFT, MOTOR VEHICLE)</p>	<p>Computer Numerically Controlled Machine Tool Operator ("CNC Operator") operates CNC machines or robots to perform one or more machine production functions in factories.</p> <p>OJT</p> <p>*SOME EMPLOYERS MAY ONLY HIRE CNC OPERATORS WHO HAVE COMPLETED OR ARE ENROLLED IN A FORMAL TRAINING PROGRAM OR APPRENTICESHIP</p>	<p>A Machinist sets up and operates a variety of machine tools to precision parts and instruments in factories.</p> <p>*MANY MACHINISTS RECEIVE TECHNICAL TRAINING WHILE WORKING FULL TIME FOR A FACTORY</p>	<p>Computer Numerically Controlled Machine Tool Programmers ("CNC Programmers") develop programs for factories to control machining or processing of metal or plastic parts by automatic machine tools, equipment, or systems.</p>



# BUILDING & TRADES



## LABORER

Laborers are individuals who assist in the construction process by maintaining clean and orderly worksites as well as assisting with a variety of tasks associated with construction.

ON-THE-JOB TRAINING (OJT) SHORT-TERM

\*HIGH SCHOOL DIPLOMA IS NOT REQUIRED, BUT PREFERRED

\*\*APPRENTICESHIP PROGRAM: 2-4 YEARS OF TECHNICAL INSTRUCTION AND OJT, AND 160 HOURS OF TRAINING BEFORE BEING ALLOWED ON SITE

## CARPENTER

Carpenters construct and repair structures and fixtures made of wood. They also conduct installations of cabinets, siding, and drywall.

OJT

\*APPRENTICESHIP PROGRAM: 2-4 YEARS TO COMPLETE

## CONSTRUCTION MANAGER

Construction Managers coordinate, budget, and supervise construction projects through completion.

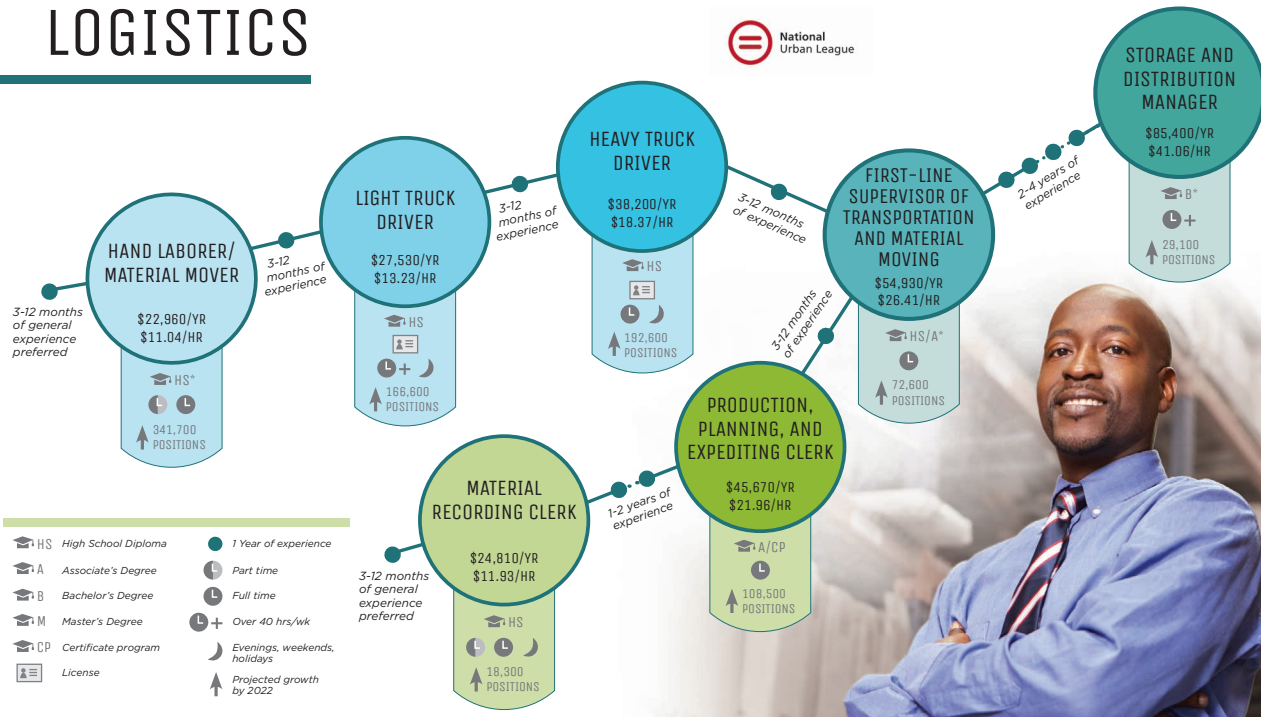
OJT FOR SEVERAL MONTHS TO YEARS

HAVE AN ABILITY TO COMMUNICATE IN ENGLISH AND SPANISH

# INFORMATION TECHNOLOGY



# LOGISTICS



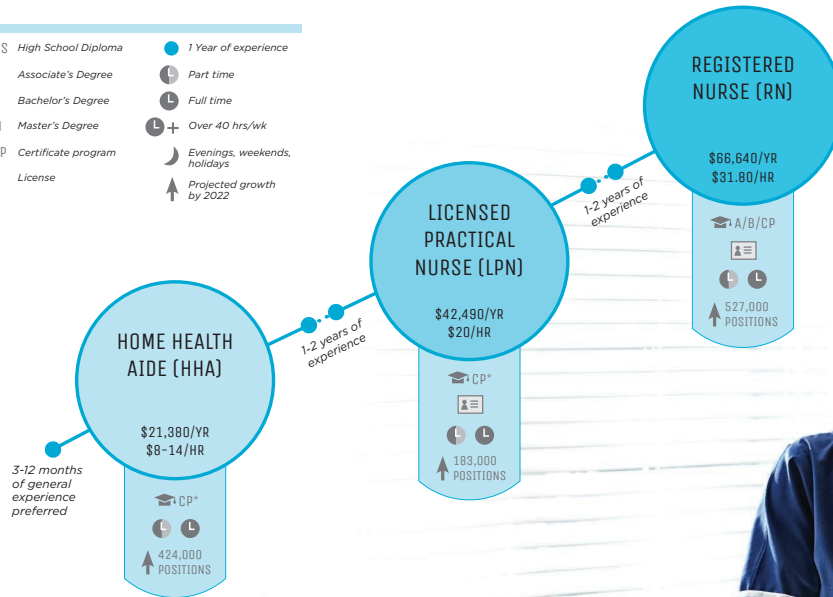
- HS High School Diploma
- A Associate's Degree
- B Bachelor's Degree
- M Master's Degree
- CP Certificate program
- License
- 1 Year of experience
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- Evenings, weekends, holidays
- Projected growth by 2022

HAND LABORER/ MATERIAL MOVER	LIGHT TRUCK DRIVER	HEAVY TRUCK DRIVER	MATERIAL RECORDING CLERK	PRODUCTION, PLANNING, AND EXPEDITING CLERK	FIRST-LINE SUPERVISOR OF TRANSPORTATION AND MATERIAL MOVING	STORAGE AND DISTRIBUTION MANAGER
<p>Hand Laborers and Material Movers transfer material and objects without utilizing machines. These materials range from freight and stock to picking up unwanted household goods.</p> <p><b>ON-THE-JOB TRAINING (OJT)</b> &lt;ONE MONTH</p> <p>*SOME EMPLOYERS DO NOT REQUIRE A DIPLOMA</p>	<p>Light Truck Drivers pick up and deliver merchandise to warehouses, manufacturing, storage, and transportation facilities.</p> <p><b>OJT 6 MONTHS TO 2 YEARS</b></p> <p><b>DRIVER'S LICENSE</b></p>	<p>Heavy Truck Drivers transport merchandise from one location to another in very large trucks that exceed 26,000 pounds, to general freight, specialized freight and wholesale facilities.</p> <p><b>COMMERCIAL DRIVER'S LICENSE</b></p> <p>(SOME DRIVERS ALSO GET A HAZMAT LICENSE)</p>	<p>Material Recording Clerks work in warehouses or freight, production, or transportation facilities, ensuring proper scheduling, recordkeeping and inventory control.</p>	<p>Production, Planning, and Expediting Clerks typically work in production or manufacturing facilities, coordinating the staff's tasks to adhere to strict production and delivery schedules.</p> <p><b>OJT 2-4 YEARS</b></p>	<p>First-Line Supervisors of Transportation and Material Moving directly supervise Hand Laborers/ Material Movers and Truck Drivers in warehouses or freight, production, or transportation facilities.</p> <p>*SOME EMPLOYERS MAY NOT REQUIRE AN ASSOCIATE'S DEGREE</p>	<p>Storage and Distribution Managers typically work in warehouses or manufacturing facilities, and determine these organizations' production and transportation schedules, budgets and vendor relationships.</p> <p>*5 YEARS OF EXPERIENCE CAN SUBSTITUTE FOR A BACHELOR'S DEGREE. SOME POSITIONS PREFER APPLICANTS WITH A CERTIFICATION IN LOGISTICS</p>



# HEALTH CARE

- HS High School Diploma
- A Associate's Degree
- B Bachelor's Degree
- M Master's Degree
- CP Certificate program
- License
- 1 Year of experience
- Part time
- Full time
- Over 40 hrs/wk
- Evenings, weekends, holidays
- Projected growth by 2022



HOME HEALTH AIDE (HHA)	LICENSED PRACTICAL NURSE (LPN)	REGISTERED NURSE (RN)
<p>Home Health Aides are care givers who primarily tend to people where they live, which allows people to remain in their homes or in special facilities while they receive care.</p> <p>*NATIONAL ASSOCIATION FOR HOME CARE &amp; HOSPICE (NAHC) CERTIFICATION</p> <p>SOME STATES REQUIRE FORMAL ON-THE-JOB TRAINING (OJT) SOME STATES REQUIRE HIGH SCHOOL DIPLOMA</p>	<p>A Licensed Practical Nurse generally provides basic nursing care under the direction of a doctor or a nurse.</p> <p> NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX-PN)</p> <p>*IN ADDITION TO A STATE-APPROVED LPN EDUCATIONAL PROGRAM, SPECIALIZED CERTIFICATIONS ARE AVAILABLE (GERONTOLOGY, IV THERAPY, ETC.)</p>	<p>A Registered Nurse provides and coordinates patient care, educates patients and the public about different health conditions, and provides advice and emotional support to patients and their families. Most RNs work in hospitals; others work in doctors' offices, nursing homes, correctional facilities, home health care services, or schools/colleges.</p> <p> NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX-PN)</p>



## Value Proposition Form: Presentation to Company X

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### Vision

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The Workforce Development organizations in the Nonprofit Sector are Preferred Suppliers of Talent to those companies that want and value our service.

### Value Add

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Nonprofit organizations help reduce company turnover by screening and training high quality and prepared employees who will require less ramp up time to full productivity. We provide ongoing employee coaching and support to increase retention. Nonprofit organizations assist incumbent workers in improving workplace skills (attitude, attendance, time management, etc.) and addressing performance issues.

### Characteristics of Nonprofit Workforce Development Organizations

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The organizations in our sector have agreed on and utilize the following practices:

- Standardized assessments to screen potential employees for best fit/job matching
- Proven Job Readiness and Job Retention training curriculum to include the following modules:
  - Example
  - Example
  - Example
- Vocational Training (onsite or via scholarship) that provides the skills employers need. Can “skill up” entry level and incumbent workers.
- Supportive services offered during employment to ensure employee job retention and maintain employer satisfaction

### Capacity of Nonprofit Sector in Your Industry \*\*

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We have mapped the projected output of the Nonprofit Sector in \_\_\_\_\_ Industry. Here is our projected capacity:

- # Employees over \_\_\_ period of time trained in \_\_\_\_\_ Vocational Skill
- Completed Job Readiness training, providing the following skills (reliability, attendance, commitment, etc.)
- With supportive services over the next \_\_\_\_\_ months to include (follow up, assistance with emergencies, mentoring, etc.)
- Continuing Job Skills training for incumbent workers

**\*\*Note: This section is flexible and depends on the results of Employer/Industry discovery.**

## Job Readiness Checklist

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This form is to be completed in partnership with the job coach and client.

### About my employment

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- I have a clearly defined employment goal:
  - a. I have a short and long term employment goal.
    - i. I am willing to take any job to meet my daily needs until I get my dream Job.
  - b. I have determined a time frame to achieve my goal and I am fully accountable for it
    - i. I identified my obstacles to finding and keeping a job and have a plan to address it.
    - ii. I know the industry and my capabilities.
- I can pass a drug screening.
- I understand my background check and am able to discuss it effectively with a potential employer.
- I know how much money I need to make in order to be self-sufficient.
- I am committed to working with my coach for the long term until I achieve my goal.
  - I have a budget and spending plan to help me manage my current income/financial situation.
  - I have created a plan for my future budget.
  - I know my credit score and what is on my credit report (applicable if employers check credit).
  - I have a plan for how I will transition from receiving public benefits to supporting myself through my own budget.
- I have the education, skills, certification and license required for the job.
- I have developed my job search strategies.
  - I have prepared a list of potential employers.
  - I have a plan to network professionally.
  - I will apply and complete follow-up on applications submitted.

### My Communication

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- I have explored known personal issues related to employment such as health/mental health concerns.
- I am able to show all required documents to an employer such as Social Security, 1-9 documents, state-issued ID and work permit.
- I demonstrate the necessary verbal and written communication skills to meet my employment objective.
- I have a resume and the resume is typed, neat and organized.
- I know how to fill an online employment application.
- A potential employer can easily get in touch with me.
- I am comfortable with my interviewing skills and know how to answer difficult questions such as unemployment gap and background issues.
  - a. I have my Elevator Speech ready.
- I understand how my social media/online activity can influence my ability to get hired.

### Transportation & Childcare

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- I have reliable transportation. If not I have other options of transportation.
- I have reliable child care assistance.

## My Soft Skills

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- I will return calls, emails, and other messages quickly and am willing to find other ways to communicate assignments and progress. (Applicable to interaction with agency and employer).
- I am ready to maintain consistent, punctual attendance.
- I have appropriate clothes for the interview and/or job.
- I am ready to demonstrate positive attitudes and behavior.
- I am willing and capable to work as a team member, putting safety first.
- I will take initiative and proactively achieve tasks.
- I understand the ways to effectively communicate with my employer and manage conflict.
- I can demonstrate appropriate soft skill behavior.