

Kellogg College  
Course Cover Sheet



**M-CAM Training Area:**

CNC/Machining  Multi-Skilled/Mechatronics  Production Operation  Welding/Fabrications

**Program(s):** Kellogg Advanced Manufacturing Assembly (KAMA)

**Course:** CSTR 111 Workplace Essentials

**Course Description:** Participants attending this course will learn foundational skills necessary for entering the workforce. The topics covered during the training include: effective communication, time and stress management, conflict management, personal financial management, accountability and workplace relationships, change management, harassment and hostile work environment prevention, interviewing techniques and resume writing, professionalism and customer service, and emotional intelligence.

**Date Created:** 4/22/14

**Faculty Developer(s)/Instructional Designers(s):** N/A

**Employer/Industry Partner:** Denso, TRMI, II Stanley

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**Additional Information/Comments:**

-Hostile environment prevention Power Point

**Instructional Materials:**

-Sexual harassment quiz and sexual harassment quiz answers

-Conflict Management Handouts and Power Point

-Stress Management Power Point and handout

-Interview Handout

-Emotional Intelligence Assessment and Power Point

-Resume Power Point and sample resume

-Professionalism worksheets

**-Professionalism:**

-Books: **Emotional Intelligence** 2.0, Travis Bradberry & Jean Greaves. ISBN-13: 978-0-97432-062-5

**Professionalism Skills for Workplace Success**, Lydia E. Anderson and Sandra B. Bolt.

ISBN-13: 978-0-13-262466-4

ISBN-10: 0-13-262466-4



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## Workplace Essentials

<b>Course Number:</b>	CSTR 111
<b>Credits:</b>	2.0
<b>Semester:</b>	Spring 2017
<b>Start and End Dates:</b>	January 23 – May 11, 2017
<b>Meeting Times/Dates:</b>	10:00 a.m. - 12:00 p.m., days vary
<b>Location of Course:</b>	Regional Manufacturing Technology Center (RMTC) 405 Hill Brady Road Battle Creek, MI 49037
<b>Instructor:</b>	Maggie Murphy, Sean Washington, and Guest Lecturers
<b>KCC Staff Email Address:</b>	<a href="mailto:murphym@kellogg.edu">murphym@kellogg.edu</a> , <a href="mailto:sean@mylestoneproject.com">sean@mylestoneproject.com</a>
<b>Instructor Phone Number:</b>	269-660-5360
<b>Instructor Office &amp; Mailbox Location:</b>	RMTC
<b>Course Description:</b>	Participants attending this course will learn foundational skills necessary for entering the workforce. The topics covered during the training include: effective communication, time and stress management, conflict management, personal financial management, accountability and workplace relationships, change management, harassment and hostile work environment prevention, interviewing techniques and resume writing, professionalism and customer service, and emotional intelligence.
<b>Prerequisites:</b>	N/A
<b>Textbook(s):</b>	Provided by the instructor
<b>Learner Supplies:</b>	None



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**General Education:** N/A; this course is not a General Education course.

**Occupational Program or Accreditation Standards:**

N/A

**Course Competencies:**

1. Professionalism
  - a. Goal Setting
  - b. Emotional Intelligence
  - c. Stress Management/Business Etiquette
  - d. Ethics/Diversity in the Workplace
  - e. Organizational Structure in the Workplace
  - f. Business Communication
  - g. Leadership and Teamwork
  - h. Career Change
2. Sexual Harassment, Change Management, Stress Management,
  - a. **Sexual Harassment:** Define sexual harassment, bullying, and hostile environment. Recognize inappropriate behaviors that constitute a violation. Determine which actions are illegal vs those that are frowned upon but at this time not considered a violation of the law.
  - b. **Stress Management:** Define stress and learn how to cope with it.
  - c. **Change Management:** Explain the benefits of being adaptable. Explain the consequences of being inflexible. Identify the expected behaviors and change resistant behaviors. Utilize a methodology and tools for managing change to become change resilient.
3. Resume
  - a. Submit a draft of resume for review by instructor
  - b. Complete a professional resume
  - c. Email resume to instructor
4. Interviewing and Mock Interviews
  - a. Attend interviewing instruction class
  - b. Participate in mock interview and demonstrate effective interview communication skills by articulating their knowledge, skills, and experience as they relate to the manufacturing environment during the mock interview



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**Mode of Instruction:**

This course will incorporate a variety of learning experiences. Lectures, class discussions, large and small group work, and oral and written assignments will be used to enhance and reinforce textbook readings. Guest speakers, videos, hands-on learning activities and field trips may also be used to support textbook theory and practice.

**Assignments: Professionalism**

Competency	Assignment	Description	Possible Points
	Pre-Assessment	Each student will be given a pre-course assessment to measure baseline knowledge in each of the competency areas	5
1	Participation	Students will learn Goal Setting	2
1	Class Assignment	Read Chapter 1 and complete goal setting worksheet	10
2	Participation	Students will learn about Emotional Intelligence	2
2	Class Assignment	Complete Emotional Intelligence assessment and identify areas needing improvement	10
3	Participation	Students will learn Stress Management and Business Etiquette	2
3	Class Assignment	Read Chapters 3 & 4 and complete quiz	7
4	Participation	Students will learn about Ethics and Diversity	2
4	Class Assignment	Read Chapters 5 & 6 and complete ethics writing prompt and worksheet	15
5	Participation	Students will learn organizational structure in the workplace	2
5	Class Assignment	Read Chapters 7 & 8 and complete quiz	7
6	Participation	Students will learn business communication	2
6	Class Assignment	Read Chapters 9 & 10 and complete memo assignment	5
7	Participation	Students will learn about leadership and teamwork	2
7	Class Assignment	Read Chapters 11 & 12 and complete quiz	7
8	Participation	Students will learn about career change	2
8	Class Assignment	Read Chapter 16 and complete career change worksheet	10
1-8	Post Assessment	Post assessment covering all course competencies	5



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**Assignment: Sexual Harassment, Change Management, Stress Management**

Competency	Assignment	Description	Possible Points
	Pre-assessment	Each student will be given a pre-course assessment to measure baseline knowledge in each of the competency areas	0
1	Participation	Students will define sexual harassment and recognize inappropriate behaviors	5
1	Class Assignment	Complete assessments and classroom assignments	5
2	Participation	Students will define stress and how to cope with it	5
2	Class Assignment	Complete assessments and classroom exercises	5
3	Participation	Students will utilize a methodology and tools for managing change to become change resilient.	5
3	Class Assignment	Complete assessments and classroom exercises	5

**Assignment: Resume**

Competency	Assignment	Description	Possible Points
	Pre-Assessment	Each student will be given a pre-course assessment to measure baseline knowledge in each of the competency areas	4
1	Participation	Students will learn about different types of resumes	2
1	Class Assignment	Submit a resume worksheet or draft resume to instructor	5
2	Participation	Students will complete a professional, updated resume	2
2	Class Assignment	Submit completed resume to instructor for review	5
3	Participation	Students will make any corrections to resume	2
3	Class Assignment	Submit completed, corrected resume to instructor via email	5



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**Assignment: Interviewing and Mock Interviews**

Competency	Assignment	Description	Possible Points
	Pre-Assessment	Each student will be given a pre-course assessment to measure baseline knowledge in each of the competency areas	5
1	Participation	Students will attend an interviewing instruction class	5
2	Participation	Students will participate in mock interview and demonstrate skills learned	5

**Make-up Work, Late Assignments, and Retakes:** Make-up work, late assignments, and retakes may be available and/or accommodated at the discretion of the instructor and granted on a case-by-case determination. It is the expectation that students complete and turn-in assigned work on-time and in accordance with the course syllabus and instructor guidelines. Retakes on quizzes, tests, exams, or any other related course assessments are not common practice, and may only be granted as the result of extreme circumstances, as determined by the instructor.

**Make-up Policy (Professionalism):** Students missing Professionalism Class will be given one week to complete missing assignments. After one week, missing assignments will no longer be accepted.



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**Grade Determination:**

<b>Competency</b>	<b>Assignment</b>	<b>Points Possible</b>	<b>Weight</b>
<b>Professionalism</b>	Pre-Assessment	5	5%
<b>Professionalism 3, 5, and 7</b>	Quizzes	30	20%
<b>Professionalism 1, 2, 4 and 8</b>	Worksheets	30	20%
<b>Professionalism 6</b>	Writing	10	5%
<b>Professionalism 1-8</b>	Post-Assessment	5	5%
<b>Professionalism 1-8</b>	Participation/Attitude	16	5%
<b>Professionalism 1-8</b>	Attendance Students will earn 2 points per each full day in attendance.	16	10%
<b>Resume Class 1, 2 and 3</b>	Completed Resume and attendance	25	10%
<b>Workplace Management Classes 1, 2 and 3</b>	Attendance and participation in Sexual Harassment, Stress Management and Change Management	35	10%
<b>Interview Class and Mock Interview 1, 2 and 3</b>	Interview Class and Mock Interview Participation	15	10%
<b>TOTAL POINTS POSSIBLE →</b>		<b>156</b>	<b>100%</b>





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**Grading Information:** In this course, you will earn a pass (P) or no-pass (N) grade.

**Grading Chart:**

<b>Grade</b>	<b>Explanation</b>	<b>Credit Awarded</b>
P	Earned 70% or more of the total possible points	Yes
N	Earned less than 70% of total possible points	No

- A “P” indicates you have passed the course and academic credit is earned for the course. This is equivalent to a “C” grade or better
- To earn a “P” grade, you must earn at least 70% of the total possible points for available for the course
- An “N” indicates that you have not passed the course and no academic credit is earned
- You should be aware that an “N” grade on your academic record may jeopardize your ability to obtain federal financial aid or your ability to transfer, since many colleges and universities consider this grade a failure.

**Instructor Course Policies:**

1. Students are expected to be present and engaged in class discussions and activities. If the instructor believes a student is not meeting course or program expectations, then the instructor will reach out to a Career Coach for intervention strategies.



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**Attendance:**

**1. KCC Required Statement:**

Regular attendance is an essential part of the educational experience and a requirement for an adequate evaluation of each student's academic progress. Excessive absence is reported to the Academic Advising department. An Advisor will reach out to students to discuss options for success. Continued absenteeism may lead to administration action. Faculty are required to report to the Financial Aid office students who have never attended class. Federal aid may be reduced if a student does not begin attendance in all classes. This includes online courses. For more information, please visit: <http://www.kellogg.edu/wp-content/uploads/2016/08/Handbook-2016-2017.pdf>.

**2. Department Specific Attendance Info:**

Attendance will be taken into consideration when grades are being determined. Points are assigned for attendance in the Grade Determination chart and will count toward your final grade.

If a student has excessive absences, the instructor will notify a Career Coaches to develop an appropriate action plan to mitigate or eliminate barriers causing the excessive absences.

**Drop/Add Procedures:**

Drop/Add procedural information may be found at: <http://www.kellogg.edu/catalog>. The drop/add dates for every course may be found on the KCC web site at: [www.kellogg.edu](http://www.kellogg.edu) follow the schedule link.

**Incomplete Grade and Additional Grading Policies:**

For information regarding additional grading policies, please visit the KCC catalog at: <http://www.kellogg.edu/catalog>.

**Disability Services:**

While ensuring the academic integrity of its programs, Kellogg Community College is dedicated to providing the reasonable accommodations needed to ensure equal access to educational opportunities for individuals with verified disabilities. Disability services are provided to students who self-disclose a disability to the Support Services Department and provide appropriate documentation. Support Services may be reached at 269.965.4150 or [supportservices@kellogg.edu](mailto:supportservices@kellogg.edu).

**Academic Integrity Policies:**

Ethical conduct is the obligation of every member of the KCC community. Breaches of Academic integrity constitute serious breaches of ethical conduct. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. This policy



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demonstrates KCC's concern for academic integrity and guarantees a fair procedure for handling these concerns. Examples of unethical conduct include: cheating, fabrication, and plagiarism. For more information regarding KCC's Student Code of Conduct, please visit: <http://www.kellogg.edu/wp-content/uploads/2016/08/Handbook-2016-2017.pdf>.

**Code of Conduct:**

Kellogg Community College students are expected to model the skills and behaviors of working professionals. This includes exhibiting behaviors which support respect and courtesy in the class environment. For more information regarding KCC's Student Code of Conduct, please visit: <http://www.kellogg.edu/wp-content/uploads/2016/08/Handbook-2016-2017.pdf>.

**Safe and Successful Campus Environment:**

KCC is dedicated to providing a safe environment which is conducive to success for all students. When staff notice that a student is struggling emotionally, intellectually, or behaviorally with classroom expectations, they may notify the appropriate personnel on campus to intervene and provide assistance to that student. Academic assistance is available in The Bridge and through Academic Advising; personal counseling is also available in Support Services.

Students whose behavior suggests they are struggling may also be contacted by the KCC Director of Student Relations or by KCC Public Safety. If students have safety concerns about others' behavior in class or on campus, those students are encouraged to discuss their concerns with KCC Public Safety directly.

**Academic Support Services:**

Kellogg Community College is committed to your academic success. If for any reason a student is struggling with a class, speak to the Professor immediately. They are the best resource. Additional resources available include The Bridge (<http://www.kellogg.edu/services/the-bridge/>) and Support Services (<http://www.kellogg.edu/services/student-support-services/>).

**Honors Contract Information:**

Honors contracts are a way for students to turn any college-level KCC course into an honors course, giving them the flexibility to take ownership over learning. At the beginning of the semester, with instructor approval, a student may work with the instructor to develop a unique honors project beyond the course syllabus. Once the honors project is clearly defined and the student's project has been approved by the instructor, the student works independently on that project during the semester and may seek support from the instructor as needed; then, at the end of the semester, when the student successfully completes the honors project as outlined in the contract **and** earns at least a B+ in the course, the student will earn honors designation on their transcript. To download the honors contract and learn more about the Honors Program, please visit <http://www.kellogg.edu/academics/honors-program/>.



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**Retain this Syllabus & Syllabus Disclaimer:**

This syllabus is a record of learning outcomes associated with this course. Many institutions will require a copy of this syllabus to grant transfer credit. It is the student's responsibility to retain a copy for future use.

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Kellogg Community College and any student, nor between the instructor and any student. The instructor reserves the right, acting within the policies and procedures of Kellogg Community College, to make changes in course content or instructional techniques without notice or obligation.

**Use of Technology & Student Email Accounts:**

The College has a variety of computer systems which are provided for the use of students and are to be used for education, research, academic development, and public service only. You are responsible for seeing that the computing facilities are used in an effective, efficient, ethical, and lawful manner. Computer systems, such as e-mail, are intended for college related activities only. Inappropriate messages and/or materials are not to be sent or stored. For more information, visit the KCC web page at: [www.kellogg.edu](http://www.kellogg.edu).

**Textbook Statement:**

There are multiple choices for purchasing textbooks, including the Kellogg Community College bookstore ([www.kellogg.edu](http://www.kellogg.edu) - follow the on campus link to the bookstore). Please be advised that each student should fully investigate the refund policies of book retail stores, including the Kellogg Community College bookstore, PRIOR to purchasing a book for any course. When purchasing a book from the Kellogg Community College bookstore, students are encouraged not to break a textbook's binding, or open a book in shrink-wrap covering, prior to attending the first course session in order to verify that a correct book has been purchased. Students are advised to keep all receipts from book purchases.

**Service Learning Option:** Service learning is not an option for this course.

# Time to reflect

**Instructions:** Please review the following questions and provide your answers in the space provided. Please be as honest as possible, you will not be asked to share your responses with the group.

1. Think back to your childhood. How did your parent figure behave during a conflict situation at home? For example, did they:

- Avoid conflict by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Talk through the situation until both parties understood how the other was feeling, and then agreed to an amiable solution

1b. Is your behavior similar or different to your parent figure's behavior? Explain your answer.

2. If you have siblings, how did your siblings behave when you were in a conflict situation with them?

For example, did your siblings

- Avoid conflict, by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Agree to a compromise but then hold a grudge
- Talk through the situation until both parties understood how the other was feeling, and then agree to an amiable solution

2b. Was your behavior similar or different to your sibling's behavior? Explain your answer.

# Time to reflect

continued

3. If you have a spouse, significant other, or children, how do you behave during a conflict on with them?

Spouse or Significant Other - do you:

- Avoid conflict, by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Agree to a compromise but then hold a grudge
- Talk through the situation until both parties understood how the other was feeling and then agreed to an amiable solution

Children - do you:

- Avoid conflict, by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Agree to a compromise but then hold a grudge
- Talk through the situation until both parties understood how the other was feeling, and then agreed to an amiable solution

3b. Is there any correlation between how you interact with your loved ones and how your parents interacted with you during a conflict situation? Explain your answer.

# Time to reflect

continued

4. When you are at work how does your manager or supervisor behave during a conflict situation?

Do they:

- Avoid conflict by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Agree to a compromise but then hold a grudge
- Talk through the situation until both parties understood how the other was feeling, and then agreed to an amiable solution

4b. How do you behave when you have a conflict situation with your manager or supervisor?

5. How do your coworkers behave during a conflict situation at work?

Do they:

- Avoid conflict, by not discussing or communicating with one another
- Escalate conflict by raising their voice and not listening to others
- Treat conflict like it was a competition
- Agree to whatever was being said to make the conflict go away
- Agree to a compromise but then hold a grudge
- Talk through the situation until both parties understood how the other was feeling, and then agreed to an amiable solution

5b. How do you behave when you are dealing with a conflict in your department or work group?

5c. Is your behavior at work during a conflict situation similar or different to how you behave when you are at home?

# Dealing with our attitudes

**Instructions:** Fill out this worksheet during the group discussion. Please review your responses to the "Time to reflect" worksheet then, answer the following questions and provide your answers in the space provided. Please be as honest as possible, you will only be asked to share what you're comfortable sharing with the group.

Type of Conflict	Words, Attitudes or emotions associated with this type of conflict	Result of this type of conflict
Competition		
Avoidance		
Accommodation		
Compromise		
Collaboration		



# Dealing with our attitudes,

continued

1. Which type of response did your parental figure use with you?

2. Which type of response did you observe your parental figure use with each other?

3. Which approach do you use when you are at home? If you have a spouse and/or children, is your approach different?

4. Which approach do you use at work?

5. Is there a difference in your approach at home and your approach at work? Why or why not?

6. Do you feel you need to change your attitude about how you respond to approach conflict either at home or at work? Why or why not?

# Dealing with our emotions

self-assessment

**Instructions:** Review each of the situations and respond as to how the situation applies to you.

	All the time	Usually	Sometimes	Once in a while	Never respond this way
1. When I observe two coworkers arguing, I usually sometimes immediately get uncomfortable and want to leave.					
2. When I hear a coworker complaining about a problem I tell them to ignore it and "put or shut up."					
3. When I am asked to do something I don't believe I should have to do, it is easier for me to just go ahead and complete the project than bring up my issues or concerns.					
4. When someone approaches me with a conflict situation, I just agree with him or her or apologize if I need to.					
5. When I have to approach a coworker about a conflict issue I tend to back down or compromise and not get what I want or need.					
6. When I see two coworkers in a disagreement I help determine a compromise that will satisfy both of them so that they will stop arguing.					
7. When I confront someone in a conflict situation, I have every intention of winning the argument or disagreement.					
8. When I observe a conflict situation taking place, I will immediately determine who is right and who is wrong.					
9. When I observe a conflict between coworkers, I intervene with the hopes of helping them reach a win-win solution.					
10. When I need to talk to someone about an issue my goal is to state my feelings, have them state their feelings, find common ground that we can both agree to, then work creatively to find an agreeable solution to both parties.					

# Dealing with our emotions self-assessment

continued

Instructions: Now that you have completed the self assessment, review your answers and complete the following questions in the space provided.

<p>Review statements 1 and 2. They were linked to the Avoidance response. How did you respond to those statements? Do you avoid conflict or confront it? If you avoid conflict how would you like to change it in the future?</p>
<p>Review statements 3 and 4. They were linked to the Accommodate response. How did you respond to those statements? If this is how you handle conflict, how would you like to change your response in the future?</p>
<p>Review statements 5 and 6. They are linked to the Compromise response. How did you respond to those statements? If this is how you handle conflict, how would you like to change your response in the future?</p>
<p>Review statements 7 and 8. They are linked to the Competition response. How did you respond to those statements? If this is how you handle conflict, how would you like to change your response in the future?</p>
<p>Review statements 9 and 10. They are linked to the Collaboration response. How did you respond to those statements? If this is how you handle conflict-congratulations, you are off to an excellent start. If not, then how can you refocus your approach to respond more effectively?</p>



# Everybody Wins

How to Turn Conflict into  
Collaboration

# **Group Activity**

# WIIFM

Employee Benefits Include:

- Reduced Stress
- Get More Done
- Feel Better
- Generally Stay Out of Court

# WIIFM

Organizational Benefits Include:

- Retain Valuable Assets
- Creativity and Innovation
- Improved Productivity
- Generally Stay Out of Court



# WIIFM

- Understand why conflict happens in the workplace
- Change your perspective about conflict
- 3 most common workplace conflict situations
- 5 ways people deal with conflict
- Use an approach to a conflict situation

# The “Everybody Wins” Approach

1. Everyone Tells it like they see it
2. Get everything on the table
3. Focus on the future

**Time to Reflect...**

# Cause of Conflict

Constant Change

Stress of doing more with less

Confusion over responsibilities

Miscommunication

# Workplace Conflict

- Peer to Peer conflict
- Work-Team conflict
- Manager-to-Employee Conflict



# Workplace Conflict

- Peer to Peer conflict
- Work-Team conflict
- Manager-to-Employee Conflict





# Workplace Conflict

- Peer to Peer conflict
- Work-Team conflict
- Manager-to-Employee Conflict




# Dealing with our attitudes...

# Conflict Responses

Competition	Win/Lose
Avoidance	Lose/Lose
Accommodation	Lose/Win
Compromise	Lose/Lose
Collaboration	Win/Win

**Dealing with our emotions...**

The background is a light green color with white, wavy, abstract shapes that create a sense of movement and depth. The text is centered in the middle of the frame.

**Everybody Wins**

# The “Everybody Wins” Approach

1. Everyone Tells it like they see it
2. Get everything on the table
3. Focus on the future

# Feeling words



# I-Messages

# The Quick Emotional Intelligence Self-Assessment\*

\*Adapted for the San Diego City College MESA Program from a model by Paul Mohapel (paul.mohapel@shaw.ca)



Emotional intelligence (*referred to as EQ*) is your ability to **be aware of, understand and manage your emotions**. *Why is EQ important?* While intelligence (*referred to as IQ*) is important, success in life depends more on EQ. Take the assessment below to learn your EQ strengths!

Rank each statement as follows: **0** (*Never*) **1** (*Rarely*) **2** (*Sometimes*) **3** (*Often*) **4** (*Always*)

## Emotional Awareness – Total: \_\_\_\_\_

0 1 2 3 4	My feelings are clear to me at any given moment
0 1 2 3 4	Emotions play an important part in my life
0 1 2 3 4	My moods impact the people around me
0 1 2 3 4	I find it easy to put words to my feelings
0 1 2 3 4	My moods are easily affected by external events
0 1 2 3 4	I can easily sense when I'm going to be angry
0 1 2 3 4	I readily tell others my true feelings
0 1 2 3 4	I find it easy to describe my feelings
0 1 2 3 4	Even when I'm upset, I'm aware of what's happening to me
0 1 2 3 4	I am able to stand apart from my thoughts and feelings and examine them

## Emotional Management – Total: \_\_\_\_\_

0 1 2 3 4	I accept responsibility for my reactions
0 1 2 3 4	I find it easy to make goals and stick with them
0 1 2 3 4	I am an emotionally balanced person
0 1 2 3 4	I am a very patient person
0 1 2 3 4	I can accept critical comments from others without becoming angry
0 1 2 3 4	I maintain my composure, even during stressful times
0 1 2 3 4	If an issue does not affect me directly, I don't let it bother me
0 1 2 3 4	I can restrain myself when I feel anger towards someone
0 1 2 3 4	I control urges to overindulge in things that could damage my well being
0 1 2 3 4	I direct my energy into creative work or hobbies

## Social Emotional Awareness – Total: \_\_\_\_\_

0 1 2 3 4	I consider the impact of my decisions on other people
0 1 2 3 4	I can easily tell if the people around me are becoming annoyed
0 1 2 3 4	I sense it when a person's mood changes
0 1 2 3 4	I am able to be supportive when giving bad news to others
0 1 2 3 4	I am generally able to understand the way other people feel
0 1 2 3 4	My friends can tell me intimate things about themselves
0 1 2 3 4	It genuinely bothers me to see other people suffer
0 1 2 3 4	I usually know when to speak and when to be silent
0 1 2 3 4	I care what happens to other people
0 1 2 3 4	I understand when people's plans change

**Relationship Management – Total:** \_\_\_\_\_

0 1 2 3 4	I am able to show affection
0 1 2 3 4	My relationships are safe places for me
0 1 2 3 4	I find it easy to share my deep feelings with others
0 1 2 3 4	I am good at motivating others
0 1 2 3 4	I am a fairly cheerful person
0 1 2 3 4	It is easy for me to make friends
0 1 2 3 4	People tell me I am sociable and fun
0 1 2 3 4	I like helping people
0 1 2 3 4	Others can depend on me
0 1 2 3 4	I am able to talk someone down if they are very upset



**My EQ strengths!** Mark your EQ total scores to assess your strengths and areas for improvement.

Domain	Score
Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Emotional Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Social Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Relationship Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Measure your effectiveness in each domain using the following key: <b>0 – 24</b> Area for Enrichment: <b>Requires</b> attention and development <b>25 – 34</b> Effective Functioning: Consider <b>strengthening</b> <b>35 – 40</b> Enhanced Skills: Use as <b>leverage</b> to develop weaker areas	

**Using your EQ strength** – for your strongest EQ domain, give an example of how you demonstrate your strength in your daily life or work: \_\_\_\_\_

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**Effects of your EQ strength** – for your weakest EQ domain, give an example of how this affects you AND others in your daily life or work: \_\_\_\_\_

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**Improving your EQ strength** – for your weakest EQ domain, what steps can you take to strengthen yourself in this area? How will this benefit you in your daily life or work? \_\_\_\_\_

---



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For help in developing your EQ strengths, visit the City College Mental Health Counseling Center (Room A-221)

# YOUR EMOTIONAL INTELLIGENCE: THE KEY TO YOUR CONNECTION IN BUSINESS...AND LIFE

## EDGE Program



*Emotional intelligence is an essential part of the whole person.*

*Presentation borrowed fromn Chris Hazen Molina  
Heartfelt Workforce + Lifeforce*

# What is Emotional Intelligence?

**“Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups.” – wikipedia.com**

**EI is also referred to as EQ, which is the numerical measure of Emotional Intelligence.**

**"Even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities, ignoring the emotional intelligence that also matters immensely for our personal destiny."**

**~Daniel Goleman**

# How is my IQ different from my EQ?



- Your IQ (Intelligence Quotient) is the value that indicates a person's ability to learn, understand and apply information and skills in a meaningful way.
- Your EQ (Emotional Quotient) is a way to measure how a person recognizes emotions in himself/herself and others, and manages those emotional states to work better as a group.

# What are the 4 skills that make up your Emotional Intelligence?

- **Personal Competence**
  - Self Awareness
  - Self Management
  
- **Social Competence**
  - Social Awareness
  - Relationship Management



# Personal Competence



# Personal Competence

- ***Self Awareness***

- Being conscious of how you show up in the world.
- Conscious of your actions, reactions, habits and behaviors.
- Being able to self reflect on your life.

- ***Self Management***

- Knowing how to manage your emotions.
- Knowing your triggers and upsets, and how to process them.
- Being a big picture thinking so see your part in any situation.
- **Self Responsibility.**
- Being able to manage yourself in any situation.

# Social Competence



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# Social Competence

- ***Social Awareness***

- Focuses on your ability to understand the emotions of those around you.
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# Examples of people with low EQ



**DR. SHELDON COOPER**

"The guy is one lab accident away from being a supervillain"

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# Five Core Areas of Emotion

Intensity of Feelings	Happy	Sad	Angry	Afraid	Ashamed
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# Can improving my EQ help me in my business?

- **YES! Improving your EQ will enhance your relationship with yourself, your work colleagues, your clients and.....**
- **.....your relationship with your friends and family as well!**
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# Now it's your turn!

- Take the online EI Appraisal
- Transfer your scores into the EI Action Plan (pg 56)
- Pick an EQ skill to work on. Suggestion – select one you feel you most need to work on based on your scores.
- Go to the section of the EI book with improvement strategies for your selected EI skill.



# EI Improvement Strategies

- Self-awareness Strategies: Page 61
- Self-Management Strategies: Page 97
- Social Awareness Strategies: Page 135
- Relationship Strategies: Page 177

# Group Work

- Get into groups based on your selected EI area for improvement
- If that group is large, break into smaller groups of about 4 people
- Perhaps you could each skim through the choices in your section and note 1-2 strategies that seem good to you at first glance. Together review the strategies you have each selected from that section and discuss them in more detail. Note: there is no correct answer – the goal is for you to discuss various strategies and then pick 1 or 2 you feel you could use to improve yours skills in this area.
- Note this strategies you have selected for yourself and highlight them in some way.

# Homework

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- <http://www.bing.com/videos/search?q=Amygdala+Hijack&FORM=VRIBRE#view=detail&mid=473D671AC150E1D65B44473D671AC150E1D65B44>



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YAY

YAY  
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- Transfer your scores into the EI Action Plan (pg 56)
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- Go to the section of the EI book with improvement strategies for your selected skill area. The page number of your suggested strategies is provided.
- Read the strategies that have been suggested for you.

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# Group Work

- The instructor will put you into groups based on your suggested EI area for improvement
- If your group is large, break into smaller groups of up to 3-4 people
- Refer to the suggested strategies for improving your score in the skill area you are working on.
- After you have read your recommended strategies work with the other members of your group to:
  - Brainstorm ways you could use this strategy in you life
  - Take notes on your discussion as we may revisit this later in the course

# Homework

- Keep referring to your strategies and the ideas you have taken notes on that could help you use these strategies.
- Keep track of these notes and your progress in using these strategies as we may revisit them later in the course.

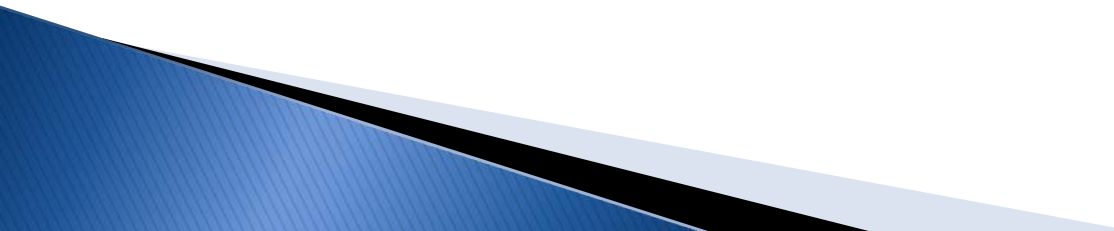


# Harassment and Hostile Environment Prevention Training

EDGE

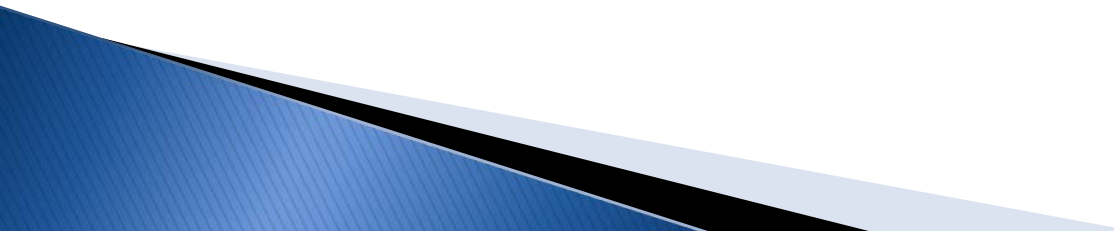
# OUTCOMES

---

- ▶ Define sexual harassment, bullying, and hostile environment
  - ▶ Recognize inappropriate behaviors that constitute a violation
  - ▶ Determine which actions are illegal vs those that are frowned upon but at this time not considered a violation of the law.
- 


# WHY IS PREVENTION IMPORTANT?

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- ▶ Ensures a safe, positive work environment is created
  - ▶ Maintains or Increases productivity
  - ▶ Increases moral
- 

# WHAT IS BULLYING?

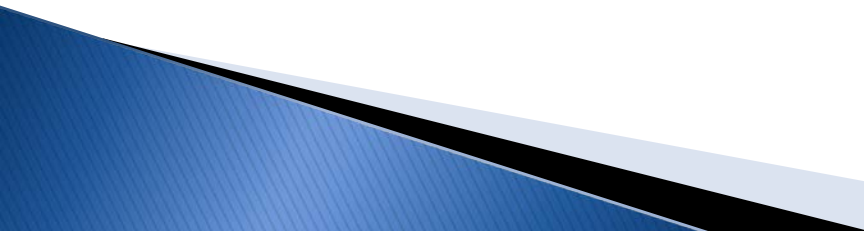
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- ▶ A form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort
  - ▶ Verbal abuse
  - ▶ Offensive conduct which is threatening, humiliating, or intimidating
  - ▶ Work interference – sabotage
  - ▶ Negative consequences for the target
  - ▶ Bullies are trying to control others
- 



# WHAT IS CYBERBULLYING?

---

- ▶ A form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort
  - ▶ Sending hurtful or threatening e-mails or texts
  - ▶ Spreading rumors
  - ▶ Posting embarrassing photos of others
- 

# EXAMPLES OF BULLYING

---

- ▶ What are some examples of inappropriate behavior that could be viewed as bullying?

# WHAT IS SEXUAL HARASSMENT?

---

- ▶ A violation of Title VII of the Civil Rights Act of 1964.
- ▶ A form of discrimination.
- ▶ Actions that make another person feel uncomfortable, offended, intimidated, or oppressed.
- ▶ Unwelcome conduct of a sexual nature.
- ▶ Would offend a reasonable person in this situation



# EXAMPLES OF SEXUAL HARASSMENT

---

- ▶ What are some examples of inappropriate behavior that could offend one of your coworkers?

# EXAMPLES OF SEXUAL HARASSMENT

---

- ▶ Unwanted sexual advances
- ▶ Leering or ogling (“elevator eyes”), whistling
- ▶ Making sexual gestures or displaying sexually suggestive objects, pictures, cartoons, or posters
- ▶ Sending or displaying inappropriate email
- ▶ Making or using derogatory comments or jokes
- ▶ Sexual comments about a person’s body
- ▶ Physically touching someone in a sexual way
- ▶ Blocking or impeding someone’s movements
- ▶ Repeatedly asking someone out

# WHO CAN BE THE VICTIM?

---

- ▶ The person who is the target of the behavior
- ▶ A third party – someone who witnesses or overhears the behavior and finds it offensive



# EXAMPLES OF

---

- ▶ What are some examples of friendly behavior at work that would most likely NOT offend a reasonable person?

# PRACTICE

---

## Which of these situations is sexual harassment?

- Someone is telling crude sexual jokes to the new employees. You suspect some of them are uncomfortable but they are not complaining.
- Someone winks at you and says “looking good” as means is as a compliment.
- Someone is touching people inappropriately of the same sex.
- Your boss lets you know that you will be rewarded with a better shift if you go on a date with her.
- Someone indicates that they have the right to tell dirty jokes while on break because “in America we have freedom of speech.”
- Nobody at work is inappropriate, but the delivery driver is always making sexist comments to female employees.
- Someone dresses “sexy” at work and flirt with everyone, including supervisors. This is causing distractions and making other workers uncomfortable.



# PREVENTION

---

- ▶ Maintain a professional image always!!!
  - Dress appropriately for work
    - No low cut tops, short skirts, or tight pants
  - Refrain from flirting with coworkers
  - Don't gossip or tell jokes
  - Don't share inappropriate photos or hold inappropriate conversations at work
  - Don't post negative remarks about anyone on Facebook; don't post inappropriate photos on Facebook or other social media sites

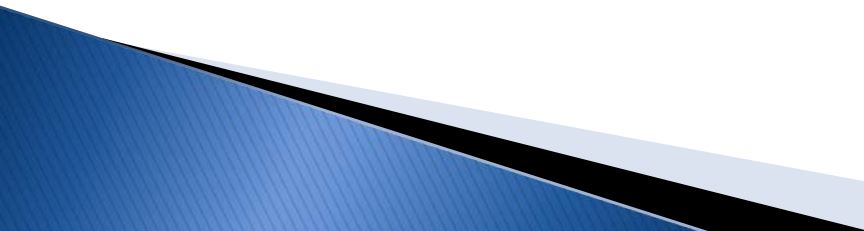
# PREVENTION

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- ▶ Let someone know if you they are offending you and ask them to stop
  - “I overheard you telling a joke to Bob yesterday and I found it offensive. The company is committed to providing a positive work environment, and I would appreciate it if you wouldn’t do that again.”
- ▶ Sometimes people don’t realize they are being insensitive or their behavior is unwelcome
  - Studies show that people usually stop if they have been asked.
- ▶ If that doesn’t work, then go immediately to your immediate supervisor or Human Resources.

# WHAT SHOULD I EXPECT IF I GO TO MY EMPLOYER WITH THE PROBLEM?

---

- ▶ The employer will need to investigate to find out exactly what happened
  - ▶ The investigator will counsel all parties in the investigation about confidentiality and warn not to discuss it among themselves.
  - ▶ All parties will be warned against retaliation
  - ▶ The investigator will ask for evidence
  - ▶ The employer will look for appropriate ways to correct any harm that resulted and take measures to prevent it from happening again.
- 

# WHAT SHOULD I DO IF I AM ACCUSED OF ACTING INAPPROPRIATELY

---

- ▶ **STOP IMMEDIATELY!**

- That means don't wait for a call from your supervisor or HR to stop your behavior

# Company Harassment & Discrimination Policies

---

- ▶ Reputable employers are committed to providing a positive work environment in which each Associate has the opportunity to work free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive.

# Harassment & Discrimination Policy

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- ▶ Employers will not tolerate any form of sexual harassment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct which is:
  - A condition or term of employment
  - A basis for continuation of employment, or
  - An attempt to influence an individual's work performance.

# Harassment & Discrimination Policy

---

- ▶ Employers will not tolerate any form of harassment based on race, color, religion, gender, height, weight, marital status, age, disability or other applicable, legally protected status. Harassment can take many forms, but is generally conduct which:
  - Creates an intimidating, hostile, or offensive work environment
  - Interferes with another individual's work performance, or
  - Affects the employment opportunities of another individual

# Reporting Harassment

- ▶ If any individual believes they have been subjected to any form of harassment at work, they are urged to report such conduct immediately to their immediate supervisor or a member of Human Resources.
- ▶ All employees are protected against any retaliation if they report any allegations of illegal or dishonest activities.
- ▶ *Document all incidences clearly*



# Other Policies

- ▶ Workplace Violence – Any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site.
- ▶ Serious Misconduct
  - Endangering your own safety or the safety of a co-worker or visitor
  - Fighting or provocation to fight, either on or off company property while on Company business
- ▶ Violations of Standards of Conduct is addressed through the corrective action process up to and including termination.



# Questions? Thoughts?



# Sexual Harassment Quiz

What do you think?

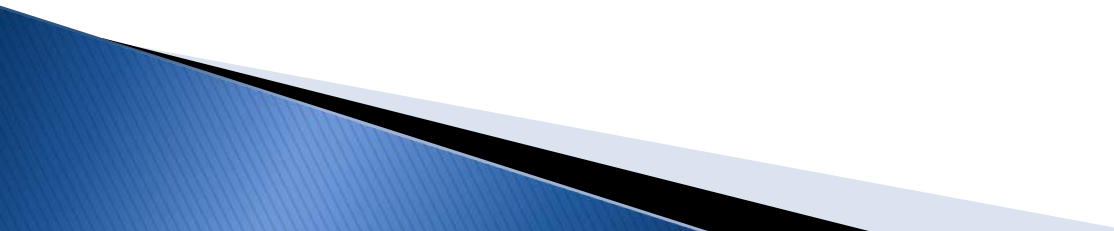
1. If my intentions were good, for example, I meant to compliment someone on how great they looked, there is no way my conduct could violate my employer's sexual harassment prevention policy.

False

2. It may be some form of harassment, but it cannot be “sexual harassment” if both the offender and the victim are of the same gender.

**False**

3. If someone is offended by my behavior in the break room, they should take their break somewhere else, or at another time, since I am not “working” while I’m on my break and I have a right to freedom of speech.





False

4. If most people find a comment amusing and inoffensive, then the one person who is offended does not have a right to complain about harassment.

False

5. Harassment based on sex can include making stereotypical remarks about someone's gender.

True

6. If a delivery person who brings supplies to the workplace makes sexual remarks to the receptionist, there is very little the employer can or must do under the law.

False

7. If an employee flirts with some of her coworkers and dresses in sexy clothes, both the men and the women she works with may have a legitimate harassment complaint.



True

## **Anatomy of an Interview**

Most interviews consist of three parts:

- ❖ Opening (5-10 minutes)
- ❖ Information Exchange (questions and answers, 20 minutes)
- ❖ Closing (2-3 minutes)

### **Opening**

During the opening minutes try to “size up the employer” so you can tailor your performance to his/her style and expectations. Observe the nonverbal habits. The opening sets the stage for the exchange of information in the next few minutes. The first impression is often critical. You should make eye contact, smile and appear eager, and give the interviewer a firm handshake.

### **Information Exchange**

During the information exchange, be ready to answer questions about your education, work experience, related activities, your interest in the organization, and the type of work you are seeking, present and future goals.

The employer will be looking for answers that meet his/her self interest. She/he will also be observing your personality, your communication skills, and your nonverbal signals. During the information exchange, you should also ask any questions you have about the organization. Try to ask questions that indicate you know something about the organization and want to work there.

### **Closing**

This is a very important step in the interview. This is the time for the interviewer to be sure that a climate of goodwill is established, especially for candidates who may not be selected. Further steps in the interview process are outlined. A check is made to be sure that the candidate has supplied required forms (transcripts, application forms, references, etc.). The interviewer needs to make a statement about any further action the organization will take and must make a statement about the time of notification of decisions. A cordial farewell is a must!



## Interview Techniques

The interview is the most important element in the job search process. When an employer invites you to an interview, he or she generally already thinks you may be qualified to do the job. Now you both need to exchange enough information to allow you both to determine whether you and the organization are a good “fit” for each other. Therefore, think of an interview as a highly focused professional conversation. Use the limited amount of time you have to learn about the employer’s needs and discuss the ways you can contribute to meeting them.

**Be Prepared!** Know as much about the position/organization and interview as you can. It is essential that you prepare yourself for the interview by doing research on the organization. Interviewers will want to know why you want to work for them as opposed to working for some other organization. Knowledge of their services, products, or goals can help you prepare good answers to their questions.

**Stay alert** for clues that you are on track and have the interviewers interest at all times. Try to maintain eye contact as an aid in holding interest. Watch for indications that the interviewer received enough information and is ready to close the interview. He or she will make this evident so don’t try to extend the interview unless you have an extremely important question to ask. If so, make it brief or you run the risk of overselling yourself and losing the good impression you have made.

**Be aware** of the impression you make in nonverbal communication. Body language and facial expressions can also assist you in establishing good rapport with the interviewer. In addition to the manner in which you speak, and your words, silences, gestures, facial expressions, and the way you sit or stand, may all indicate what you understand, or would like to emphasize. Be aware of your nonverbal clues.



## Interview Tips

- ❖ Be on time, preferably 10 to 15 minutes early
- ❖ Be respectful and friendly to the receptionist or secretary
- ❖ Give a firm handshake and smile during introductions
- ❖ Address your interviewers as Mr. or Ms. unless they ask you to address them by their first name
- ❖ In the interview room, don't sit until invited to do so
- ❖ Always accept a beverage if it is offered
- ❖ Be pleasant, poised, and maintain eye contact
- ❖ Don't appear unduly nervous. Project self-confidence. Relax!
- ❖ Listen carefully to the questions; seek clarification, if needed
- ❖ Select relevant information for your responses
- ❖ Be honest
- ❖ Be specific with your response; give examples of past events to support your response
- ❖ Be clear and concise with your responses
- ❖ Be confident and enthusiastic
- ❖ Have some questions for the interviewer
- ❖ Thank the interviewer at the conclusion of the interview and reiterate your interest in the position



# Questions Asked by Employers

## Personal Assessment and Career Direction

- ❖ Tell me about yourself.
- ❖ What are your long-term and short-term goals?
- ❖ What do you see yourself doing five years from now?
- ❖ What are your long-range career objectives?
- ❖ How do you plan to achieve your career goals?
- ❖ In what kind of work environment are you most comfortable?
- ❖ How do you work under pressure?
- ❖ Are you willing to travel?
- ❖ What two or three things are most important to you in your job?
- ❖ How would you describe yourself?
- ❖ How do you think a friend or colleague who knows you well would describe you?
- ❖ Why should I hire you?

## Work Attitude

- ❖ How do you determine or evaluate success?
- ❖ What qualities should a successful manager possess?
- ❖ Describe the relationship that should exist between a supervisor and those reporting to him or her.
- ❖ How has your education prepared you for a career?
- ❖ Describe your most rewarding academic experience.
- ❖ What subjects did you like the best? Why?
- ❖ What subjects did you like the least? Why?

## Knowledge Factor

- ❖ What do you think it takes to be successful in an organization like ours?
- ❖ In what ways do you think you can make a contribution to our organization?
- ❖ If you were hiring an individual for this position what qualities would you look for?
- ❖ Why did you decide to seek a position with this company?
- ❖ What do you know about our company?

## Other Interests and Experiences

- ❖ What accomplishments have given you the most satisfaction? Why?
- ❖ What have you learned from your participation in activities?
- ❖ What major problems have you encountered and how did you deal with them?
- ❖ What have you learned from your mistakes?





## Questions You Can Ask the Employer

- ❖ How would you describe the work environment?
- ❖ What would you say is the most important attribute for this position?
- ❖ What is a typical day like?
- ❖ Are there any aspects of the job that are especially significant?
- ❖ Can you tell me how success in this position is measured?
- ❖ How would you characterize the management philosophy of this firm?
- ❖ How does the company's performance review and evaluation program work?
- ❖ What is a realistic time frame for advancement?
- ❖ What are the company's goals and future plans?
- ❖ What are the core values of the company?
- ❖ Is the company active in the community?
- ❖ What makes your company different from its competitors?
- ❖ What qualities are you looking for in your new hires?
- ❖ What do you see as the areas that need the most improvement within the company?
- ❖ What characteristics do the successful employees at your company have in common?
- ❖ What kinds of career opportunities are currently available for my degree and skills?
- ❖ How would you describe your corporations' personality and management style?
- ❖ How soon does this position begin?
- ❖ How soon will you decide if you want to hire? Will you contact me or shall I contact you?



## The Four Types of Interview Questions

There are basically four types of questions you may face during the course of an interview:

### 1. **Credential Questions**

This type of question includes “What was your GPA?” and “How long were you at...?” Its purpose is to place objective measurements on features of your background.

### 2. **Experience Questions**

This type of question includes “What did you learn in that class?” and “What were your responsibilities in that position?” Its purpose is to subjectively evaluate features of your background.

### 3. **Opinion Questions**

This type of question includes “What would you do in this situation?” and “What are your strengths and weaknesses?” Its purpose is to subjectively analyze how you would respond in a series of scenarios. The reality is that a tape in your brain kicks in and plays when you recognize the question and play back the pre-programmed answer.

### 4. **Behavioral Questions**

This type of question includes “Can you give me a specific example of how you did that?” or “What were the steps you followed to accomplish that task?” Its purpose is to anticipate future responses based upon past behaviors.

Of all the above listed types of questions, only behavioral questions have a predictive validity for on the job success that is higher than 10%. 10% predictive validity is the same level that is generated from a simple resume review. Behavioral interviewing, on the other hand, yields a predictive validity of 55%. Still far from perfect, yet much more reliable for most interviewers. Interestingly, the first three question types are still the favored approach by most untrained interviewers, simply due to lack of experience. Behavioral interviewing is gaining greater acceptance by trained interviewers because past performance is the most reliable indicator of future results.



INTERVIEW QUESTIONS

1. *Tell me a little about yourself?*


2. *Why do you want to work in manufacturing?*


3. *What is your greatest strength and weakness?*


4. *Why should I hire you?*


5. *Why are you applying for this position?*


6. *What part of this position do you believe will be most challenging and why?*

7. *How would a colleague or professional reference describe you?*

8. *What situations are most stressful for you and how do you cope?*

9. *Why are you seeking employment at this time?*

10. *How have your prior experiences and education prepared you for this job?*

11. What do you see yourself doing five years from now?

12. Tell me about a situation in which you solved a problem as a member of a group or team. What was your role?

13. Tell me about a time you disagreed with a coworker. What did you do and what were the results?

14. Tell me about a time when you disagreed with a supervisor. What did you do and what were the results?

15. Do you have any questions you would like to ask us?





KAMA Mock Interview Event  
November 16, 2015

1:00 - 1:30			1:30 - 2:00			2:00 - 2:30		
Interviewer	Student	Room	Interviewer	Student	Room	Interviewer	Student	Room
Leigh Cascioli Marshall Excelsior	Travis Smith	A	Leigh Cascioli Marshall Excelsior	Jerry McGuire	A	Leigh Cascioli Marshall Excelsior	Tyrone Shelby	A
Patrick Casey KCC	Steve Hibbard	B	Patrick Casey KCC	Brandon Beck	B	Patrick Casey KCC	Duh (Dew) Sang	B
Jen Schrier WKW Auto.	Larry Collins	D	Jen Schrier WKW Auto.	Morgan Howlett	D	Jen Schrier WKW Auto.	William Wright	D
Jarrett Hale MDOC	Richard Reid	E	Jarrett Hale MDOC	Tyrone Shelby	E	Jarrett Hale MDOC	Mark Brumit	E
Erin DeLoof MDOC	Mark Brumit	SCR	Erin DeLoof MDOC	Chris Lewis	SCR	Erin DeLoof MDOC	Timothy McBride	SCR
Tanya Johnson US Staffing	Chris Lewis	LCR	Tanya Johnson US Staffing	Steve Hibbard	LCR	Tanya Johnson US Staffing	Richard Reid	LCR

*Missa*

2:30 - 3:00			3:00 - 3:30			3:30 - 4:00			4:00 - 4:30		
Interviewer	Student	Rm.	Interviewer	Student	Rm.	Interviewer	Student	Rm.	Interviewer	Student	Rm.
Leigh Cascioli Marshall Excelsior & Jen Schrier WKW Auto.	Open Interviews	A	Leigh Cascioli Marshall Excelsior & Jen Schrier WKW Auto.	Open Interviews	A	Leigh Cascioli Marshall Excelsior & Jen Schrier WKW Auto.	Open Interviews	A	Leigh Cascioli Marshall Excelsior & Jen Schrier WKW Auto.	Open Interviews	A
Levi Good KCC	Travis Smith	D							<del>Heather</del> KCC	<del>Timothy</del> McBride	D
Karen Rutenber KCC	Larry Collins	E	Karen Rutenber KCC	Brandon Beck	E	Karen Rutenber KCC	Duh (Dew) Sang	E	Karen Rutenber KCC	<del>William</del> Wright	E
			Roy Tooke KCC	Morgan Howlett	SCR	Roy Tooke KCC	Jerry McGuire	SCR			

*Casey Williams* ~~SCR~~  
Students waiting to interview will be in the computer lab.

*Miss Tim*  
D



*\*This is what a manufacturing associate job posting might look like. Please prepare for your interview using this position description.*

### **POSITION DESCRIPTION**

**POSITION:** Manufacturing Associate  
**DEPARTMENT:** Manufacturing  
**FLSA STATUS:** Hourly/Non-exempt

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### **REPORTING RELATIONSHIPS:**

**REPORT TO:** Assistant Team Leader  
**DIRECT REPORTS:** N/A

---

### **SUMMARY:**

Candidate May:

1. Perform manual and automated assembly of electronic/mechanical components to specification.
  2. Tend to one or more machines or industrial robots to produce various parts to specifications.
  3. Perform line fill and rework if qualified.
- 

### **RESPONSIBILITIES:**

#### ***Assembly Specific***

1. Place parts in specified relationship to each other.
2. Bolt, clip, screw, cement, or otherwise fasten parts together.
3. Tends machines, such as presses or riveting machine, to perform force fitting or fastening operations on assembly line.
4. Works in cell where tasks vary as different models of same article move along throughout the cell.

#### ***Line Fill Specific***

1. Inspects material handling equipment to ensure safe operation and maintenance.
2. Delivers products to the assembly lines per the responsibility sheet.
3. Removes empty packaging from the assembly lines at the time of delivery or as needed.
4. Supports the needs of the assembly team leaders by answering the Andon lights or any verbal request in a timely manner.
5. Follows all Kanban handling procedures.
6. Ensures the 5S condition of the assigned area.

### *Non-Specific*

1. Inspects product to determine conformance with customer standard.
2. Other duties, as assigned.

\*Associates must be able to perform each responsibility satisfactorily. Reasonable accommodations can be made.

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### **EDUCATION AND EXPERIENCE:**

1. *Education*
  - High School diploma /GED
2. *Experience & Skills*
  - 0+ years of experience

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### **SPECIAL WORKING CONDITIONS:**

1. *Physical Demands*
    - Regularly required to stand and use hands to finger, handle, or feel objects, tools, or controls and communicate.
    - Frequently required to walk.
    - Occasionally required to climb or balance; stoop, kneel, or crouch.
    - Regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 55 pounds.
    - Specific vision abilities that may be required by this job include: close vision, color vision, depth perception, and the ability to adjust focus.
  2. *Work Environment*
    - Regularly works near moving mechanical parts
    - Regularly exposed to risk of electrical shock
    - Regularly exposed to fumes or airborne particles, toxic or caustic chemicals, risk of radiation, and vibration.
    - The noise level in the work environment is usually moderate.
  3. *Others*
    - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
    - Ability to write routine reports and correspondence.
    - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
    - Ability to compute rate, ratio, and percent.
-

## **COMPETENCIES:**

In addition to work output, associates will be evaluated based on competencies for this position and all areas of the performance evaluation. Below is the listing of competencies for this position.

### Communication:

Communicates well both verbally and in writing, creates accurate and punctual reports, delivers presentations, shares information and ideas with others, has good listening skills. Clearly expresses ideas and concepts in written and verbal form.

### Integrity/Ethics:

Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, and conveys good news and bad.

### Quality:

Is attentive to detail and accuracy, is committed to excellence, looks for improvements continuously, monitors quality levels, finds root cause of quality problems, owns/acts on quality problems.

### Customer Service Orientation:

Builds customer confidence, is committed to increasing customer satisfaction, sets achievable customer expectations, assumes responsibility for solving customer problems, ensures commitments to customers are met, solicits opinions and ideas from customers, responds to internal customers.

### Teamwork & Cooperation:

Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leader to meet goals, welcomes newcomers and promotes a team atmosphere. Shows a willingness to directly participate in tasks rather than delegate.

### Adaptability / Flexibility:

Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs. Adapts to and works effectively with a variety of situations, individuals, or groups. Understands and appreciates different and opposing perspectives on an issue.

### Dependability & Job Knowledge:

Understands duties and responsibilities, has necessary job knowledge, has necessary technical skills, understands company mission/values, keeps job knowledge current, is in command of critical issues.

### Productivity:

Manages a fair workload, volunteers for additional work, prioritizes tasks, may provide input to help develop good work procedures, manages time well, and handles information flow well.

### Work Environment / Safety:

Promotes mutual respect, keeps workplace clean and safe, supports safety programs.

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# Mock Interview Evaluation Tool

Student Name: \_\_\_\_\_ Guest Interviewer: \_\_\_\_\_

	Excellent	Very Good	Satisfactory	Needs Improvement
<p><b><u>Greeting</u></b> Did the student make eye contact, have good posture, and shake your hand in an appropriate manner?</p>				
<p><b>Comments:</b></p>				
<p><b><u>Attire</u></b> Did the student dress for success by following a business casual dress code and present themselves professionally?</p>				
<p><b>Comments:</b></p>				
<p><b><u>Introduction</u></b> How well did the student introduce themselves to you in words?</p>				
<p><b>Comments:</b></p>				
<p><b><u>Resume</u></b> Did the student present you with a copy of their resume? Was the resume a clean copy and was it relevant to the job?</p>				
<p><b>Comments:</b></p>				
<p><b><u>Enthusiasm</u></b> Did the student display enthusiasm? Did they show an interest to work in the manufacturing industry?</p>				
<p><b>Comments:</b></p>				
<p><b><u>Clarity</u></b> Did the student clearly articulate the answers to your questions?</p>				
<p><b>Comments:</b></p>				

(OVER)



	Excellent	Very Good	Satisfactory	Needs Improvement
<u>Skill Conveyance</u> Did the student convey the manufacturing skills they have learned in the past 4 weeks?				
Comments:				
<u>Selling Points</u> Did the student sell themselves as a good candidate for this position?				
Comments:				
Did the student speak clearly and loudly enough to be understood?				
Did the student freely volunteer information?				
Did the student ask good questions at the close of the interview?				
Did the student close the interview appropriately?				

*Please use the space below to give the student any positive or constructive feedback you would like them to have about the interview.*

## Professionalism Pre-Assessment

1. You are taking a course called Professionalism. What does Professionalism mean?
2. Are ethics important in business? Why or why not?
3. Is attire (clothing choice) important in business? Why or why not?
4. Have you ever heard of networking? What do you think it means?
5. After landing the perfect job, is it important to still maintain a current resume? Why or why not?

## Chapter One-Professionalism

Professionalism-

Human Relations-

Personality-

Values-

Attitude-

Self-concept-

Self-image-

Self-efficacy-

Projection-

Locus of control-

Learning Style-

Goals-

Short-term Goals-

SMART goals-

Life plan-

Intrinsic rewards-

Extrinsic rewards-

Priorities-

Trade-off-

# My Goal Worksheet

My Goal:

Target Date (Date you wish to reach goal):

Plan of Action (Steps you will take to reach goal-Add more steps if needed):

Step 1

Step 2

Step 3

Step 4

Step 5

# The Emotional Intelligence Quick Self-Assessment

Adapted for the San Diego MESA program from a model by Paul Mohapel

## SELF-AWARENESS

Emotional intelligence (*referred to as EQ*) is your ability to be aware of, understand and manage your emotions. Why is EQ important? While intelligence (*referred to as IQ*) is important, success in life depends more on EQ. Take the assessment below to learn your EQ strengths!

Rank each statement as follows: 0 (Never) 1 (Rarely) 2 (Sometimes) 3 (Often) 4 (Always)

Emotional Awareness – Total: \_\_\_\_\_

0 1 2 3 4	My feelings are clear to me at any given moment
0 1 2 3 4	Emotions play an important part in my life
0 1 2 3 4	My moods impact the people around me
0 1 2 3 4	I find it easy to put words to my feelings
0 1 2 3 4	My moods are easily affected by external events
0 1 2 3 4	I can easily sense when I'm going to be angry
0 1 2 3 4	I readily tell others my true feelings
0 1 2 3 4	I find it easy to describe my feelings
0 1 2 3 4	Even when I'm upset, I'm aware of what's happening to me
0 1 2 3 4	I am able to stand apart from my thoughts and feelings and examine them

## SELF-MANAGEMENT

Emotional Management – Total: \_\_\_\_\_

0 1 2 3 4	I accept responsibility for my reactions
0 1 2 3 4	I find it easy to make goals and stick with them
0 1 2 3 4	I am an emotionally balanced person
0 1 2 3 4	I am a very patient person
0 1 2 3 4	I can accept critical comments from others without becoming angry
0 1 2 3 4	I maintain my composure, even during stressful times
0 1 2 3 4	If an issue does not affect me directly, I don't let it bother me
0 1 2 3 4	I can restrain myself when I feel anger towards someone
0 1 2 3 4	I control urges to overindulge in things that could damage my well being
0 1 2 3 4	I direct my energy into creative work or hobbies

## SOCIAL-AWARENESS

Social Emotional Awareness – Total: \_\_\_\_\_

0	1	2	3	4	I consider the impact of my decisions on other people
0	1	2	3	4	I can tell easily tell if the people around me are becoming annoyed
0	1	2	3	4	I sense it when a person's mood changes
0	1	2	3	4	I am able to be supportive when giving bad news to others
0	1	2	3	4	I am generally able to understand the way other people feel
0	1	2	3	4	My friends can tell me intimate things about themselves
0	1	2	3	4	It genuinely bothers me to see other people suffer
0	1	2	3	4	I usually know when to speak and when to be silent
0	1	2	3	4	I care what happens to other people
0	1	2	3	4	I understand when people's plans change

## RELATIONSHIP MANAGEMENT

Relationship Management – Total: \_\_\_\_\_

0	1	2	3	4	I am able to show affection
0	1	2	3	4	My relationships are safe places for me
0	1	2	3	4	I find it easy to share my deep feelings with others
0	1	2	3	4	I am good at motivating others
0	1	2	3	4	I am a fairly cheerful person
0	1	2	3	4	It is easy for me to make friends
0	1	2	3	4	People tell me I am sociable and fun
0	1	2	3	4	I like helping people
0	1	2	3	4	Others can depend on me
0	1	2	3	4	I am able to talk someone down if they are very upset

## YOUR SCORE

*My EQ strengths!* Mark your EQ total scores to assess your strengths and areas for improvement.

Domain	Score
Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Emotional Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Social Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Relationship Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Measure your effectiveness in each domain using the following key: 0 – 24 Area for Enrichment: <i>Requires</i> attention and development 25 – 34 Effective Functioning: Consider <i>strengthening</i> 35 – 40 Enhanced Skills: Use as <i>leverage</i> to develop weaker areas	

**STRESS QUIZ:** How stressed out are you? Rate yourself as to how you typically react in each of the situations listed below. There are no right or wrong answers.

4 = Always

3 = Frequently

2 = Sometimes

1 = Never

Enter a number in the box for each question, then add up your total number of points and write it in the box.

1. Do you try to do as much as possible in the least amount of time?

2. Do you become impatient with delays or interruptions?

3. Do you always have to win at games to enjoy yourself?

4. Do you find yourself speeding up the car to beat the red light?

5. Are you unlikely to ask for or indicate you need help with a problem?

6. Do you constantly seek the respect and admiration of others?

7. Are you overly critical of the way others do their work?

8. Do you have the habit of looking at your watch or clock often?

9. Do you constantly strive to better your position and achievements?

10. Do you spread yourself "too thin" in terms of your time?

11. Do you have the habit of doing more than one thing at a time?

12. Do you frequently get angry or irritable?

13. Do you have little time for hobbies or time by yourself?

14. Do you have a tendency to talk quickly or hasten conversations?

15. Do you consider yourself hard-driving?

16. Do your friends or relatives consider you hard-driving?

17. Do you have a tendency to get involved in multiple projects?

18. Do you have a lot of deadlines in your work?

19. Do you feel vaguely guilty if you relax and do nothing during leisure?

20. Do you take on too many responsibilities?

**TOTAL**

**▶ Answer Key**

If your score is between 20 and 30, chances are you are non-productive or your life lacks stimulation.

A score between 31 and 50 designates a good balance in your ability to handle and control stress.

If you tallied up a score ranging between 51 and 60, your stress level is marginal and you are bordering on being excessively tense.

If your total number of points exceeds 60, you may be a candidate for heart disease.



# Tips for Managing Stress

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- Accept only your own responsibility in situations.
- Set realistic expectations for yourself.
- Focus on the process rather than the results.
- Focus on successes rather than on failures.
- Develop your own personal definition of success, instead of society's.
- Be realistic about time expectations and perspectives.
- Remember, life does have troublesome problems. This is normal.
- Recognize that you will be criticized more than praised by parents, partners, and supervisors.
- Create variety: do old things in new ways.
- Make your work/study area more stimulating: redecorate, add music, change colors.
- Leave the office/campus for lunch and errands, if possible.
- Learn to be detached from problems.
- Do paperwork immediately. Don't procrastinate.
- Ask others for positive feedback.
- Develop a hobby and spend time on it regularly.
- Learn and practice sound money management.
- Don't bring work home with you.
- Decrease television time.
- Keep physically fit — good diet and adequate exercise.
- Avoid excessive use of alcohol and drugs.
- Spend time in active family activities.

Professionalism  
Chapter 3 & 4 Assessment

1. List one of your time wasters. Include at least a sentence explaining how to modify this behavior.
2. List one stressor in your life. How can you reduce stress and improve this situation?
3. What is one food you ate in the past 24 hours that was not good for you. Now list a healthy replacement.
4. Describe one part of your frame that needs improvement. What changes can be made to make it more professional?
5. What is networking and why is it important?

Write 6-10 sentences, answering the following ethics questions:

What would you do if you found \$20? What if you knew the person who lost the money? What if you didn't particularly like the person who lost the money? What if it were \$200 you found? Would any of the scenarios change your actions? Why or why not?

## Professionalism-Chapters 7 and 8

Define the following terms:

1. Job Description
2. Performance Evaluation
3. Product
4. Service
5. Good
6. Open Door Policy
7. Human Resources Department
8. Quality
9. Employee Handbook
10. Competent
11. Dependable
12. Responsive

Solve the following problem: You recently filled an order for 100 lip balms. The buyer paid \$250.00. Each

lip balm involves the following production costs:

- Tube (14 cents)
- Oils (5 cents)
- Beeswax (9 cents)
- Label (16 cents)
- Miscellaneous Ingredients (8 cents)

How much does it cost the company to produce 100 lip balms?

What is the profit for 100 lip balms?

Name \_\_\_\_\_

Professionalism

Chapter 7/8 Assessment

10 pts.

1. The ultimate purpose of business is to:

- A) Be Productive
- B) Make Profit
- C) Keep customers happy
- D) Get employees to work together

2. A company is ultimately responsible to:

- A) Its investors
- B) The community-at-large
- C) Its employees
- D) Its customers

3. Employees can show their loyalty to a company by:

- A) Ignoring company policies
- B) Displaying rudeness toward customers
- C) Doing their jobs well
- D) None of the above

4. A product is:

- A) A service
- B) A good
- C) What is produced by the company
- D) All of the above

5. Employees help create profit for their companies by all of the following EXCEPT:

- A) Eliminating waste
- B) Increasing expenses
- C) Decreasing expenses
- D) Monitoring expenses

6. A \_\_\_\_\_ outlines job duties and responsibilities:

- A) Performance appraisal
- B) Performance evaluation
- C) Job description
- D) Job specification

7. A \_\_\_\_\_ identifies how an employee's

performance is measured.

- A) Performance appraisal
- B) Performance evaluation
- C) Job description
- D) Job specification

8. Employees should begin taking advantage

of retirement planning:

- A) As soon as they start working
- B) In their 30s
- C) In their 40s
- D) After age 55

9. An open-door policy:

A) Means you should talk to your boss if his or her office door is open

B) Means that good bosses should always have their doors open

C) Mean that the company has a strict policy that every boss must keep his or her

office door open

D) None of the above

10. Draw a smiley face :)

## Professionalism: Chapter 9

Write a professional memo, using the formatting example in Chapter 9. Below are a few guidelines to get started.

You work for Wayne Industries as a shift supervisor. This year, the company is giving employees the entire Thanksgiving weekend off with pay. Write a memo letting employees know about these changes.

Professionalism

Chapters 11 and 12

Define the following terms:

Formal Team

Informal Team

Virtual Team

Motivation

Conflict

Brainstorm

Harassment

Name and describe the five types of management styles:

If you were a supervisor at work how would you respond to the following situations:

Continual use of foul language

Stealing small items

Employee taking credit for other's work

Employee harassing another

Name \_\_\_\_\_

Professionalism-Chapters 11 & 12

1. The two primary types of teams are:
  - A) Formal and informal
  - B) Informal and functional
  - C) Formal and functional
  - D) None of the above
  
2. \_\_\_\_\_ and a willingness to lead are what make employees valuable to a team.
  - A) Determination
  - B) A strong drive
  - C) Good people skills
  - D) Aggressiveness
  
3. Motivation comes from:
  - A) The company's culture
  - B) The immediate boss/supervisor
  - C) Within an individual
  - D) The company's leadership
  
4. Leaders must know how to:
  - A) Teach others
  - B) Empower others
  - C) Mentor others
  - D) All of the above
  
5. Successful employees:
  - A) Think and act like leaders
  - B) Continuously learn new skills
  - C) Are prepared to lead at all times
  - D) All of the above
  
6. Conflict is most easily defined as a(n):
  - A) Act of immaturity
  - B) Break down in communication
  - C) Expression of low self-esteem
  - D) All of the above
  
7. Documentation should:
  - A) Occur for offensive or inappropriate behavior
  - B) Only be done by supervisors/management
  - C) Occur for every workplace conflict
  - D) All of the above
  
8. The best conflict management style is:
  - A) The accommodating style
  - B) The forcing style
  - C) The avoiding style
  - D) It depends on the situation
  
9. The \_\_\_\_\_ conflict-management style deals with the issue head-on.
  - A) Facting
  - B) Facing
  - C) Direct
  - D) Forcing
  
10. \_\_\_\_\_ behavior means that you are standing up for your rights without violating the rights of others.
  - A) Aggressive
  - B) Passive
  - C) Assertive
  - D) None of the above



# Communication

## How Do You Respond to Conflict?

The following 20 statements are remarks made by someone facing a conflict situation. Consider each message separately and decide how closely it resembles *your* attitudes and behavior in a conflict situation, even if the language does not exactly represent how you would express yourself. From the following scale, select the rating that best matches your approach to conflict. Choose only one rating for each message.

5 = I always do this  
4 = I usually do this

3 = I sometimes do this  
2 = I rarely do this

1 = I never do this

### When I'm involved in a CONFLICT . . .

- \_\_\_\_\_ 1. I try to change the subject.
- \_\_\_\_\_ 2. I play down the differences of opinion so the conflict doesn't become too serious.
- \_\_\_\_\_ 3. I don't hold back, particularly when I have something I really want to say.
- \_\_\_\_\_ 4. I try to find a trade-off to which everyone can agree.
- \_\_\_\_\_ 5. I try to look at the conflict objectively rather than taking it personally.
- \_\_\_\_\_ 6. I avoid contact with the people involved when I know there's a serious conflict brewing.
- \_\_\_\_\_ 7. I'm willing to change my position to resolve the conflict and let others have what they want.
- \_\_\_\_\_ 8. I fight hard when an issue is very important to me and others are unlikely to agree.
- \_\_\_\_\_ 9. I understand that you can't get everything you want when resolving the conflict.
- \_\_\_\_\_ 10. I try to minimize status differences and defensiveness in order to resolve the conflict.
- \_\_\_\_\_ 11. I put off or delay dealing with the conflict.
- \_\_\_\_\_ 12. I rarely disclose much about how I feel during the conflict, particularly if it's negative.
- \_\_\_\_\_ 13. I like having enough power to control the conflict situation.
- \_\_\_\_\_ 14. I like to work on hammering out a deal among conflicting parties.
- \_\_\_\_\_ 15. I believe that all conflicts have potential for positive resolution.
- \_\_\_\_\_ 16. I give in to the other person's demands in most cases.
- \_\_\_\_\_ 17. I'd rather keep a friend than win an argument.
- \_\_\_\_\_ 18. I don't like wasting time in arguments when I know what should be done.
- \_\_\_\_\_ 19. I'm willing to give in on some issues, but not on others.
- \_\_\_\_\_ 20. I look for solutions that meet everyone's needs.

Your scores identify the conflict style(s) you use most often. There are, however, no right or wrong responses. The conflict style(s) you use may differ, depending on the issues, the people involved, and the situation's context. The conflict style(s) with the highest scores reflect how you generally respond to a conflict situation.

Conflict Style	Avoid	Accommodate	Compete	Compromise	Collaborate
Item Scores	1 = _____	2 = _____	3 = _____	4 = _____	5 = _____
	6 = _____	7 = _____	8 = _____	9 = _____	10 = _____
	11 = _____	12 = _____	13 = _____	14 = _____	15 = _____
	16 = _____	17 = _____	18 = _____	19 = _____	20 = _____
Total Scores	_____	_____	_____	_____	_____

## Final Reflection-Professionalism

Look through the book, record Chapter titles, and note one thing you learned

Chapter One:

Emotional Intelligence:

Chapter Three:

Chapter Four:

Chapter Five:

Chapter Six:

Chapter Seven:

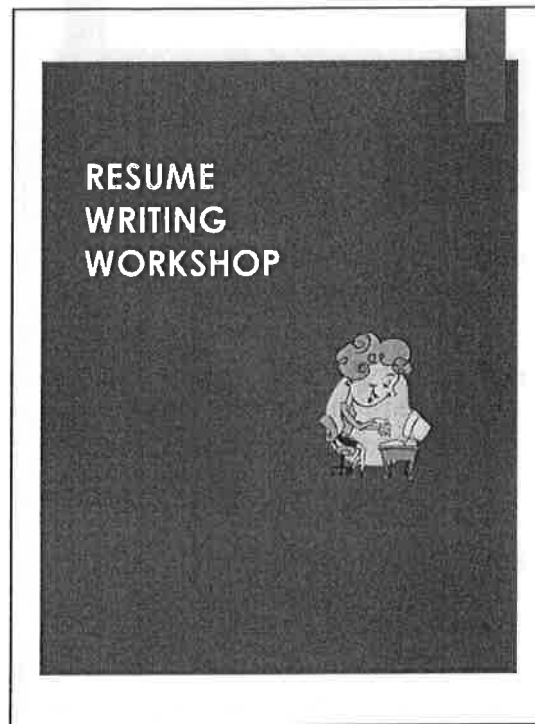
Chapter Eight:

Chapter Nine:

Chapter Ten:

Chapter Eleven:

Chapter Twelve:



**WHAT IS A RESUME?**

- ▶ A resume is a summary of your qualifications that introduces your skills and abilities to the employer.
- ▶ A resume should present you as an organized and motivated person.
- ▶ A resume should show the employer that you are serious about finding a job.

### FIRST IMPRESSION

- ▶ You only get one chance to make a first impression!
- ▶ Your first contact with a prospective employer will be when he or she reads your resume.
- ▶ First impressions are lasting – so think of your resume as an extension of you!

### HOW IS A RESUME USED?

- ▶ Most often when you are applying for a job, but can also be used when applying for scholarships or internships.
- ▶ It is a screening tool for the employers. They only spend about 10-20 seconds looking at each resume.
- ▶ Resume → Interview → Check References → Job Offer!



## BASIC GUIDELINES

### Content

- ✓ Use simple, every day language.
- ✓ Be specific & give examples.
- ✓ Stress achievement.
- ✓ Be positive and enthusiastic.
- ✓ Be honest.
- ✓ Don't restate history or wages.
- ✓ Don't list references (they go on a separate sheet of paper).

### Polishing

- ✓ Correct all spelling and grammatical errors.
- ✓ Have someone proofread it for you.
- ✓ If it looks sloppy or unbalanced, redo it.
- ✓ Expect to write 2-3 drafts until it's right.

### Layout

- ✓ Capitalize or bold your section headings.
- ✓ Use single line bullet entries.
- ✓ Single space within sections.
- ✓ Double space between sections.
- ✓ Never, ever use the word "I".

### Length

- ✓ Keep it brief. It's not an autobiography.
- ✓ Don't exceed 1-2 pages.
- ✓ Do not write in paragraphs, use statements.
- ✓ Keep statements short.

### Printing

- ✓ Use 8 1/2 x 11 inch paper.
- ✓ Use good quality bond paper.
- ✓ Use a laser printer.
- ✓ Use white, gray, or off-white paper.

## DIFFERENT FORMATS

- ▶ **Functional:** Organizes information around functional headings which highlight skills and abilities.
- ▶ **Chronological:** Puts your education and employment history in chronological order.

## FUNCTIONAL RESUME

**Name**  
**Street Address**  
**City, State, Zip Code**  
**Cell Number**  
**Home Phone, Office Number**  
**E-mail Address**

**Objective**  
 Clear and concise statement of professional goals for the position.

**Qualifications Highlights**  
 Summary of the skills, talents, and achievements that are most relevant to the position.  
 • May refer to specific projects that relate to the position, e.g., technical, computer and management skills, team work, etc.  
 • Only include specific skills, knowledge, and accomplishments that are directly related to the position.  
 • Only list a few items if space is limited. Use concise, specific language. If a full paragraph is necessary, use concise, specific language and provide a brief summary.

**Professional Skills**  
 • List the skills, talents, and achievements that are most relevant to the position.  
 • List the skills, talents, and achievements that are most relevant to the position.

**Skills**  
 • List the skills, talents, and achievements that are most relevant to the position.  
 • List the skills, talents, and achievements that are most relevant to the position.

**Work**  
 • List the skills, talents, and achievements that are most relevant to the position.  
 • List the skills, talents, and achievements that are most relevant to the position.

**Education**  
 • List the skills, talents, and achievements that are most relevant to the position.  
 • List the skills, talents, and achievements that are most relevant to the position.

**References**  
 • List the skills, talents, and achievements that are most relevant to the position.  
 • List the skills, talents, and achievements that are most relevant to the position.

## CHRONOLOGICAL RESUME

**JOHN DOE**  
**1123 Main Street**  
**Anytown, PA 15000**  
**(215) 555-1234 / jdoe@mainstreet.com**

**OBJECTIVE**  
 Obtain a full-time position that utilizes communication, interpersonal skills, and management abilities.

**EDUCATION**

A Great Business School	Philadelphia, PA
Master's in Business Administration	1994-1996
Big State University	State College, PA
Bachelor of Arts - History	1990-1994

**PROFESSIONAL EXPERIENCE**

United States Army Major and Platoon Director Maryland, PA	2001-2012
<ul style="list-style-type: none"> <li>• Supervised and coordinated training program</li> <li>• Managed projects of more than \$100,000 annually</li> <li>• Coordinated maintenance and planning efforts in outdoor states</li> </ul>	
Large Bank Corporation Customer Department Manager Venezia, PA	1998-2001
<ul style="list-style-type: none"> <li>• Supervised all major staff of 40 employees</li> <li>• Successfully designed and implemented new employee training program</li> <li>• Exceeded performance review, sales, productivity, and profitability</li> <li>• Managed department efforts through standardized operating procedures</li> </ul>	
Mid-Size Lending Company Customer Service Representative Venezia, PA	1997-1998
<ul style="list-style-type: none"> <li>• Improved customer experience through direct and effective communication</li> <li>• Assisted customer complaints and built to ensure customer satisfaction</li> <li>• Identified department efficiencies to ensure meeting management for department</li> </ul>	

**SKILLS**

- Microsoft Office
- Customer Service
- Problem Solving

**REFERENCES AND MILITARY RECORDS AVAILABLE UPON REQUEST**

LET'S GET STARTED!

When beginning a new project in Word, you'll want to start with a new blank document.  
 Open Word 2013 – Click on Blank Document



1. HEADING – CONTACT INFORMATION

▶ When developing a resume, start with your contact information. Your resume should include the following contact information, at the top, in this order:

- ▶ Name
- ▶ Mailing Address
- ▶ Working Telephone Number
- ▶ Email Address

EXAMPLE HEADINGS

<p>Cecilia N. Sample          222 Strawberry Lane          Columbia, South Carolina          29118          803.277.9172          cnsample@gmail.com</p> <p><b>Good</b></p>	<p>Cecilia N. Sample          222 Strawberry Lane          Columbia, SC 29118          803.277.9172          cnsample@gmail.com</p> <p><b>Bad</b></p>
---	---

## 2. CAREER SUMMARY - OBJECTIVE

- ▶ A career summary (objective) section should be a descriptive selling point OF YOUR QUALITIES that emphasizes your future value to the potential employer.
- ▶ Committed and ambitious production associate seeks a position as a team-player in a people-oriented organization where I can maximize my customer service experience in a challenging environment to achieve the corporate goals of ?????.
- ▶ Dedicated professional wishes to obtain a position with ????? that will enable me to use my strong organizational skills, educational background and ability to work well with people.
- ▶ Diligent machine operator with five years of commended performance and excels at handling and operating heavy duty machines wishes to make an impact for ?????.
- ▶ Some examples of personal skills on next slide:

## PERSONAL SKILLS CHECKLIST

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▶ Accurate: Careful, precise, free from error.</li> <li>▶ Adaptable: Able to adjust oneself to new surroundings; to make suitable change so as to fit new conditions.</li> <li>▶ Alert: Watchful, wide awake, ready to act.</li> <li>▶ Ambitious: Full of ambition, strong desire "to do" something.</li> <li>▶ Analytical: Seeing and grasping relationships, causes.</li> <li>▶ Analytical: Employing analytic methods; separating things into their parts or elements.</li> <li>▶ Articulate: Able to express oneself clearly, in not rambling.</li> <li>▶ Assertive: Hold one's own rights or opinions.</li> <li>▶ Attentive: Inquisitive; pay attention to, careful attention.</li> <li>▶ Broad-minded: Being tolerant or liberal in thought or opinion.</li> <li>▶ Businesslike: Practical, systematic.</li> <li>▶ Calm: Calm, serene, unexcited, unshaken.</li> <li>▶ Capable: Having the ability or power to.</li> <li>▶ Careful: Watchful, systematic, concerned for.</li> <li>▶ Competent: Adequately qualified, able.</li> <li>▶ Confident: Having, fully assured, belief, trust in oneself.</li> <li>▶ Considerate: Good moral understanding of right and wrong.</li> <li>▶ Consistent: Conform to some principle, not changing.</li> <li>▶ Cooperative: Work well with others.</li> <li>▶ Dedicatd: Devoted to duty or occupation.</li> <li>▶ Dependable: May be relied on.</li> <li>▶ Determined: To do, resolve, on a course of action.</li> <li>▶ Efficient: Capable, capable, able to get results.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Energetic: Active, full of life, vigorous, an optimistic worker.</li> <li>▶ Enterprising: Strong interest, great eagerness.</li> <li>▶ Flexible: Impassioned, adaptable, versatile.</li> <li>▶ Hardworking: Done with energy, industrious.</li> <li>▶ Honest: Not lying, cheating or stealing, sincere.</li> <li>▶ Independent: Ability to work on your own without being constantly supervised.</li> <li>▶ Inventive: Making things, original.</li> <li>▶ Innovative: Make changes, introduction of something new.</li> <li>▶ Motivated: The keen reason for any act; as, hunger might be the motive for working.</li> <li>▶ Efficient: Well fitted, good, growth, new, well.</li> <li>▶ Organized: Place things in working order.</li> <li>▶ Patient: Calm.</li> <li>▶ People-oriented: Enjoy working/being with people.</li> <li>▶ Persevering: Steadfast pursuit to an aim; refusal to give up, continuous effort.</li> <li>▶ Practical: Inclined or suited to useful action rather than speculation.</li> <li>▶ Productive: Tending to produce.</li> <li>▶ Realistic: Practical view; reality, truthfulness, presenting people/scene as they are.</li> <li>▶ Reliable: Dependable.</li> <li>▶ Resourceful: Ability to supply what is needed, quick wit.</li> <li>▶ Responsible: Capable of rational conduct, trustworthy.</li> <li>▶ Versatile: Having easily or normally from occupation/job to another, changeable.</li> </ul> |
|---|--|



### 3. QUALIFICATIONS/SKILLS

A skill is something that you have learned or possess. It may have been learned through employment, through education and training or through personal activities. Some skills are simply personality traits that you were born with. Listed below are definitions and examples of the three skill types.

#### Personal Skills

Personal skills are similar to personality traits. These skills describe what you are like as a person and how you would naturally do things. Examples of personal skills include punctuality, honesty, reliability and dependability. An interviewer is likely to place a lot of weight on these skills when deciding to hire and will be looking for such traits to emerge during the interview.

#### Work Skills

Work skills relate specifically to certain types of jobs or job fields. Examples of work skills include the ability to operate a specific machine, knowledge of specific computer programs, and acquiring a forklift license.

#### Transferable Skills

Transferable skills are those skills which can be easily taken with you (or transferred) from one environment to another. Most people are unaware they have developed useful transferable skills through interests, hobbies and work. Examples of transferable skills include effective communication, problem solving and organizing. They are your greatest asset because employers value their portability.

### QUALIFICATIONS/SKILLS

- |                               |                     |
|-------------------------------|---------------------|
| • Lean Manufacturing Skills   | • Team Player       |
| • Good Time Management Skills | • Quick Learner     |
| • Problem Solver              | • OSHA 10 Certified |

### 4. EMPLOYMENT SECTION

- ▶ **Company #1** Dates  
Worked
- ▶ **City, State**
  - ▶ **Job Title**
    - ▶ •Responsibilities / Achievements
    - ▶ •Responsibilities / Achievements
  
- ▶ **Company #2** Dates  
Worked
- ▶ **City, State**
  - ▶ **Job Title**
    - ▶ •Responsibilities / Achievements
    - ▶ •Responsibilities / Achievements
  
- ▶ The responsibilities should include **STRONG ACTION VERBS**. Some examples are included on the next slide:

### ACTION-ORIENTED VERBS

<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Administer</li> <li>Allocate</li> <li>Assign</li> <li>Coordinate</li> <li>Direct</li> <li>Establish</li> <li>Execute</li> <li>Implement</li> <li>Manage</li> <li>Monitor</li> <li>Organize</li> <li>Plan</li> <li>Supervise</li> <li>Train</li> <li>Write</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Advise</li> <li>Communicate</li> <li>Consult</li> <li>Convince</li> <li>Debate</li> <li>Defend</li> <li>Describe</li> <li>Discuss</li> <li>Explain</li> <li>Inform</li> <li>Inquire</li> <li>Interview</li> <li>Listen</li> <li>Meet</li> <li>Present</li> <li>Propose</li> <li>Report</li> <li>Respond</li> <li>Speak</li> <li>Teach</li> <li>Write</li> </ul>	<p><b>Research &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>Analyze</li> <li>Assess</li> <li>Calculate</li> <li>Compare</li> <li>Conclude</li> <li>Conduct</li> <li>Design</li> <li>Develop</li> <li>Discover</li> <li>Examine</li> <li>Experiment</li> <li>Identify</li> <li>Investigate</li> <li>Measure</li> <li>Observe</li> <li>Record</li> <li>Research</li> <li>Test</li> <li>Verify</li> </ul>
<p><b>Weak Verbs Do Not Use</b></p> <ul style="list-style-type: none"> <li>Assist</li> <li>Assure</li> <li>Check</li> <li>Complete</li> <li>Coordinate</li> <li>Direct</li> <li>Engage</li> <li>Establish</li> <li>Execute</li> <li>Implement</li> <li>Manage</li> <li>Monitor</li> <li>Organize</li> <li>Plan</li> <li>Supervise</li> <li>Train</li> <li>Write</li> </ul>	<p><b>Creating &amp; Generating</b></p> <ul style="list-style-type: none"> <li>Allocate</li> <li>Assign</li> <li>Coordinate</li> <li>Direct</li> <li>Establish</li> <li>Execute</li> <li>Implement</li> <li>Manage</li> <li>Monitor</li> <li>Organize</li> <li>Plan</li> <li>Supervise</li> <li>Train</li> <li>Write</li> </ul>	<p><b>Research &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>Analyze</li> <li>Assess</li> <li>Calculate</li> <li>Compare</li> <li>Conclude</li> <li>Conduct</li> <li>Design</li> <li>Develop</li> <li>Discover</li> <li>Examine</li> <li>Experiment</li> <li>Identify</li> <li>Investigate</li> <li>Measure</li> <li>Observe</li> <li>Record</li> <li>Research</li> <li>Test</li> <li>Verify</li> </ul>

## 5. EDUCATION SECTION

► **Examples:**

**Associate of Arts in Liberal Arts.** (graduation in December 2015)  
Kellogg Community College, Battle Creek, Michigan

**High School Diploma.** 2015  
Eastern Calhoun Early College, Albion, Michigan

**KCC Advanced Manufacturing Assembly.** Albion, Michigan, 2015  
Completed courses in preparation for manufacturing career

**Desktop Design Certificate.** 2015  
Kellogg Community College, Battle Creek, Michigan

## EXTRA SECTION: HONORS/AWARDS/ACCOMPLISHMENTS

- **What is an accomplishment?**  
Accomplishments are relevant honors, achievements or awards that you earned for exceeding average standards in either academics, athletics, or in a work environment. Some examples of accomplishments are:
- Scholarships
  - Honor Roll inclusion for high grades
  - Awards won for specific activities or subjects (i.e. Best Dancer, Most Valuable Player (MVP), Distinguished Art Award)
  - Inclusion in student-related achievement publications (i.e.: Who's Who in American High Schools)
  - Perfect attendance awards
  - Work related awards (i.e.: Top Sales Performer)
  - Promotions to leadership positions in your job (i.e.: Shift Supervisor)
  - Volunteer related awards (i.e.: Volunteer of the Year)

## RESUME CHECKLIST

- ▶ Be sure to review your resume before sending it to an employer.
- ▶ Make sure your resume is easy to read with NO spelling or grammatical errors.



**Owen Maxwell**  
 1 Main Street, New Cityland, CA 91910  
 Cell: (555) 222-2337  
 example-email@example.com

**Summary**  
 Adaptable Warehouse Associate with diverse experience in inventory, shipping, and receiving areas. Quickly learn new tasks and work well in a team environment. Diligent professional with solid work ethic and flexible schedule.

**Highlights**

<ul style="list-style-type: none"> <li>• Equipment operation and maintenance</li> <li>• Inventory counts</li> <li>• Merchandise tracking</li> <li>• Loading and unloading</li> <li>• Staging</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory compliance</li> <li>• Scheduling proficiency</li> <li>• Packaging familiarity</li> <li>• Safety-oriented</li> <li>• Customer service focus</li> </ul>
---	---

**Experience**

**Atlas Distribution** November 2011 to Present  
 Warehouse Associate  
 New Cityland, CA

- Stock, stage, and transport goods
- Clean and maintain work area in compliance with OSHA safety standards
- Track time spent on assignments each day for productivity reporting
- Stock and give labels, boards, and pallets
- Verify weight/tolerance against physical count of stock
- Operate forklifts and other heavy machinery safely

**New Cityland Logistics** April 2008 to October 2011  
 Warehouse Associate  
 New Cityland, CA

- Moved, freight, stock, and other materials to and from storage and production areas and loading docks
- Reported all equipment failures and malfunctions to supervisor
- Assisted with forecasts of merchandise requirements based on daily workload and company targets
- Maximized sales by shipping on time and accurately
- Reduced shipments en route in response to customer requests
- Trained new associates on material handling processes to reduce shipping times

**Jackson Industrial Supply** July 2005 to March 2008  
 Warehouse Associate  
 New Cityland, CA

- Received, stored, and shipped goods and materials
- Tagged all incoming merchandise with receiving date
- Coordinated with freight forwarders to expedite international shipments
- Loaded and unloaded pieces into boxes for shipment
- Adhered to all regulatory and regulations for interstate HAZMAT crates
- Achieved 100% accurate shipment rate

**Certifications**  
 Certified Forklift Operator, OSHA-2004-Present

**YOUR NAME**  
 Address • Town, Postcode • (555) 551-5555 • [firstname@mydomain.com](mailto:firstname@mydomain.com)

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**PRODUCTION LINE WORKER**

Assembly line worker with 10+ years of experience in large manufacturing plants. Proven strengths in quickly learning new processes, technologies and machinery, as evidenced by recent transition from automotive assembly line work to the production of sophisticated, energy-efficient components for household appliances.

---

**KEY SKILLS**

- Assembly Line Operations
- Precision Line Efficiency
- Machinery Assembly
- Basic Equipment Repair
- Safety Standards
- Quality Control
- Precision Component Assembly
- Environmental Standards
- Blueprint Interpretation

---

**EXPERIENCE & SPECIALIZED TRAINING**

**ABC MANUFACTURING, INC.** (Household appliance manufacturer) • **Sterretown, MI**  
**Line Worker, 2009 to Present**  
 Assemble mechanical units of household appliances such as dishwashers and refrigerators. Adhere to company and government standards for heightened energy efficiency as well as safety, quality and environmental compliance.

**Selected Accomplishments:**

- Worked on line that achieved 100% of quality goals while exceeding production targets by 125%.
- Assisted in the launch of new line of high energy-efficiency appliances and met goals outlined by the Department of Energy as part of the American Recovery and Reinvestment Act.
- Demonstrated accuracy in the assembly of units components requiring adept soldering skills.
- Excelled in interpreting detailed blueprints, aligning units using jigs and fixtures, and expediting completed components to ensure conformance to specifications.

**SOME TOWN COMMUNITY COLLEGE, Sterretown, MI**  
**Graduate, Line Worker Diagnostic Program, 2009**  
 Completed intensive, six-week training program (450 to 500) following shutdown of former employer's automotive assembly plant. Mastered new assembly line trade, resulting in immediate hire by current employer (ABC Manufacturing, Inc.)

**XYZ MOTORS INC.** (Large automotive manufacturer) • **Sterretown, MI**  
**Production Line Worker, 1998 to 2009**  
**Assembly Line Worker, 2009 to 2009**  
 Worked on various vehicle production lines assembling components for XYZ automobiles. Followed quality and safety guidelines and met all productivity goals.

**Selected Accomplishments:**

- Earned one of the best attendance records in the plant throughout tenure and consistent high marks for meeting quality and productivity goals.
- Turned on plant safety scans that resulted in training awareness programs reducing accidents and workers' compensation claims to a low level.
- Praised for commitment to overcome impediments, prodding assembly problems and suggesting solutions that proved so successful they were adopted throughout the plant.

**DIANA HANSON**  
 13 Wesley Blvd, Bardonia, NY 10717 • (845) 225-7711 • [pdhanson@worldnet.att.net](mailto:pdhanson@worldnet.att.net)

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Available for contract positions in the capacity of:

**SOFTWARE PROGRAMMER**

- 1996 Bachelor's degree in Computer Science, academic honors, and valuable internship experience
- Analytical, detail oriented and strong programming skills, with deep understanding, interest and passion
- Excellent interpersonal communication, time management and problem-solving abilities

Languages: C++, Java, C#, Perl, Visual Basic, Pascal, Assembly  
 Software: Windows XP/2000, Microsoft Word, Excel, Access, and Project/Team

---

**RELEVANT EXPERIENCE:**

My Tech Solutions, Information Technology Department, Hauppauge, NY 080+ Present  
 Intern Computer Programmer / Help Desk Associate

Leading provider of advanced network system, computers and support to critical manufacturing and operations worldwide. Products include quality, fleet management and management systems, access devices, and high-precision systems for construction, commerce, and military aircraft.

**Programming**

- Received recognition as a "star performer" for early contributions in the form of preparation of software modules for a complex scheduling program utilizing a C++/C# computer programming language
- Apply those procedures to deliver all program and data files on several local external systems.
- Attend recurring meetings to discuss projects and assignments, plan strategies, and suggest improvements.

**Help Desk Support**

- Work closely with a help desk team, providing hands-on support to end users with hardware and software issues to include WAN connectivity, upgrades, configurations, data recovery and extensive troubleshooting.
- Document requests for help desk support and monitor resolutions to resolve and track recurring problems.
- Interface between technicians and employees to identify problems and formulate solutions.

**EDUCATION**

SUNY University of New York, Stony Brook, Stony Brook, NY  
 Bachelor of Science degree in Computer Science / Business Option, May 2004 (GPA 3.8)  
 Full academic scholarships: Sophomore and Freshman High West Academic All Star Team 2000, 2001, 2002  
 Software Applications on the PC / Structured Programming I / Microcomputer Assembly Language  
 Systems Analysis I / Database Systems / Management I / Accounting I / Economics / Marketing

Regents Diploma, 2000  
 Bayside High School, Bayside, NY  
 Business Student of the Year / National Service Honor Society / Class Officer

Courtesy of Brain Resumes

QUESTIONS?



TIME TO CREATE  
YOUR RESUME!

- ▶ **Heading/Contact Information**
- ▶ **Career Summary/Objective**
- ▶ **Qualifications/Skills**
- ▶ **Employment (Or Education)**
- ▶ **Education (Or Employment)**
- ▶ **Awards/Honors/Accomplishments/  
Certifications**

## Lesson Plan 4 RESUME WRITING

### OBJECTIVE:

Upon successful completion, students will be able to create a complete resume representing their skills, experience, and educational background.

### CAREER PREPARATION LEARNING RESULTS MET OR PARTIALLY MET:

- A.2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- B.1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
- B.2. Demonstrate job-seeking skills.
- B.3. Assess personal, educational, and career skills that are transferable among various jobs.

### SKILLS UTILIZED:

Listening, English grammar and composition, business etiquette, keyboarding, editing

### NECESSARY SUPPLIES:

1. Copies of the Maine Career Advantage *Career Portfolio*.
2. Copies of handouts: *Resume Worksheet*, *Creating the Effective Resume*, *Resume Tips and Suggestions*, and *Action Verbs to Strengthen Your Resume*.
3. *Sample Resume* and *Fill in the Blank Resume Form*, if desired.

### TIME REQUIRED:

Five minutes at the end of one class to assign the *Resume Worksheet* followed by one 45-minute class to discuss resume structure and formatting. A follow-up class allows students to peer review other resumes.

### LESSON PROCEDURE:

1. Instruct students to complete the *Resume Worksheet*. (Note: You may want to assign this during the previous class so that students can gather the necessary information.)
2. Ask students if they know what a resume is and how one is used. If some students know what a resume is, follow-up by seeing what they think should and should not include on a good resume.
3. Hand out *Creating the Effective Resume* and *Resume Tips and Suggestions* to students. Walk students through these guides, making sure that all of the important points are highlighted.
4. At this point, students should be able to start transferring information from their worksheet into a resume. Stress that content is more important than format. Formatting can come later.
5. Hand out the *Action Verbs to Strengthen Your Resume* and *Transferable Skills* as students begin describing their work experiences in their resume. This is typically the most difficult part of the resume. People tend to think that a job title tells it all. Ask them why they think action words are good for a resume. It would be helpful for you to suggest descriptions utilizing strong action verbs reflecting your job as a teacher. Possibilities include:
  - Developed and taught activity based, cooperative learning units.
  - Participated in team teaching lessons with other faculty.
  - Evaluated school progress toward meeting the Learning Results.
6. Point out that students have developed many skills from coursework, extracurricular activities and their total life experiences that can be applicable when completing a resume. Refer to the list of Internet sites on the handout.

### ASSIGNMENT:

Students will create a draft copy of a resume aimed at a career of interest.

SUGGESTED FOLLOW-UP: Students could conduct a peer review of their draft resumes. Good resumes often borrow ideas from other resumes.

## Resume Worksheet

### PERSONAL INFORMATION:

Full Name:			
Address:			
Telephone Number:			
Social Security #:		Date of Birth:	
Emergency Contact:		Telephone Number:	
Do you have a driver's license?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

### EDUCATIONAL BACKGROUND

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

Extracurricular Activities (teams, clubs, volunteer work, etc.): \_\_\_\_\_

Honors and Awards Received: \_\_\_\_\_

Computer Skills (hardware and software you can use): \_\_\_\_\_

Machine Skills (include machines you can operate): \_\_\_\_\_

Specialized Skills (foreign language spoken, auto repair, etc.) \_\_\_\_\_



## Resume Worksheet

### WORK EXPERIENCE (List Most Recent Position First)

<b>Employer:</b>		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

<b>Employer:</b>		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

<b>Employer:</b>		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

<b>Employer:</b>		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

## Resume Worksheet

### REFERENCES (List At Least 2)

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Why can this person recommend you for employment? _____			

## CREATING THE EFFECTIVE RESUME

**What is a Resume?** A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and **perfecting** your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

**How long do employers typically look at a resume?**

- A. Less than 30 seconds
- B. 3 Minutes
- C. 1 Minute

If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details.

**What should be included in a resume?** Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:

*Heading* - Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

*Objective* - (Also called "Career Objective") Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.

*Education* - As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled "Relevant Courses." In this category, you can list classes that might contribute to your employability.

*Experience* - (Also called "Work Experience" or "Employment Experience") In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use "I" in descriptions.

*Activities* - Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

*Summary of Skills* - Some people use this section to include special skills or talents that are not

## CREATING THE EFFECTIVE RESUME

included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

*References* – Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don't appreciate calls at home. You know an employer is interested when they request a list of references.

**How do I set up a resume?** Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

*Major Headers (to be used in almost all resumes):* Objective, Education, Employment History/Work Experience, School Activities.

*Minor Headers (to be used if appropriate):* Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

**Should items be arranged in any particular order?** Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

**Should I place Education above Experience or vice versa?** Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

**How important is the format?** The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

**Should I use complete sentences when describing jobs?** Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

**Do the looks of a resume matter?** Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

## RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.
9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate; direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

For more action verbs, refer to the list of *Action Verbs to Strengthen Your Vocabulary*.

## Fill in the Blank Resume Form

\_\_\_\_\_  
*your name, capitalized, boldfaced and 16 pt. font*

\_\_\_\_\_  
*street address*

\_\_\_\_\_  
*town, ME zip code*

\_\_\_\_\_  
*home phone number*

\_\_\_\_\_  
*email address*

### **EDUCATION** *(each heading should be in capital letters and boldfaced)*

Class of \_\_\_\_\_, \_\_\_\_\_ High School, \_\_\_\_\_, ME

Major area of study (or coursework): \_\_\_\_\_

### **WORK EXPERIENCE** *(list any job you have held)*

\_\_\_\_\_  
*job title*                      *business name, location, dates*

\_\_\_\_\_  
*describe your position duties and skills learned using key verbs*

### **SCHOOL ACTIVITIES** *(list all sports, clubs, etc. you have been involved with)*

\_\_\_\_\_  
*activity*

(\_\_\_\_\_) *number of years*  
(\_\_\_\_\_)

### **COMMUNITY ACTIVITIES** *(volunteer work, etc.)*

\_\_\_\_\_  
*activity*

(\_\_\_\_\_) *number of years*  
(\_\_\_\_\_)

### **AWARDS** *(list any awards or special recognition you have received)*

\_\_\_\_\_  
*title of award*

\_\_\_\_\_  
*month, year*

### **INTERESTS** *(list a few of your hobbies if pertinent)*

## ACTION VERBS TO STRENGTHEN YOUR RESUME

### DECISION MAKING

ACCEPT  
ACTIVATE  
APPROVE  
AUTHORIZE  
DECIDE  
RENDER  
REQUIRED  
SOLVE  
TERMINATE  
TEST

### MANAGEMENT

ADJUDICATE  
ANALYZE  
ANTICIPATE  
APPROVE  
DIRECT  
ESTABLISH  
EVALUATE  
EXECUTE  
MANAGE  
MEET  
ORGANIZE  
PLAN

### CHANGES

ACTIVATE  
COMPARE  
CREATE  
DESIGN  
ESTABLISH  
IMPROVE  
MAKE  
MODIFY  
STIMULATE  
UPGRADE

### PERSONNEL

APPRAISE  
DISCHARGE  
EMPLOY  
HANDLE  
INTERVIEW  
PROMOTE  
RECRUIT  
SCREEN  
SEEK  
SELECT  
TRAIN  
TRANSFER

### SUPERVISION

ADHERE  
ASSESS  
ASSIGN  
COUNSEL  
DEFINE  
DELEGATE  
DEMONSTRATE  
DEVELOP  
ENCOURAGE  
EXERCISE  
FOSTER  
MANAGE  
MEET  
PARTICIPATE  
REPORT  
REQUEST  
SUPERVISE

### ADMINISTRATION

ADMINISTER  
ENGAGE  
FURNISH  
INSURE  
JUSTIFY  
PROCESS  
PROCURE  
PURCHASE  
RECEIVE  
RECLAIM  
REJECT  
REQUISITION  
SECURE  
SHIP  
STORE  
SUPPLY

### RESEARCH

ANALYZE  
COMPILE  
DEFINE  
DETERMINE  
DEVELOP  
EVALUATE  
IDENTIFY  
INVESTIGATE  
PREPARE  
PROPOSE  
RECOMMEND  
RESEARCH  
REVIEW  
SUBMIT

### PLANNING & CONTROL

ACQUIRE  
ALLOCATE  
ASSUME  
CONTROL  
EXTEND  
FORECAST  
FORMULATE  
MEASURE  
MONITOR  
PLAN  
PROGRESS  
SCHEDULE

### HELPING

ARRANGE  
ASSIST  
CONTRIBUTE  
COUNSEL  
GIVE  
GUIDE  
INITIATE  
SERVE  
SOLVE

### PERSONNEL

APPRAISE  
DISCHARGE  
EMPLOY  
HANDLE  
INTERVIEW  
PROMOTE  
RECRUIT  
SCREEN  
SEEK  
SELECT  
TRAIN  
TRANSFER

### COMMUNICATION

CONTACT  
CRITIQUE  
DECLARE  
DISPLAY  
INFORM  
INTERPRET  
ISSUE  
SPEAK  
TESTIFY  
WRITE

### EXTERNAL ACTIVITIES

COOPERATE  
COORDINATE  
NEGOTIATE  
PUBLICIZE  
REPRESENT  
STRENGTHEN

*Excerpted from ACAP (Aroostook County Action Program) Workforce Development Center Resume*

### Transferable Skills

For lists of transferable skills that you may be able to apply to your resume, check these sites:

- [http://www.dwd.state.wi.us/dwd/publications/223e\\_28a.htm](http://www.dwd.state.wi.us/dwd/publications/223e_28a.htm)
- [http://www.quintcareers.com/transferable\\_skills\\_set.html](http://www.quintcareers.com/transferable_skills_set.html)
- <http://www.placementmanual.com/career/career-11.html>
- [http://www.d.umn.edu/student/loon/car/self/career\\_transfer\\_survey.html](http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html)

[ SAMPLE RESUME ]

**JESSICA NADEAU**

42 Washington Avenue  
 Auburn, Maine 04240  
 (207) 555-5555  
 jnadeau@internet.com

<b>Career Objective:</b>	Computer support technician in central Maine
<b>Education:</b>	<p>High School Diploma, June 2002                  Edward Little High School                  G.P.A. 3.2 Class Rank: 45 out of 411</p> <p><b>Honors and Awards:</b>                  Honor Roll for last three semesters                  Perfect Attendance Award for the last two academic years</p> <p><b>Relevant Courses:</b>                  Introduction to Computer Repair I      Introduction to BASIC                  Database &amp; Spreadsheets                      Word Processing I</p>
<b>Computer Experience:</b>	<p><b>Neighborhood "Computer Expert"</b> - 2001-present. Performed troubleshooting for several friends and relatives who were having difficulty with their hardware or software. Resolved the issue 95% of the time.</p> <p><b>Network Assistant (volunteer)</b> - Edward Little High School. September 2001-May 2002. Assembled 20 computers for new computer laboratory, loaded software on each one, and networked them.</p>
<b>Other Experience:</b>	<p><b>Waitperson</b>, Rolandeau's, Auburn, Maine. Summer 2001. Provided efficient, friendly, quality service in busy fine dining atmosphere.</p> <p><b>Child care provider</b> – Freeport, Maine. Summer 2000. Provided safe, warm environment for two children aged 4 and 7. Supervised their self-directed play, prepared meals and snacks, settled disputes, determined appropriate discipline, and followed bedtime routines.</p>
<b>Activities:</b>	<p><b>Soccer Team</b> - 1998-2002 - Co-captain 2000-2002  <b>Civil Rights Team</b> - 2002  <b>Soup Kitchen Volunteer</b> - 1999-2001</p>



## Sexual Harassment: Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

TRUE (T) OR FALSE (F)

\_\_\_\_\_ 1. If no one complains, then it's not sexual harassment.

The law does not require a complaint in order for the employer to identify harassing behavior. In fact, sometimes employees don't come forward for fear of retaliation.

\_\_\_\_\_ 2. If my intentions were good, for example, I meant to compliment someone on how great they looked, there is no way my conduct could violate my employer's sexual harassment prevention policy.

Harassment is seen through the eyes of the victim, not the intentions of the harasser. So even well-intentioned comments could offend and violate the policy.

\_\_\_\_\_ 3. It may be some form of harassment, but it cannot be "sexual harassment" if both the offender and the victim are of the same gender.

Men and women can both sexually harass, and it doesn't matter what gender the victim is.

\_\_\_\_\_ 4. Quid pro quo harassment occurs when a female boss tells dirty jokes to the other women in the office.

Quid pro quo happens when job benefits are exchanged for sexual favors, or threatened if sexual favors aren't given; telling dirty jokes is an example of "hostile work environment" harassment.

\_\_\_\_\_ 5. If someone is offended by my behavior in the break room, they should take their break somewhere else, or at another time, since I am not "working" while I'm on my break and I have a right to freedom of speech.

The break room and break time are part of the "workplace" and no one should be forced to take breaks at their desk in order to avoid unwelcome behavior in the break room, or anywhere else in the workplace for that matter (copy room, storeroom, etc.).

\_\_\_\_\_ 6. If most people find a comment amusing and inoffensive, then the one person who is offended does not have a right to complain about harassment.

Discrimination and harassment laws are meant to protect individuals employees. The majority doesn't rule in setting the tone in the workplace. Discrimination and harassment can never be justified because the "majority" engages in the illegal behavior.

\_\_\_\_\_ 7. Harassment based on sex can include making stereotypical remarks about someone's gender.

The courts recognize that one form of discrimination based upon a person's sex is gender-based harassment where for example, women object to being asked to make the coffee or take notes at the meeting and men object to being told to change the tone on the copy machine when that is not a routine part of their job.

- \_\_\_\_\_ 8. If a delivery person who brings supplies to the workplace makes sexual remarks to the receptionist, there is very little the employer can or must do under the law.

The employer has a duty to provide a discrimination-free workplace and this includes protecting its employees from the actions of "outsiders" to the extent reasonably possible. For example, in this case, the employer could get supplies from someone else if the conduct doesn't stop.

- \_\_\_\_\_ 9. If an employee flirts with some of her coworkers and dresses in sexy clothes, both the men and the women she works with may have a legitimate harassment complaint.

Third party complaints could be filed by coworkers who find such behavior distracting, or where the behavior leads to allegations of quid pro quo favoritism.

- \_\_\_\_\_ 10. Two employees who are dating outside of work must keep their relationship a secret because they are violating sexual harassment laws.

This kind of behavior is not prohibited by discrimination and harassment laws; most employers with anti-fraternization policies simply ask that supervisors be told of any relationship that could cause security or management problems (e.g., where there is a rule that a spouse may not be the other's supervisor).

## What Is Sexual Harassment?

### Examples of Unwelcome Conduct

- Unwanted sexual advances
- Leering or ogling (“elevator eyes”)
- Making sexual gestures or displaying sexually suggestive objects, pictures, cartoons, or posters
- Sending sexually inappropriate email or displaying Internet pornography or “pop-ups”
- Making or using derogatory comments, epithets, slurs, or jokes
- “catcalls” or whistling
- Making sexual comments about a person’s body
- Using sexually degrading words to describe an individual
- Sending suggestive or obscene notes, cards, or invitations
- Physically touching someone in a sexual way
- Blocking or impeding someone’s movements

Sexual Harassment: Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

TRUE (T) OR FALSE (F)

- \_\_\_\_\_ 1. If no one complains, then it's not sexual harassment.
- \_\_\_\_\_ 2. If my intentions were good, for example, I meant to compliment someone on how great they looked, there is no way my conduct could violate my employer's sexual harassment prevention policy.
- \_\_\_\_\_ 3. It may be some form of harassment, but it cannot be "sexual harassment" if both the offender and the victim are of the same gender.
- \_\_\_\_\_ 4. Quid pro quo harassment occurs when a female boss tells dirty jokes to the other women in the office.
- \_\_\_\_\_ 5. If someone is offended by my behavior in the break room, they should take their break somewhere else, or at another time, since I am not "working" while I'm on my break and I have a right to freedom of speech.
- \_\_\_\_\_ 6. If most people find a comment amusing and inoffensive, then the one person who is offended does not have a right to complain about harassment.
- \_\_\_\_\_ 7. Harassment based on sex can include making stereotypical remarks about someone's gender.
- \_\_\_\_\_ 8. If a delivery person who brings supplies to the workplace makes sexual remarks to the receptionist, there is very little the employer can or must do under the law.
- \_\_\_\_\_ 9. If an employee flirts with some of her coworkers and dresses in sexy clothes, both the men and the women she works with may have a legitimate harassment complaint.
- \_\_\_\_\_ 10. Two employees who are dating outside of work must keep their relationship a secret because they are violating sexual harassment laws.

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- Physically touching someone in a sexual way
- Blocking or impeding someone’s movements

# STRESS MANAGEMENT





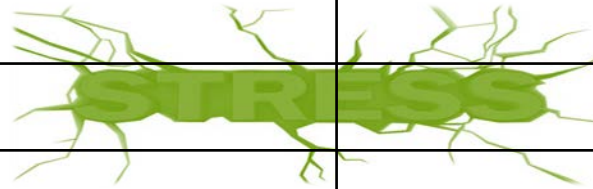
Are You Stressed Out?	How Do You Respond to Stressors?
<ul style="list-style-type: none"><li><input type="checkbox"/> I tend to lose my temper easily.</li><li><input type="checkbox"/> I often have digestive problems.</li><li><input type="checkbox"/> I have trouble sleeping.</li><li><input type="checkbox"/> I feel tired without a good reason.</li><li><input type="checkbox"/> I get headaches often.</li><li><input type="checkbox"/> I feel burned out.</li><li><input type="checkbox"/> I have backaches often.</li><li><input type="checkbox"/> I feel anxious.</li><li><input type="checkbox"/> I am more forgetful.</li><li><input type="checkbox"/> I don't want to be around people.</li></ul> <p><a href="#"><u>Stressors of Life Video</u></a></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> I eat to calm down.</li><li><input type="checkbox"/> I drink alcohol.</li><li><input type="checkbox"/> I smoke cigarettes.</li><li><input type="checkbox"/> I delay doing things I need to do.</li><li><input type="checkbox"/> I sleep too much or not enough.</li><li><input type="checkbox"/> I drink too much caffeine.</li><li><input type="checkbox"/> I spend money that I don't have.</li><li><input type="checkbox"/> I lash out at others.</li><li><input type="checkbox"/> I obsess over negative things.</li><li><input type="checkbox"/> I rush around and don't accomplish anything.</li></ul>



## Stressors and Responses Activity

Directions: Work with a **partner** to give an example of how a person might react negatively to a situation and the effect on the body from this negativity.

Stressor	Immediate Negative Reaction	Body's Response
Too much homework		
Car breaks down		
Lost your wallet		
Unprepared for work		
Argument with someone		
Too much housework		
Death in the family		
Feeling unappreciated		







## Positive Ways to Cope with Stress

- ▶ 1. *Have Realistic Expectations*: Setting high expectations may in some instances increase performance, but if these expectations are set too high they become unrealistic and will cause unnecessary stress.
- ▶ 2. *Be Prepared*: Stress is often caused by a particular situation we are in. Many people, for example, have a fear of public speaking. An effective strategy is to prepare well in advance. Ways to do this may include visiting the location ahead of time to familiarize yourself with it and rehearsing your speech in front of a family member or friend.
- ▶ 3. *Daily Relaxation*: Many of us work in a fast-paced environment and it's easy not to notice the signs that its time to rest. We can pace ourselves throughout the day by monitoring our levels of stress and energy, and taking breaks when we need them.
- ▶ 4. *Use Positive Self-Talk*: Say positive things to yourself, "I can do this," or "I won't let this problem get me down."
- ▶ 5. *Get Enough Sleep*: many people do not get a good night's sleep on a regular basis. Your body needs sleep to repair and reenergize itself.
- ▶ 6. *Emergency Stress Stoppers*: You need different stoppers for different situations.
  - ▶ Deep Breathing
  - ▶ Physical Activity
  - ▶ Get in Control-Make a Plan
  - ▶ Talk About It-Have a Laugh
  - ▶ Get Down with Nature
  - ▶ Progressive Muscle Relaxation

[Managing Stress Video](#)



## Positive Reaction to Stressors Activity

Directions: Work with a partner to give an example of how a person might react positively to a situation and the body's response.

Stressor	Positive Reaction	Body's Response
Too much homework		
Car breaks down		
Lost your wallet		
Unprepared for work		
Argument with someone		
Too much housework		
Death in the family		
Feeling unappreciated		



## Stress Reduction Activity

- ▶ With a group, choose one of the Emergency Stress Stoppers and give a 2 minute demonstration and presentation of how to incorporate this into daily life.





## Stress Management Plan- The 90:10 Rule

- ▶ In order to change your reactions to stress, it's important to understand how to cope with stress. The 90:10 rule will help you learn to change your thinking and learn to cope with stress.
- ▶ WHAT is the 90:10 Principle? It means that 10 percent of life is made up of what happens to you; 90 percent of life is decided by how you react.
- ▶ For instance, we cannot stop the car from breaking down, which throws our whole schedule off. We have no control over this 10 percent. The other 90 percent is different. You can control the 90 percent.

[90/10 Rule Video](#)



# Stress Relievers

LEARN TO SAY NO.

Listen to the birds.

**Ask for help.**

**TRY**

**Play with your dog.**

**Meditate.** DANCE

Massage your temples.

Count your blessings - make a list.

**Climb a mountain.**



Daydream.

Stop and look out the window.

Change coffee break to exercise break.

**Go fishing.**

**HUG a tree.**

Plan ahead.



Take the bus.

Forgive someone.



Cut back on caffeine.

**Write....**

Down your fears.  
Down your dreams.  
Your congressman.



Work a crossword puzzle.

**Get a pet.**

Write a poem.

Go for a brisk walk, swimming, or to work in a different way.

Tell someone a joke.

*Spend your coffee break at the beach or a park.*

**Apologize for a mistake.**



Laugh at something you did.

**Wash your car.**

Ride your bike. Watch a really good movie.

**Read something funny every day.**

Get up fifteen minutes early.

Play a round of golf.



**Stop and yawn.**



Smell a rose.



Eat a good breakfast.

DO ONE THING AT A TIME.

**Get a good night's sleep.**

**Breathe**



Lift weights.

Hug someone you love.



**Stand up and stretch**

Call up an old friend.

Read a good book.

**Fly a kite.**

Share your feelings with someone.

Sit by a fire.

Lie in a hammock.

Get a massage.



Write a letter to the editor.  
Watch a cloud for 5 minutes.  
Watch an insect for 5 minutes.



Sit by a fountain or stream.  
Close your eyes & hear the water.



Roll your shoulders up & around in a circular motion.

**MAKE TIME FOR PLAY. MAKE TIME FOR FUN.**

**Make a list - then follow it!**

**CLASP YOUR HANDS BEHIND YOUR HEAD AND STRETCH YOUR SHOULDERS.**

Put on some music.  
Put your feet up.  
Relax.....

- ✓ Take a child to the playground.
- ✓ Take a deep breath and let it all out.
- ✓ Take a leisurely stroll.
- ✓ Take a long bath.
- ✓ Take a nap.
- ✓ Take an herbal tea break.
- ✓ Take one day at a time.
- ✓ Take the back roads.
- ✓ Take the stairs.
- ✓ Take time for the sunset—or sunrise.
- ✓ Take up knitting.

**LOOK**

Closely at a flower, leaf, or tree trunk.  
Off into the distance.  
At the big picture.

What are some of your favorite stress relievers? Add them here.



Angry? Talk to a friend about it.

Close your eyes. What do you see?

Walk barefoot in the grass.

Count to ten - or 1000 - before exploding.

Eat an orange slowly, segment by segment.



# STRESS MANAGEMENT

Tips for handling stress in everyday life.

Casey L. Bennett-Holbrook

Stress is any demand-positive or negative-that affects the body or mind. It is the way in which we respond to pressure. Positive stress is where your body reacts in a positive way to stress, while negative stress is the opposite. Stress can cause both mental and physical symptoms, and the effects of stress are different for different people. The reaction to stress often depends on how the person views the situation or event. It is also influenced by a person's past experiences and skills in handling stress.

### Stress Quiz

Are You Stressed Out?	How Do You Respond to Stressors?
<input type="checkbox"/> I tend to lose my temper easily. <input type="checkbox"/> I often have digestive problems. <input type="checkbox"/> I have trouble sleeping. <input type="checkbox"/> I feel tired without a good reason. <input type="checkbox"/> I get headaches often. <input type="checkbox"/> I feel burned out. <input type="checkbox"/> I have backaches often. <input type="checkbox"/> I feel anxious. <input type="checkbox"/> I am more forgetful. <input type="checkbox"/> I don't want to be around people.	<input type="checkbox"/> I eat to calm down. <input type="checkbox"/> I drink alcohol. <input type="checkbox"/> I smoke cigarettes. <input type="checkbox"/> I delay doing things I need to do. <input type="checkbox"/> I sleep too much or not enough. <input type="checkbox"/> I drink too much caffeine. <input type="checkbox"/> I spend money that I don't have. <input type="checkbox"/> I lash out at others. <input type="checkbox"/> I obsess over negative things. <input type="checkbox"/> I rush around and don't accomplish anything.

### List 5 Negative Stressors in your Life

- 1.
- 2.
- 3.
- 4.
- 5.

## Stressors and Responses

<https://www.youtube.com/watch?v=TZZIIXcolo>

Directions: Work with a partner to give an example of how a person might react negatively to a situation and the effect on the body from this negativity.

Stressor	Immediate Negative Reaction	Body's Response
Too much homework		
Car breaks down		
Lost your wallet		
Unprepared for work		
Argument with someone		
Too much housework		
Death in the family		
Feeling unappreciated		



## Positive Ways to Cope with Stress

People react to stress in different ways. What is important is that we learn to manage our stress because that is essential to good health. Too much stress can impact our bodies negatively. When your body feels stressed for long periods of time, your body will react with natural stress responses, which are increased heart rate and blood pressure.

1. *Have Realistic Expectations:* Setting high expectations may in some instances increase performance, but if these expectations are set too high they become unrealistic and will cause unnecessary stress.

2. *Be Prepared:* Stress is often caused by a particular situation we are in. Many people, for example, have a fear of public speaking. An effective strategy is to prepare well in advance. Ways to do this may include visiting the location ahead of time to familiarize yourself with it and rehearsing your speech in front of a family member or friend.

3. *Daily Relaxation:* Many of us work in a fast-paced environment and it's easy not to notice the signs that its time to rest. We can pace ourselves throughout the day by monitoring our levels of stress and energy, and taking breaks when we need them.

4. *Use Positive Self-Talk:* Say positive things to yourself, "I can do this," or "I won't let this problem get me down."

5. *Get Enough Sleep:* many people do not get a good night's sleep on a regular basis. Your body needs sleep to repair and reenergize itself.

6. *Emergency Stress Stoppers:* You need different stoppers for different situations.

<https://www.youtube.com/watch?v=hnpQrMqDoqE>

- Deep Breathing
- Physical Activity
- Get in Control-Make a Plan
- Talk About It-Have a Laugh
- Get Down with Nature
- Progressive Muscle Relaxation

### Stress Reduction Activity

With a group, choose one of the Emergency Stress Stoppers and give a 2 minute demonstration and presentation of how to incorporate this into daily life.

Which Emergency Stress Stopper can you incorporate into your daily life?

---

### Positive Responses to Stress

Directions: Work with a partner to give an example of how a person might react positively to a situation and the body's response.

Stressor	Positive Reaction	Body's Response
Too much homework		
Car breaks down		
Lost your wallet		
Unprepared for work		
Argument with someone		
Too much housework		
Death in the family		
Feeling unappreciated		

### Stress Management Plan- The 90:10 Rule

In order to change your reactions to stress, it's important to understand how to cope with stress. The 90:10 rule will help you learn to change your thinking and learn to cope with stress. WHAT is the 90:10 Principle? It means that 10 percent of life is made up of what happens to you; 90 percent of life is decided by how you react. For instance, we cannot stop the car from breaking down, which throws our whole schedule off. We have no control over this 10 percent. The other 90 percent is different. You can control the 90 percent. <https://www.youtube.com/watch?v=I6402QJp52M>

“Between stimulus and response, there is a space.”

Step 1: Commitment: Keep your eye on the prize

Step 2: Control: Be confident about what you can control

Step 3: Change: Use stress and change as a stepping stone to a better life

	Stimulus #1	Stimulus #2 (choose one of your negative stressors from page 1)
Stimulus	Child spills milk on your shirt as you are leaving for work	
Commitment (Bigger Picture)	Being a good parent; keeping calm in a stressful situation	
Control (Response)	Had no control over the milk, but have control over how I will react	
Change the Way you Think	You have the power of choice each and every time	

# Stress Relievers

LEARN TO SAY NO.

Listen to the birds.

**Ask for help.**

**CRY**

**Play with your dog.**

**Meditate. DANCE**

Massage your temples.

Count your blessings - make a list.

**Climb a mountain.**



*Daydream.*

Stop and look out the window.

Change coffee break to exercise break.

**Go fishing.**

**HUG a tree.**

Plan ahead.



Take the bus.



Forgive someone.

Cut back on caffeine.

**Write....**

Down your fears.  
Down your dreams.  
Your congressman.



Work a crossword puzzle.

*Write a poem.*

**Get a pet.**

Go for a brisk walk, swimming, or to work in a different way.

**Quit smoking.**



**Plant a flower.**

*Tell someone a joke.*

*Spend your coffee break at the beach or a park.*

**Apologize for a mistake.**

*Keep a journal of your thoughts and feelings.*



*Laugh at something you did.*

**Wash your ear.**

Ride your bike. Watch a really good movie.

Get up fifteen minutes early.

Play a round of golf.



**Read something funny every day.**

**Get a good night's sleep.**

**Stop and yawn.**



*Smell a rose.*

Eat a good breakfast.



**Breathe**



*Hug someone you love.*



Lift weights.

*Stand up and stretch*

*Call up an old friend.*

*Read a good book.*

**Fly a kite.**

*Share your feelings with someone.*

DO ONE THING AT A TIME.

Sit by a fire.

Lie in a hammock.

**Get a massage.**

**Write a letter to the editor.**

Watch a cloud for 5 minutes.

Watch an insect for 5 minutes.



Sit by a fountain or stream.  
Close your eyes & hear the water.



*Roll your shoulders up & around in a circular motion.*

**MAKE TIME FOR PLAY. MAKE TIME FOR FUN.**

**Make a list - then follow it!**

**CLASP YOUR HANDS BEHIND YOUR HEAD AND STRETCH YOUR SHOULDERS.**

Put on some music.  
Put your feet up.  
Relax.....

- ✓ Take a child to the playground.
- ✓ Take a deep breath and let it all out.
- ✓ Take a leisurely stroll.
- ✓ Take a long bath.
- ✓ Take a nap.
- ✓ Take an herbal tea break.
- ✓ Take one day at a time.
- ✓ Take the back roads.
- ✓ Take the stairs.
- ✓ Take time for the sunset—or sunrise.
- ✓ Take up knitting.

**LOOK**

Closely at a flower, leaf, or tree trunk.  
Off into the distance.  
At the big picture.

*What are some of your favorite stress relievers? Add them here..*



Angry?  
Talk to a friend about it.

Close your eyes. What do you see?

**walk barefoot in the grass.**

Count to ten - or 1000 - before exploding.

Eat an orange slowly, segment by segment.

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Subject Matter Expert (SME) Course Review Summary

College: Kellogg Community College

M-CAM Training Area:  CNC/Machining  Multi-Skilled/Mechatronics  Production Operation  Welding/Fabrication

Degree Program Name: KAMA

Title of Course: Workplace Essentials (CSTR 111)

Subject Matter Expert (SME) Reviewer Information

Name: Stephanie Garcia

Title: Human Resources/Administration Manager

Phone: 269-962-9697 Ext. 103

Email: sgarcia@astbc.com

Organization/Affiliation: Advanced Special Tools Inc.

Attach Resume or provide credentials (showing years of experience and work experience that is relevant to course content):

Synopsis of Findings: This particular section is key to success in the workplace. Professionalism, ethics, attire all play such an important role in the job search process.

Change Management is also essential when working in a manufacturing environment. With deadlines, and emergencies, you must be adaptable.

Mock Interviews are also key and a good tool if they can be utilized.

Reviewers Signature

*Stephanie Garcia*

Date:

1/31/17

**Michigan Coalition for Advanced Manufacturing  
Subject Matter Expert Course Review**

1. Course Overview and Objectives	Exceptional	Satisfactory	Ineffective
The goals and purpose of the course is clearly stated.	X		
Prerequisites and/or any required competencies are clearly stated.	X		
Learning objectives are specific and well-defined.	X		
Learning objectives describe outcomes that are measurable.	X		
Outcomes align to occupational focus (industry skills and standards).	X		
Comments or recommendations:			
2. Material and Resources	Exceptional	Satisfactory	Ineffective
The instructional materials contribute to the achievement of the course learning objectives.	X		
The materials and resources meet/reflect current industry practices and standards.	X		
The instructional materials provide options for a variety of learning styles.	X		
Resources and materials are cited appropriately. If applicable, license information is provided.	X		
Comments or recommendations:			
3. Learning Activities	Exceptional	Satisfactory	Ineffective
Provide opportunities for interaction and active learning.	X		
Help understand fundamental concepts, and build skills useful outside of the learning object.	X		
Activities are linked to current industry practices and standards.	X		
Comments or recommendations:			

**Michigan Coalition for Advanced Manufacturing  
Subject Matter Expert Course Review**

4. Assessment Tools/Criteria for Evaluation	Exceptional	Satisfactory	Ineffective
The course evaluation criteria/course grading policy is stated clearly on syllabus.	X		
Measure stated learning objectives and link to industry standards.	X		
Align with course activities and resources.	X		
Include specific criteria for evaluation of student work and participation.	X		
Comments and recommendations:			
5. Equipment/Technology	Exceptional	Satisfactory	Ineffective
Meets industry standards and needs.	X		
Supports the course learning objectives.	X		
Provides students with easy access to the technologies required in the course/module.	X		
Comments and recommendations:			

This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

The eight community colleges and MCAM is an equal opportunity employer/program provider. Auxiliary aids and services are available upon request to individuals with disabilities. TTY users please call 1-877-878-8464 or visit [www.michigan.gov/mdcr](http://www.michigan.gov/mdcr).”

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# Stephanie Garcia

5138 S. Ainger Road • Olivet, MI 49076 • (269) 425-6144  
[garcias49076@yahoo.com](mailto:garcias49076@yahoo.com)

## Objective

Optimist with a penchant for providing exceptional customer service and talent for building relationships, seeks to provide proven exceptional administrative support to your team.

## Employment

### **Advanced Special Tools, Inc. – Battle Creek, MI**

**1/2011- Present**

*Human Resources / Administration Manager*

Responsibilities include: Team support, assist with accounts payable, accounts receivable, purchase orders, E2 software, attendance tracking, job entry, document control, accurate data entry. New hire orientations, interviews, employee issues, FMLA tracking, worker's compensation, handbook revisions, handbook implementation, payroll, evaluations, HR compliance.

### **Spherion Staffing – Battle Creek, MI**

**9/2010- 1/2011**

*Tier II Staffing @ Kellogg Company*

Communicate with employees and Hiring Managers providing excellent customer service. Responsibilities include: processing tickets through the CRM Management System • SAP software • email correspondence • answer Staffing incoming calls through myHR • job offer recommendations • background, mvr and drug screening analysis.

### **Olivet City Hall - Olivet, MI**

**2/2008- 9/2010**

*Deputy Clerk/Treasurer*

Forge relationships with constituents and guests by providing exceptional customer service with speed and accuracy. Responsible for a variety of administrative duties including: bookkeeping of taxes • ensuring accurate bank deposits • utility billing • tracking election requirements/updates • processing payroll • document control • screening employment applications • de-escalate tense situations with calm and poise.

### **Pyper Products Corporation - Battle Creek, MI**

**1/2001- 1/2008**

*HR Generalist*

Delivered critical administrative team support and vital customer service to internal and external customers. Responsibilities include: assist HR Manager with administrative and personnel needs, applying and adhering to applicable regulations • conduct new hire orientations • conduct annual safety courses • accurate payroll & timecard management • worker compensation case management • maintaining up-to-date records on Material Safety Data Sheets required by MIOSHA • HR database and documentation management • utilizing exceptional typing and multi-tasking skills.

### **Great Lakes Molding, Inc. - Galesburg, MI**

**5/2000 - 1/2001**

*Engineering / ISO Coordinator*

Supported team by delivering exceptional customer service and quick and accurate data entry. Responsibilities include: data entry with great speed and accuracy • scheduling maintenance requests • documentation control • time line creation and mold inventory.

### **Koyo Corporation - Battle Creek, MI**

**5/1994 - 6/1999**

*Engineering & Quality Clerk*

Built relationships with other department personnel to ensure fluid and productive environment. Responsibilities included: quick and accurate data entry • documentation creation and control • tracking tooling inventory • creating purchase orders.



## **Education**

Spring Arbor University - Battle Creek, MI - Currently Attending

Kellogg Community College - Battle Creek, MI (1991-2004)

**Skills / Software Knowledge: Excellent Microsoft Excel, Access, Word & Powerpoint; Keyboarding; Dominion; ADP; Paychex; E2: Staff Files Pro.**