

# Workforce Readiness Facilitator Guide

## Day Two –4 hours

### Youth Council-Workforce Readiness

Estimated time 2:00 hours

- Budget and Finance
- Self Sufficiency
- Career Exploration
- Education Planning

Materials:

Student

Documentation: Day 2 Post Test Document  
To be completed by students on Day One

(From day one if not completed)

Personal Data Sheet

Was started by students during application/resume discussion and returned on day two.

Handouts:

Industry Sector-Career Education  
Workplace Competency/Occupations  
Character Counts

**Introduction – Sign In (10-15 minutes):** Please greet the students and remind them as in day one that as their facilitator you expect everyone to respect the process and help other attendees successfully complete the two day session. Late or tardy attendees will be referred to SEE and Company.

Remind students that they must complete the “workforce readiness” workshop and materials before they will be assigned a summer job worksite.

Note-CSET, SEE And Company and/or Proteus Staff will be responsible for checking in students assigned to your workshop. These staff may be very helpful in facilitating table discussions and getting volunteers to speak out.

Review all Personal Data Sheets- Agency staff may want to have students who did not complete or have other issues with the assignment called up for personal counseling.

**Review Day One to start Day Two:** Attached is a series of funny situations to share with students. Thanks Elaine.

- **Large group warm-up strategy (15-20 minutes):** Attached you will find poor work behavior scenarios. Please use them throughout the day or add other team building workforce success activity. **Summer success depends on solid workplace attitudes and actions.**

**Budget and Career Connection (15-20 Minutes):** Facilitators are asked to review finance basics and identify common mistakes made by young workers in handling finances.

- Don't spend money you don't have
  - Make a budget
  - Save for unexpected expenses
  - Get a bank account
- **Large group strategy (45 minutes):** Have student's complete budget and career planning worksheet on Page 1 of the Post-Test Document. Students volunteers should be encouraged to report there finding to the group.
    - How will students spend their money?
    - Is there one expense that could increase? Why or why not?
    - What is one expense that you might be able to eliminate or decrease? Why?
    - What is one expense you would not be willing to give up? Why?
    - How much money you would need to make per hour in five years?
    - List one job and its salary that falls into this pay scale?
    - What level of education will you need?
    - Why does education level impact your salary?

**-BREAK-**  
**Give Students 5-10 minute break**

**Large group warm-up strategy (15-20 minutes):** Attached you will find poor work behavior scenarios. Please use them throughout the day or add other team building workforce success activity. **Summer success depends on solid workplace attitudes and actions. (see attached)**

**Workplace Ethics (15minutes):**

Facilitator/Agency staff should provide an overview of the ethical decisions they can expect to see on the job. Please use examples of the worst stories you have heard.

**Large Group Suggestion (20 minutes):** Following overview, have students complete "Making Ethical Choices Worksheet (Page 2 in the Booklet). Give students ample time to report out their solutions to the ethical issue

**Sexual Harassment and Discrimination (20 minutes)**

Agency staff will review information in short lecture and overview of subject. Recommend students complete post-test (page 3), following short overview. Agency staff can call upon volunteers and discuss student answers as part of open discussion while given students correct answers.

**Labor Law and Safety (20 minutes)**

Agency staff will review information in short lecture and overview of subject. Recommend students complete post-test (page 4), following short overview. Agency staff can call upon volunteers and discuss student answers as part of open discussion while given students correct answers.

**Closing and Wrap-up (30-45 minutes)**

All students should have completed day one and day two test booklets. Final 45 minutes should be reserved to check for completed workshop material and to allow agency staff to go over in final announcements and paperwork needs.

**Thanks!**

From a survey sponsored by Robert Half International. Vice President and personnel directors of 100 large corporations were asked to describe their most unusual experience interviewing prospective applicants.

**“DID I GET THE JOB?”**

1. Job applicant challenged the interviewer to an arm wrestle.
2. Interviewee wore a Walkman, explaining that she could listen to the interviewer and the music at the same time.
3. Candidate fell and broke a bone during the interview.
4. Candidate announced she hadn't had lunch and proceeded to eat a hamburger and french fries in the interviewer's office.
5. Applicant explained that her long-term career goal was to replace interviewer.
6. Candidate said he never finished high school; was kidnapped and kept in a closet in Mexico.
7. Balding candidate excused himself and returned to the office a few minutes later wearing a hairpiece.
8. Applicant said if he were hired, he would demonstrate his loyalty by having the corporate logo tattooed on his forearm.
9. Applicant interrupted interview to phone his therapist for advice on how to answer specific interview questions.
10. Candidate brought large dog to interview.
11. Applicant refused to sit down and insisted on being interviewed standing up.
12. Candidate dozed off and started snoring during interview.

**Success in the Workplace- Use these scenarios to help students understand appropriate behavior. Students can record answers on back on Day Two Post Document**

## Sharon

Sharon is a good waitress. She is late for work several times a week, but she always has a good excuse. She apologizes and says it won't happen again. But it does. Last week, Tim, another waiter, had to serve clients at Sharon's tables in addition to his own for two and a half hours because Sharon's car had broken down. (She says it's in good shape now.) Tim said he didn't mind the extra work, but it bothered you.

What is Sharon's problem? \_\_\_\_\_  
\_\_\_\_\_

What advice would you give her during her evaluation? \_\_\_\_\_  
\_\_\_\_\_

How can Sharon change her behavior?  
\_\_\_\_\_  
\_\_\_\_\_

## Jackie

Jackie, your pastry chef, has won several awards for her dessert, Death by Chocolate. She has a tendency, though, to call in sick more often than seems likely. Even more unusual, her illnesses tend to occur on Saturday, your busiest day. Twice you've called her apartment to see how she's doing, but she wasn't home. When the mayor ate at "Chris's" last month, you were left with no desserts until Tim suggested an excellent bakery across town that delivers.

What is Jackie's problem? \_\_\_\_\_

What advice would you give her during her evaluation? \_\_\_\_\_  
\_\_\_\_\_

How might Jackie change her behavior?  
\_\_\_\_\_  
\_\_\_\_\_

## Dorothy

Dorothy, your hostess, does a good job, but complains about other people's work a lot. She doesn't get along well with her fellow employees, and sometimes even lets her moodiness affect the way she treats customers. You recently overheard her make a rude remark to a long-time regular client and thought he'd never come back. Fortunately, though, Tim was able to make amends while he served dinner, and the client left smiling.

What is Dorothy's problem? \_\_\_\_\_

What advice would you give her during her evaluation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can Dorothy change her behavior?

\_\_\_\_\_

\_\_\_\_\_

Now that you've considered some less-than-perfect workers, can you describe a model employee? It might help to review the profiles above. If the characteristics described are undesirable, what opposite traits would make an employee valued by his or her employer?

Describe the characteristics of people you would like to hire for your business.

\_\_\_\_\_

\_\_\_\_\_