Employment 101 – E101
Generation 2
Instructor Guide

Contents

Click the link of the section you wish to view.

Employment 101 (E101) is a guided approach including assessments, articles, planners, and resources to help a customer reach their training and employment goals. The purpose of the Pre-Assessment is to check the customer's knowledge while the Post-Assessment checks what the customer has learned during the guided process, and to unlock their certificate of completion and digital badge.

This document is designed to help instructors guide a group of participants in a workshop setting.

Topics Covered:

- Career Exploration
- Training Program Exploration
- Job Search Skills

- Essential Employability Skills
- Digital Literacy Skills
- Financial Literacy Skills

- Goal-Setting
- Violence Prevention and Awareness
- Networking and Volunteering Skills

Access to Assessments and Results:

- Customers access Pre- and Post-Assessments and saved results through **My Dashboard**. All saved results stay in the customer's account. The Pre-Assessment is only taken one time. Users can retake and save Post-Assessment results an unlimited number of times.
- Customers may access learning modules for E101 in any order but starting from the beginning will gain best results.
- Approved providers may view saved result through specific program tools.
- Goals established during the completion of learning modules are saved to the customer's Career Plan.

Dashboard

DASHBOARD

Login to your Illinois workNet account to access Employment 101 from My Dashboard.

DASHBOARD

Career Plan Tools

Tools used and explained within Employment 101 include:

- Assessments
- Career Plan
- Compare Careers
- Compare Training
- Job Search Organizer
- Notes
- Resume Builder

On any page in the Guide:

- Click the Illinois workNet icon to return to the homepage.
- Click Career Tools to return to the Career Tools page.

Career Plan Tools

NAVIGATION – Career Plan Tools

Compare Careers
Use this tool to compare the career choices you make in Illinois workNet.

Compare Training
Use this tool to compare the training selections you make in Illinois workNet.

Job Search Organizer
Use this tool to track the activities related to jobs that you find on Illinois workNet, or add your own.

Resume Builder
Use this tool to create and edit resumes, cover letters, portfolios and more.

Compare Careers
While working through E101, bookmark careers that interest you based on Skills and Interest Surveys. This tool allows you to put jobs in order of importance.

Compare Training
As you work through E101, bookmark trainings related to bookmarked careers. This tool allows you to put those training programs in order of importance.

Job Search Organizer
Bookmark jobs you are interested in while working through E101. This tool allows you to keep them organized as you apply, interview, and follow-up.

Resume Builder
Use the Resume Builder to create items needed to market yourself for a new job, like a resume or portfolio. Items can be shared with a career counselor for feedback and mentoring.

NAVIGATION – Career Plan Tools

Career Plan
Use this tool to track steps and goals you create to help you achieve success in your chosen career field.

Notes
Use this tool to keep track of things you need to do related to your career plan and job search plan.

Employment 101
Use this tool to create a Career Plan, Job Search Plan and learn how to Achieve Success on the job.

Assessments
Use these assessments and evaluations to understand where you are with your skills and experiences.

Career Plan
Track your created goals, and steps added to help achieve those goals. Add dates on steps to track your own. You may work with a career counselor to help complete your steps or goals.

Notes
Activities in E101 ask you to keep track of items for career and job search plans. Use the Notes feature to add/edit information to help with job applications and resumes or completing new hire paperwork.

Employment 101
This learning system creates a Career Plan and Job Search Plan incorporating all tools described. Select this to go to the four-step guide for Pre-Assessment, learning modules, Post-Assessment, and certificates.

Assessments
All assessments tracked in Illinois workNet are in this area including Skills & Interest Surveys, E101 results, Self-Evaluation, Worksite Evaluation, and other assessments tracked in workNet like TABE or Casey Life Skills.

Navigation

NAVIGATION

In **My Dashboard**, select the **Employment 101 – E101** icon, then select an appropriate career plan or create a new one.
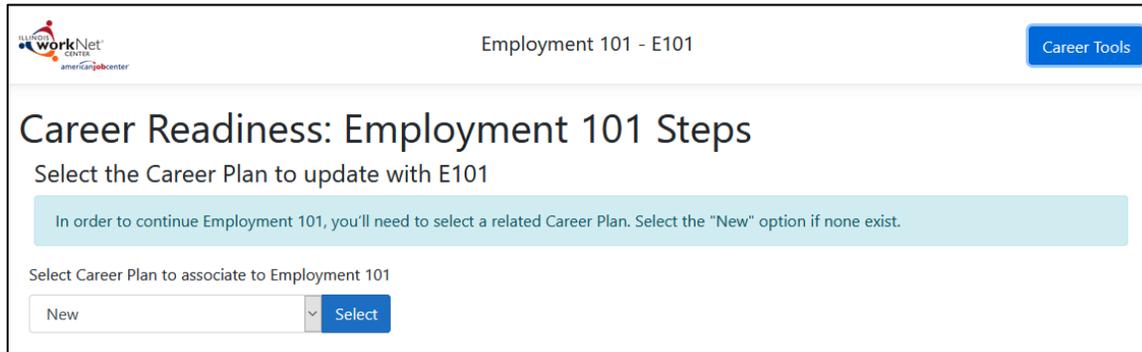
A user should select **Step 1 Pre-Assessment** if required for a specific program OR select **Go To Guide in Step 2**.

In the lesson, select which Career Plan to associate the activity. If you initially selected the wrong one, it can be changed in the lesson.
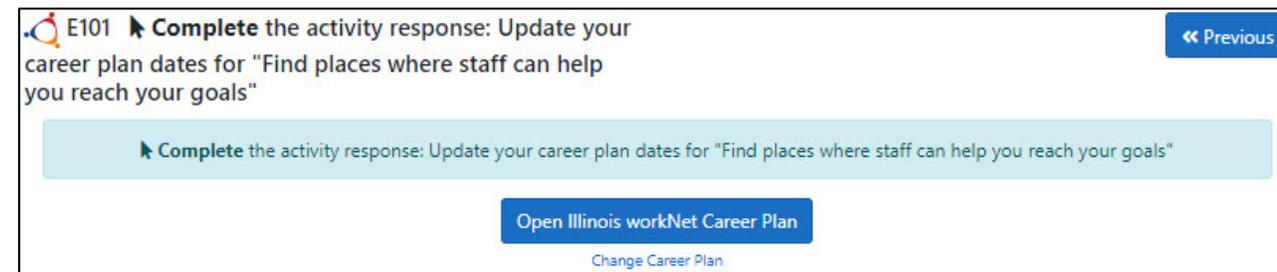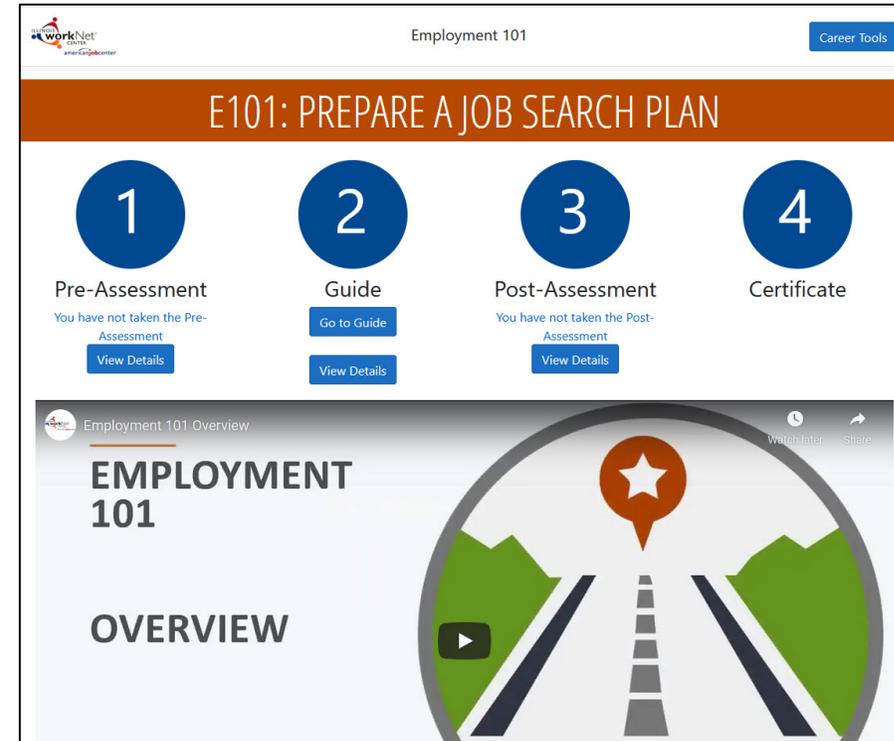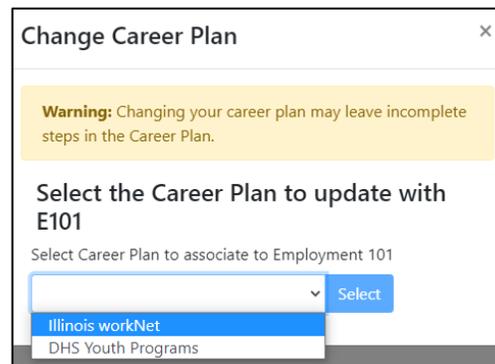
NAVIGATION

1. Take Pre-Assessment
Status shows:

    You have not taken the Pre-Assessment.
                    OR
    Your Pre-Assessment score.

Overview:
- Only take it once
- Not timed
- 25 multiple choice questions
- Assessment is graded, but doesn't count against you

Topics Covered:
- Career Exploration
- Training Program Exploration
- Workplace Skills
- Job Search Skills
- Goal Setting
- Violence Prevention and Awareness

2. Complete Guide
Follow steps to develop a Career Plan and Job Search Plan

Planning Tools:
- Skill and Interest Results
- Career and Training Research
- Resume and Portfolio Builder
- Job Search Organizer
- Budgeting
- Achieve Your Goals Notes

3. Take Post-Assessment
Link to Post-Assessment opens once Guide is complete.

Overview:
- Unlimited number of attempts
- Not timed
- 25 multiple choice questions
- Highest score is saved
- Score 70% or higher to earn a Certificate of Completion

Topics Covered:
- Career Exploration
- Training Program Exploration
- Workplace Skills
- Job Search Skills
- Goal Setting
- Violence Prevention and Awareness

4. Certificate & Badge
Once a score of 70% or better is attained on the Post-Assessment, the user can:
- Link to Certificate of Completion to print and/or download
- Link to Digital Badge to add to online accounts

NAVIGATION

Guide Page Provides:
- Link to user's Illinois workNet profile.
- Link to instructions for using the tool.
- **Career Tools** returns the user to Plans and Tools Dashboard.
- **Progress** reports the number completed out of 8 total learning modules.
- **Completion** gear shows the overall completion by learning modules.
- **Three sections** provides a brief overview and clickable links to each learning module and is checked as each model is complete.

Duration – 5 Minutes

NAVIGATION

Learning Module Provides:

- **Illinois workNet** icon takes the user back to the homepage.
- **Career Tools** directs user back to the tools screen.
- **Previous** button takes user to the previous section.
- **Menu** button lists options to return to the Guide or additional webpages, articles, and forms to review during the completion of E101.
- **Next** button takes user to the next section if they completed the current learning module.
- **Section Overview Video** explains why learning this section is important
- **Section Lessons** highlights where the user is currently and adds a checkmark to completed lessons.
- **Activity Steps** highlights what is currently visible in the activity modal.
- **Activity Modal** changes with each activity.

NAVIGATION

Section Lessons:

The current lesson is highlighted and underlined. When the entire lesson is complete, a checkmark shows the lesson is finished.

Activity Steps:

- The current step is highlighted and underlined. When the step is complete, a checkmark will show the activity is finished.
- Current activity shows in the modal window under activity steps.
- Most activities will automatically progress to the next activity. A few must be marked complete.

Suggestion when teaching modules in a classroom setting:
- *Option 1 - showing the first activity step to the group, have each participant complete the first activity step as a review prior to taking the post-assessment.*
- *Option 2 – have participants wear earbuds and complete step 1 activity, return to the group for discussion, then move on to following activities.*

NAVIGATION

Steps and Goals: Activities in E101 helps plan what needs done to achieve success in your career goals. Update Career Plan steps and create Goals for your situation.

Updating Steps

Update the step for your Career Plan:
- Add date you want to begin
- Add date you plan to finish
- Enter number of hours you plan to work on your step
- Enter any additional notes
- Update Status to Started/Open when you add a date
- Click the **Update** button to return to the learning module

Adding Goals

Select a Category:
- **Support Services:** Items like housing, medical, uniforms/tools, or childcare
- **Career Plan:** Items related to getting a job like creating a resume or job shadowing
- **Education/Training Plan:** Items related to learning new things like English, earning a GED, or career skills
- **Independent Living:** Items that allow you to pursue your choices
- **Referral to Services:** Items like helping with addiction or homelessness

Select a Short- or Long-Term Timeframe:
- **Short-Term:** Refers to a few days and lasts up to a year
- **Long-Term:** Refers to 10 months or longer, or requires you to complete something before this goal can be completed

NAVIGATION

Notes: Activities in E101 helps plan what needs done to achieve success in your career goals. Make Notes in activities to help remember items to do or find. Add Notes to Career Plan steps.

Adding Notes

Review - What do you still need?

Download Checklist

Note *

B I U S ≣ ≣ x₂ x² ⇤ ⇥

1. Experience:
2. Education:
3. Training:
4. Credentials:

Fill in the Notes for your plan.

Notes save as you type.

In the requested sections, enter Notes in the tool to help you complete Career Plan steps with more detail.

You may download the paper version by clicking the blue **Download Checklist** button.
Link: https://www.illinoisworknet.com/DownloadPrint/Organize%20Your%20Job%20Search%20Checkl

Notes are tracked in the Career Plan Tool – Notes.

UPDATE STATUS

Find places where staff can help you reach your goals.

Goal*   Get support to reach your goals.

Status*   Planned/Not Started (Scheduled)

Planned Start Date*

Prev   Feb   2021   Next

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Planned Due Date*

How many hours a week are you planning on working on this?"

WIOA F

No

Other Notes*

Add Notes related to the step.

Service addresses the following situations

Show More Situations

Update   Close

ⓘ

Update the step for your Career Plan:
• Add date you want to begin
• Add date you plan to finish
• Enter number of hours you plan to work on your step
• Enter any additional Notes
• Update Status to Started/Open when you add a date
• Click the **Update** button to return to the learning module

Pre-Assessment

PRE-ASSESSMENT

Step 1. Take Pre-Assessment

Overview:
- 25 multiple choice questions
- Not a timed assessment
- Take it only once
- Assessment is graded but the grade is not counted against you

Topics Covered:
- Career Exploration
- Training Program Exploration
- Workplace Skills
- Job Search Skills
- Goal Setting
- Violence Prevention and Awareness

Pre-Assessment is not required for users to complete the learning modules in the Guide.

After taking the Pre-Assessment, answers marked incorrectly will show. User may access a list of assessments taken and may click the **View Results** button to see incorrect answers at any time.

Some programs require users to complete the Pre-Assessment for a knowledge gain comparison. Some program's Performance Measures relate to whether a specified score was achieved between Pre-Assessment and Post-Assessment.

Other assessments in Illinois workNet are available from the Assessments tab.

Duration – 15-20 Minutes

Prepare a Career Plan

Module: Prepare a Career Plan

Instructor Guide for Prepare a Career Plan Module

Main Idea:

Students research careers and training programs to make an informed decision about their future. By doing research in advance, students can save time and money. Students will create a Career Plan completing the following units.

Units:

1.   Explore Careers
2.   Explore Training
3.   Get Qualified

Notes:
- *Students will use videos, articles, and interactive tools available in their Illinois workNet Employment 101 Guide.*
- *They will record responses in their Employment 101 Guide.*

Time Allotment: 1.5 Days

Module: Prepare a Career Plan

Instructor Guide for Prepare a Career Plan Module

Standards Used:

a. Common Core Standards Capacities of a Literate Student – (www.corestandards.org)
    i. #1) They demonstrate independence.
    ii. #2) They build strong content knowledge.
    iii. #6) They use technology and digital media strategically and capably.
b. Common Core Anchor Standards – (www.corestandards.org)
    i. Reading #7) Integrate and evaluate content presented in diverse formats, including visually and quantitatively as well as in words.
    ii. Reading #10) Read and comprehend complex literary and informational texts independently and proficiently.
    iii. Writing #7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
c. Illinois Standards for Social/Emotional Learning – (www.isbe.net)
    i. Standard 1B) Recognize personal qualities and external supports.
    ii. Standard 1C) Demonstrate skills related to personal and academic goals.
    iii. Standard 3B) Apply decision-making skills to deal responsibly with daily academic and social situations.
d. American School Counselor Standards (ASCA) Standards – (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)
    i. Career Development Standard A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
    ii. Career Development Standard B) Students will employ strategies to achieve future career goals with success and satisfaction.
    iii. Career Development Standard C) Students will understand the relationship between personal qualities, education, training, and the world of work.
    iv. Personal/Social Development Standard B) Students will make decisions, set goals, and take necessary action to achieve goals.
e. National Business Education Standards – (https://nbea.org/page/BusinessEdStandards)
    i. Career Development Standard #1 Self-Awareness) Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and development.
    ii. Career Development Standard #4 Career Strategy) Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

● Explore Careers Unit

Lesson 1A1: Discover Careers that Match Your Interests

Activity Steps:

Career and Interest Surveys help find a starting point for exploring careers.

1. **Learn** about Career and Interest Surveys.
2. **Complete** the Career Cluster Inventory:
   a. Rate 80 activities as like very much, like, dislike, or not sure
   b. Look at the graph to see how your interests match to each career cluster area
   c. Save your Career Cluster results to complete the activity response

More Resources:
What You Should Know When Selecting Your Career Path

➡ Learn

E101 📄 **Learn** about Career and Interest Surveys

Discover careers that match your interests.

Explore Careers Introduction

If you are new to the workforce or have years of experience, exploring career options and planning for your career is exciting and rewarding. Illinois workNet has tools for you!

START >

➤ Complete

Complete the Career Cluster Inventory.

This activity will open in a new tab.

1. Rate 80 activities as like very much, like, dislike, or not sure
2. Look at the graph that shows how your interests match up to each career cluster area.

Save the results and return to this tab.

Complete your Career Cluster Inventory

You have saved your Career Cluster Continue

ⓘ Career Cluster Inventory is located on the partner site. Once Career Cluster Inventory is complete, save results. Return to Activity Steps and check the completed activity's box. Continue to next activity.

Users are linked to surveys to identify career interests.

Career Cluster Inventory	Interest Profiler	Work Importance Locator
Rate 80 activities as like very much, like, dislike, or not sure. **Results:** Provides a graph indicating how your interests match up to each career cluster area. Duration: 5-25 minutes	There are 180 activities. Choose if you like, dislike, or are unsure for each activity. **Results:** Organizes interests into 6 categories of work with a score between 0 and 30. Duration: 10-20 minutes	Group 20 statements based on how important the work aspect is to you. **Results:** Provides scores for 6 work values and occupations for each work value. Duration: 5-15 minutes

ILLINOIS workNet CENTER americanjobcenter

Duration – 30-80 Minutes

• Explore Careers Unit

Instructor Guide

Lesson 1A1: Discover Careers that Match Your Interests

Objective:
Identify and use Career and Interest Surveys to match student interests with potential career paths.

Summary:
Students will discuss benefits of selecting a career path that matches their interests. They will review four different types of career interest inventories available on Illinois workNet. They will complete at least one of the interest inventories and save their results.

Discussion Questions:
- Do you know what career or career field you want to go into?
- How did you make that decision?
- What can you do to help you make that decision?
- Have you talked to someone who loves their job? Someone who dislikes their job?
- Why do they like or dislike their job?
- Why is it important to select a career path that matches your interests?

Instructor Resources:
Partner Page – Assessments
- Skills and Interest Surveys
- NOCTI Assessment

Activities:
1. Provide an overview of the career interest inventories available in Illinois workNet:
   a. Interest Profiler
   b. Work Importance Locator
   c. Career Cluster Profiler
   d. Reality Check
   e. Learning Style Survey
2. Student completes Career Cluster Inventory. This is the only inventory required by E101, but student may complete all five of the inventories.
3. Student will use their results as a starting point to explore careers in the next step.

• Explore Careers Unit

Lesson 1A2: Explore Jobs, Required Skills/Credentials, and Wage Information

Activity Steps:

Explore career pathways that match your interests.

1. **Learn** different ways to explore careers.
2. **Explore** careers.

Think about:
- Are there expected job openings or growth?
- How much job prep (experience, training, education) is needed?
- What are the working conditions?
- What are the wages?
- What are some similar jobs?

Learn

E101 — Learn about different ways to explore careers « Previous ✓ Complete Next »

Explore jobs, required skills/credentials, and wage information

Explore Careers

When you find a job that matches your skills and interests you are more likely to be fulfilled and find success. There are many resources where you can find information about careers. Places like:

- O*NET Online,
- Labor Market Information from the Illinois Department of Employment Security,
- Industry sites like manufacturing,
- University sites,
- Union sites, and
- Illinois workNet.

Complete

Explore careers

This activity will open in a new window. Return back to this tab after bookmarking careers.

1. **Bookmark** at least three careers to complete the activity response.

Explore Careers

You have bookmarked **XX** careers. Click Continue

Continue

Users are linked to explore careers they can bookmark.

Keyword(s) or SOC Code, enter at least 2 characters   Search

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio/Visual Technology, and Communications

Business Management and Administration

More Resources:

What You Should Know When Selecting Your Career Path

To BOOKMARK any item in E101 activities or on Illinois workNet, look for the Bookmark icon in the upper right corner. Click the icon to save; locate all bookmarked items in the Bookmark section in "My Dashboard".

Bookmark This

Duration – 15-45 Minutes

● Explore Careers Unit

Lesson 1A2: Explore Jobs, Required Skills/Credentials, and Wage Information

Objective:

Define and locate occupational information.

Summary:

Students will discuss examples of occupational information and identify why each is important to consider. They will review occupational information for careers that match their interests and record their findings.

Discussion Questions:

- If you were interviewing someone to learn about their job, what would you ask? What is the salary range for the job? What do they do? How long did they have to go to school?
- What is Labor Market Information? How would you feel if you spent your time and money to get trained and then you could not find a job?
- What is occupational information? What are examples of occupational information you should consider when selecting a career?

Activities:

1. Review related resources.
2. Students look up career information in Illinois workNet for a career that match their interests (based on interest survey results in lesson 1).
3. Students record their findings in their career plan form.

Instructor Resources:

- Explore Career Pathways
- Career & Technical Education Flipbook
- Career Pathways Dictionary

Explore Careers Unit

Lesson 1A3: Rank Your Career Options

Learn

Complete

Activity Steps:

1. Learn about the following when ranking your career options:

a. Do you have a passion for the work?

b. Does this fit in with your current or desired lifestyle (e.g., family, location, hours, etc.)?

c. Does the job get you on a path towards your dream job?

d. Does it fit with your personality or work style (e.g., hands-on, technical, artistic, outgoing, quiet, organized, planning, etc.)?

e. Are you willing to put in the job prep effort (experience, training, and education)?

2. Rank your bookmarked careers to show your top three choices.

More Resources:

How to Tackle a Career Change Head-On

Rank your bookmarked careers in the Compare Careers section of Dashboard Menu. Click the up-or-down arrow to move the career choice or drag and drop up-or-down to rank choices. Click the three dots in a circle to remove the choice. When finished, check the box in "Mark Complete".

Duration – 10-20 Minutes

• Explore Careers Unit

Ig

Lesson 1A3: Rank Your Career Options

Objective:
Compare career choices made in previous sections.

Summary:
Students will discuss examples of occupational information and identify why each is important to consider. Students will review each career choice they made and consider components to help them make a good choice.

Discussion Questions:
- If you were going to interview someone to learn about their job, what would you ask? What is the salary range for the job? What do they do at their job? How long did they have to go to school?
- What is Labor Market Information? How would you feel if you spent your time and money to get trained and then you could not find a job?
- What is Occupational Information? What are examples of occupational information to consider when selecting a career?

Activities:
1. Review related resources.
2. Students rank their choices in the **Compare Careers** tool.

Instructor Resource:
Tackling A Career Change

Explore Careers Unit

Lesson 1A4: Quiz

Activity Step:

Test your knowledge of what you learned.

Questions will be on the Post-Assessment test.

➤ Complete
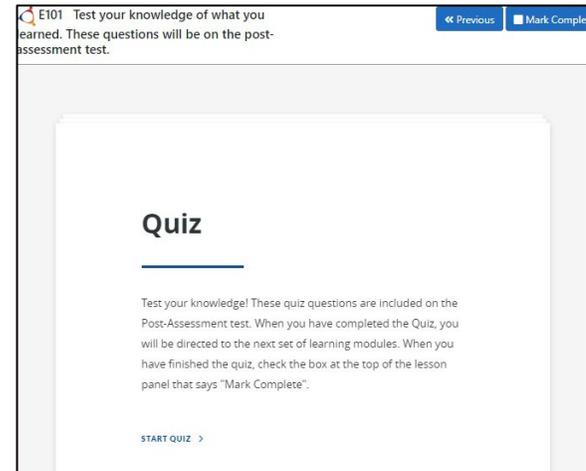
> **i** After answering the question, the correct answer will be given.
>
> Mark the box at the top of the lesson panel that says "Mark Complete" once quiz is finished.

Duration – 5 Minutes

Explore Training Unit

Lesson 1B1: Explore Training Programs by Learning to Compare Pros and Cons

Learn

Complete

Activity Steps:

1. **Learn** different ways to explore training programs.

2. **Search** Training Programs and bookmark at least three.
Think about:

- a. How long is the training program?
- b. What is the cost?
- c. How is the program offered (online/in person/combination)?
- d. Where is it located?
- e. After completing, do I earn a credential recognized by the industry?

Duration – 15-60 Minutes

More Resources:
- Decision Making Process When Selecting a Training Program
- Credentials

Bookmark items in E101 or on Illinois workNet. Look for the Bookmark symbol in the upper-right corner. Click the symbol to save an item to the correct Bookmark section in "My Dashboard."

●● Explore Training Unit

Lesson 1B1: Learn to Compare Training Program Pros and Cons

Objective:

Demonstrate ability to locate training program information necessary to make an informed decision when selecting a training program.

Summary:

Students will review training programs and identify the costs associated with specific training programs. They will consider their options to pay for training and supporting themselves while in the program. Students will use this information to identify the pros/cons for each training program.

Activities:

1. Review related resources.
2. Students consider facts and identify the pros and cons for each training program.
3. Students identify realistic options to pay for school.
4. Students identify realistic options to support themselves while in school.

Discussion Points:

- What did you learn about training programs that you didn't previously consider?
- What are options to pay for training? What are the pro/cons for these options?
- How would you support yourself while in training? Why is this important to consider?

Instructor Resource:
Decision Process Video

Lesson 1B2: Rank Training Program Options

Activity Steps:

1. **Consider** the following when ranking training program options:
   a. Does this program prepare you for your dream job or for a job that leads into your dream job?
   b. Does this program offer course options that fit with your current situation (e.g., family, location, hours, transportation)?
   c. Does it fit with your learning style (e.g., hands-on, technical, artistic, etc.)?
   d. Are you willing to dedicate the required time to successfully complete the program?
   e. Do you need additional education or training to meet the minimum program requirements?
2. **Review** bookmarked training programs.
   a. Rank bookmarked training programs to show your top three choices.

Learn

Complete
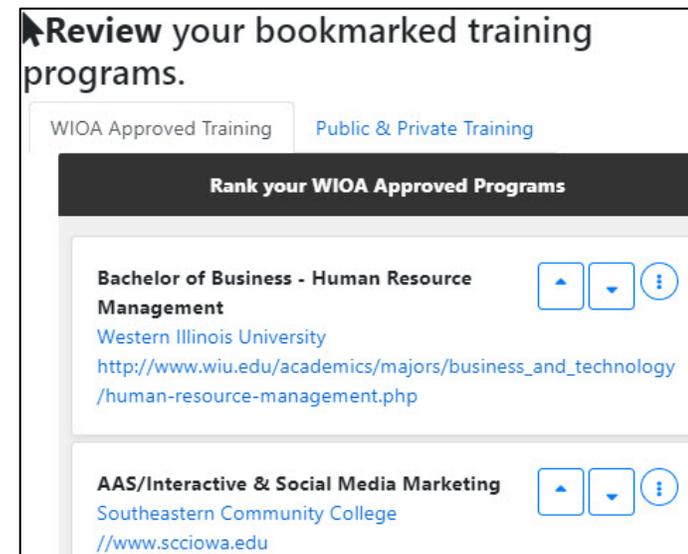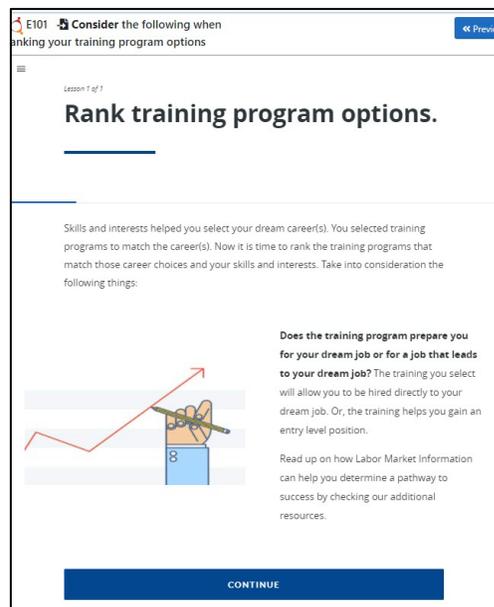
ⓘ Rank bookmarked training programs in the Compare Training section of Dashboard Menu. Click an up-or-down arrow to move the career choice or drag and drop your choices up-or-down to rank them. Click the three dots in a circle to remove the choice.

More Resources:
- Decision Making Process When Selecting a Training Program
- How Can LMI Help You?

Duration – 10-20 Minutes

● ● Explore Training Unit

Lesson 1B2: Identify Training Programs for Careers that Match Skills and Interests

Objective:
Locate training programs based on occupation title.

Summary:
Students identify training programs related to careers they previously selected. They will review training program information and select training programs to compare.

Activities:
1. Students select one of their previously saved careers in their Career Plan then click "Career Information" to display training program information.
2. Students review <u>general</u> training program information related to previously selected careers.
3. Students select the link to search for Training Providers to learn more about specific training programs. Students identify up to three general training programs.
4. Students record their findings in the Career Plan fields.

Discussion Points:
• What are different types of training programs?
• What should you take into consideration when reviewing training programs? Why?
• When choosing a training program, you should consider the job market for that career. This information is also called?
• What does the costs of training programs include?

Lesson 1B3: Research How to Pay for Training. Analyze Options

Activity Steps:

1. **Learn** ways to pay for training and the financial aid process for college.

2. **Complete** the activity response by updating Career Plan dates for "Make a plan to pay for training and to support yourself while you are in training."

Duration – 5-15 Minutes

More Resources:
- Ways to Pay for School
- 5 Tips When Applying For Financial Aid
- 7 Phases of College Financial Aid Award Packaging

Learn

Complete

<< Click

Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

Lesson 1B3: Apply for Training Programs and Financial Aid

Objective:

Describe different types of financial aid and how to apply to training programs.

Summary:

Student will learn about searching and applying for financial aid. They will also learn general information about applying for a training program.

Activities:

1. Review related resources.
2. Discuss different types of financial aid.
3. Discuss where to find financial aid sources and what to consider when you apply.
4. Discuss basic steps or things to consider when applying for a training program.

Discussion Points:

- What are examples of financial aid? What is the major difference between the types of financial aid?
- What type of financial aid do you have to repay?
- What are items to consider or required documents needed to apply for financial aid or training programs?

Instructor Resource:
Customer Support Center Partner Page

Lesson 1B3: Analyze Options

Objective:
Analyze career and training program information to determine best career path options and willingness/ability to complete the program and gain employment.

Summary:
Students use the information to help determine if the results for completing training/earning a credential(s) is worth the amount of time/money invested in training.

Activities:
1. Review related resources.
2. Students review their current Career Plan (View My Plans) and compare careers and related training programs.
3. Students rate their return on investment. Bottom Line: Is the time and money invested in training going to be worth it?

Discussion Points:
- Are you willing to invest the time, energy, and money into becoming qualified for the job?
- Once qualified, do you expect there to be job openings?
- Are you willing to relocate for the job?
- Will wages/salary allow you to support the lifestyle you desire?

➤ **Complete**

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.

E101 Test your knowledge of what you learned. These questions will be on the post-assessment test.

« Previous   ■ Mark Complete

Quiz

Test your knowledge! These quiz questions are included on the Post-Assessment test. When you have completed the Quiz, you will be directed to the next set of learning modules. When you have finished the quiz, check the box at the top of the lesson panel that says "Mark Complete".

START QUIZ ›

ⓘ
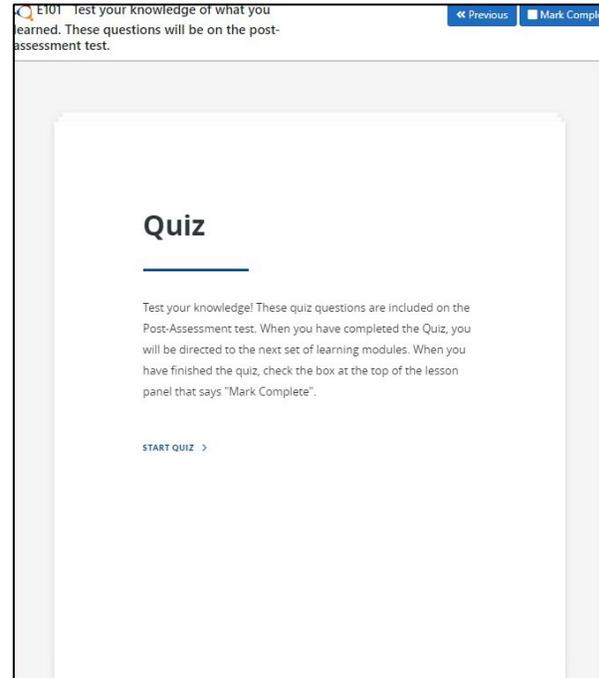
Questions on the quiz will be on the Post-Assessment. After answering the question, the correct answer will be given.

Mark the box at the top of the lesson panel that says "Mark Complete" when you finish the quiz.

Duration – 5-10 Minutes

Get Qualified Unit

Lesson 1C1: Decide What is Needed to Reach the Job Prep Level Required for Job Goal

Learn

Review

Activity Steps:

1. **Learn** things to consider when planning for your career.
2. **Review:** What do you still need?
   a. Experience
   b. Education
   c. Training
   d. Credentials
3. **Review:** What situations do you need to plan around?
   a. Family
   b. Transportation
   c. Work
   d. Other Situations
4. **Complete** the activity response. Update Career Plan dates for "Find places where staff can help you reach your goals".

Duration – 5-25 Minutes

E101 Learn about things to consider when planning for your career

Preparation required to achieve your job goal.

Get Qualified

In previous sections we discovered your skills and interests, career paths, and training choices. In this section we are going to take a look at the pieces that you need to complete to qualify for your dream job.

In this section, think about the pieces that you still need. Read the text under each picture. Click the arrow on the right or left to move back or forth in the images. Once you have reviewed all of the images you may move to the next section of this learning module.

Review - What do you still need?

Download Checklist

Note *
B I U S ≡ ≡ x₂ x²

1. Experience:
2. Education:
3. Training:
4. Credentials:

Review What situations do you need to plan around?

Download Checklist

Note *
B I U S ≡ ≡ x₂ x² ⊟ ⊟

1. Family:
2. Transportation:
3. Work:
4. Other situations:

Fill in the Notes for your plan.

Notes save as you type.

Complete

E101 Complete the activity response:
Update your career plan dates for "Find places where staff can help you reach your goals"

Complete the activity response: Update your career plan dates for "Find places where staff can help you reach your goals"

Open Illinois workNet Career Plan

Add notes about what's needed and situations to plan around.

UPDATE STATUS

Find places where staff can help you reach your goals.

Goal* Get support to reach your goals.
Status* Planned/Not Started (Scheduled)
Planned Start Date*
Prev Feb 2021 Next
Planned Due Date*
Su Mo Tu We Th Fr Sa
How many hours a week are you planning on working on this?
Other Notes*

Service addresses the following situations
Show More Situations

Update Close

Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

More Resources:

- Job Skills Guide
- Why Academic Skills Matter
- Why Computer Skills Matter
- 4 Steps for Getting Started with the Illinois workNet Self-Assessment Tool
- Overcoming obstacles
- Job Search Plan (PDF)

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Get Qualified Unit

Lesson 1C1: Decide What is Needed to Reach the Job Prep Level Required for Job Goal

Objective:
Describe and create goals. Begin planning to reach your job goal.

Summary:
Students will review and discuss the items required to reach a job goal. What needs to be completed? What situations need to be planned around?

Activities:
1. Review related resources.
2. Students review and compare current experience, education, training and credentials for what they possess and what they need.
3. Students identify situations that need to be addressed while trying to reach their goals including family, transportation, work, and other situations.
4. Students identify a solution or backup plan if the problem occurs.

Discussion Points:
- What are ways to stay motivated while in training or searching for a job?
- What are potential problems that could keep you from reaching your goals? What are possible solutions?

Instructor Resource:
Qualify for Jobs

Lesson 1C2: Identify Employability Skills Required for All Careers

Learn

Review

Complete

Activity Steps:

1. **Learn** the employability skills that employers require.
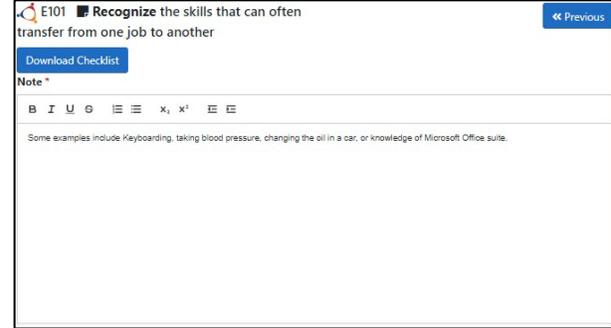
2. **Recognize** skills that often transfer from one job to another (Examples: keyboarding, taking blood pressure, changing the oil in a car, or knowledge of Microsoft Office suite).

3. **Complete** the activity response by rating employability skill level.

Duration – 15-45 Minutes

More Resources:

- Attention: Soft Skills Required
- Why Computer Skills Matter
- Stackable credentials
- Job Search Plan (PDF)

Complete the Essential Employability Skills Self-Evaluation by reading each item and selecting one of the four options. Read the definition of each option by clicking the info bubble next to the choice.

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Get Qualified Unit

Lesson 1C2: Identify Employability Skills Required for All Careers

Objective:

Identify essential employability skills and demonstrate an understanding of the importance of good soft skills in the workplace.
Identify transferable skills that move with the person from one job to another.

Summary:

Students will learn that employability skills are required regardless of the industry they pursue. They will identify their current soft skills and how those skills are useful in the workplace.

Activities:

1. Break into small groups and assign each group to a soft skill area, include Computer Literacy in all groups.

Group 1	Group 2	Group 3
Attendance & Dependability	Self-Presentation	Communication Skills
Independence & Initiative	Teamwork	Positive Attitude
Problem Solving & Critical Thinking	Work Ethic	Quality of Work

2. Students discuss scenarios and watch the videos.
3. Groups identify their top 5 soft skills and provide an example of why this would be important in the workplace.
4. Groups present the information to all groups.
5. Students identify their essential and transferable skills.

Instructor Resources:
Partner Resources Assessments
- Self-Evaluation
- Observational Evaluation
- Worksite Evaluation
- Illinois Essential Employability Skills

Discussion Points:

- Self-evaluation of essential employability skills match the workplace evaluation.
- Workplace evaluations include essential employability skills.
- Employability skills should be incorporated into your resume.
- Start working on improving your employability skills today!

Get Qualified Unit

Lesson 1C2: Identify Employability Skills Required for All Careers

Discussion Points: *(Continued)*

- Computer Literacy: How can you demonstrate that you operate a computer, surf the internet, send/receive emails and use computer software?
- Attendance & Dependability: List examples of being dependable!
- Self-Presentation: List appropriate clothing for the workplace.
- Communication: List different ways to communicate information to a group or individual.
- Independence & Initiative: What are ways that you can go above and beyond at school or work?
- Teamwork: List examples of people working as a team. What are characteristics of a good team member?
- Positive Attitude: Explain how your attitude can have a positive or negative affect at work.
- Problem Solving & Critical Thinking: What are the basic steps to problem solving?
- Work Ethic: How can you show ethical behavior at work?
- Big Picture: What is a mission statement and how is it different than company policies and procedures? What other policies can affect a company?

Discussion Points:

- How do you gain transferable skills?
- Describe self-management skills.
- What are examples of self-management skills?
- What are example of job/technical skills?

Extra Credit:

- What are values?
- How do values help you?
- Why is it important to identify your personal values?
- What are transferable skills?

Lesson 1C3: Identify Technical Skills

Activity Steps:

1. **Learn** what are technical skills.

2. **Identify** industry wide technical skills required for the career pathway selected:
   a. Credentials
   b. Licenses
   c. Continuing Education
   d. Stackable Credentials

3. **Complete** this activity by updating Career Plan dates for "Learn about credentials you can earn and how to get them".

Duration – 5-30 Minutes

More Resources:
- Why Industry-wide Technical Skills Matter
- Credentials: Have Evidence of Your Skills
- Job Search Plan (PDF)

Learn

Note

Fill in the notes for your plan.

The notes save as you type.

Complete

Add notes about what credential, license, certificate, or degree you might need.

Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

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Get Qualified Unit

Lesson 1C3: Identify Technical Skills

Objective:
Identify technical skills and explain the importance of selecting a career that lines up with their personal beliefs.

Summary:
Students will discuss the different types of skills – employability or technical, they have acquired from past experiences and how they can transfer to their future career path.

Activities:
1. Review related resources.
2. Students develop a list of their values and then prioritize the list.
3. Students develop a list of technical skills that are new or transferable.
4. Students review the occupational information for previously selected careers and identify pros/cons for selecting each career path.
5. Students record their findings in their Career Plan form.

Discussion Points:
- What are examples of job/technical skills?
- What is the difference between technical and essential workplace skills?

- How do you gain transferable skills?
- Describe self-management skills.
- What are examples of self-management skills?

Lesson 1C3: Complete Training and Earn Credentials

Objective:

Describe the benefits of earned credentials.

Summary:

Students will learn benefits of earning credentials and how to learn more about credentials in their field of interest.

Activities:

1. Review related resources.
2. Discuss different types of credentials.
3. Discuss how to learn about credentials for various fields of study.
4. Discuss tips for preparing for licensure/credential testing.

Discussion Points:

- Did anyone select a career that requires licensure or credentials?
- What are benefits of having credentials?
- What are items to consider when planning to earn a credential? Mental/physical preparation? Financial preparation?

Extra Activity:

- Get your employers perspective. What licensure or credential are required for their career field?

Get Qualified Unit

Lesson 1C4: Make a Plan to Reach Goals

Learn

Complete

Activity Steps:

1. **Learn** about setting your goals and create a plan:
   a. Careers
   b. Training
   c. Skills Needed

2. **Complete** this task by create a goal(s) and step(s) related to career, training, and skills needed.

Duration – 10-30 Minutes

Resource:
- How to Make SMART Goals

Create a Goal by:
- Typing in something that you want to achieve.
- Select whether it applies to Career Plan, Education/Training Plan, Independent Living, Support Services, or Referral to Services.
- Select Short-Term or Long-Term.

● ● ● Get Qualified Unit

Lesson 1C4: Make a Plan to Reach Goals

Objective:
Describe and create Goals.

Summary:
Students will identify short-term goals, long-term goals, and action steps that are trackable, attainable, realistic, and timely.

Activities:
1. Review related resources.
2. Students write at least one short term goal and identify basic steps to achieve goals. Each step includes a deadline date.
3. Students identify strategies for staying motivated while working towards reaching their goal.
4. Students identify potential problems and identify a solution or backup plan if the problem occurs.

Discussion Points:
- What is the difference between a long-term and short-term goal? What are examples?
- What does S.M.A.R.T. Goals stand for?
- What are attainable and realistic goals? (i.e., Attainable: I have the skills, ability, and tools needed to go become a professional basket weaver. Realistic: I have the ability to weave high quality baskets, but I can't support my family on the income.)
- What does a career plan include? What are examples?
- What are ways to stay motivated while in training or searching for a job?
- What are potential problems that could keep you from reaching your goals? What are possible solutions?

Instructor Resource:
Career Plan Builder Overview - Partner View (PDF)

Get Qualified Unit

Lesson 1C5: Quiz

Complete

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.

Duration – 5 Minutes

E101 Test your knowledge of what you learned. These questions will be on the post-assessment test.

« Previous ■ Mark Complete

Quiz

Test your knowledge! These quiz questions are included on the Post-Assessment test. When you have completed the Quiz, you will be directed to the next set of learning modules. When you have finished the quiz, check the box at the top of the lesson panel that says "Mark Complete".

START QUIZ >
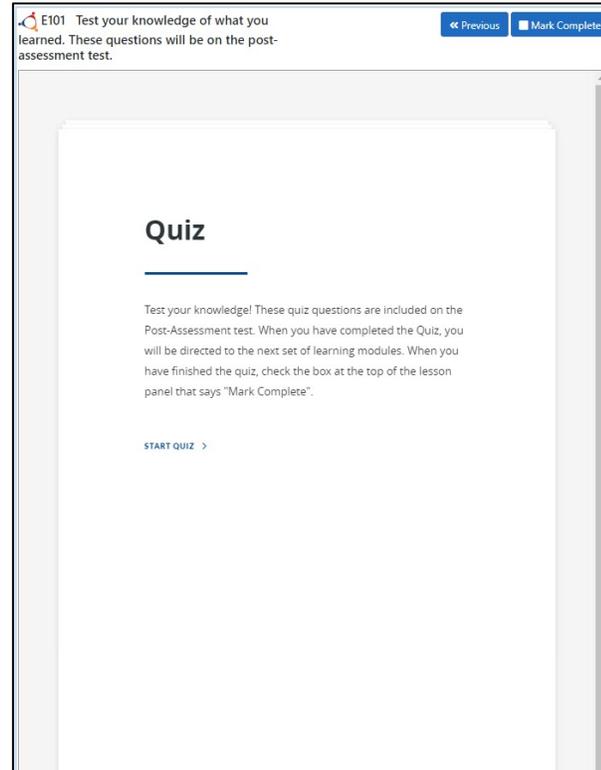
After answering the question, the correct answer will be given.

Mark the box at the top of the lesson panel that says "Mark Complete" when the quiz is finished.

Prepare a Job Search Plan
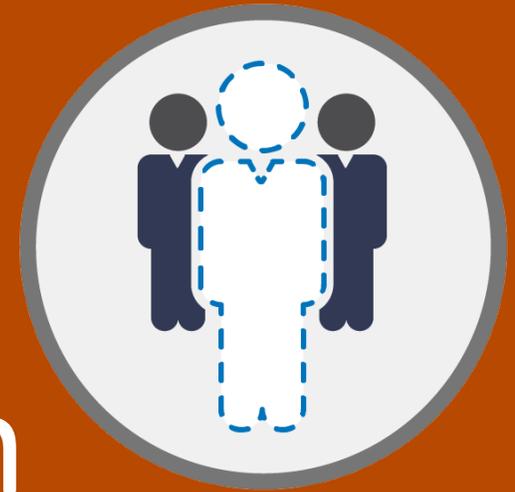
Module: Prepare a Job Search Plan

Instructor Guide for Prepare a Job Search Plan Module
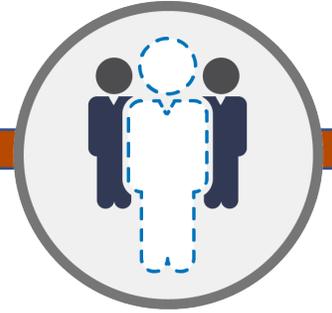
Main Idea:

Students learn about preparing for their job search by developing a draft resume and portfolio. They learn tips for organizing their job search and marketing themselves as qualified job candidates starting with their resume all the way through their interview.

Units:

1. Job Search Preparation
2. Find Job Openings, Apply, and Interview

Time Allotment: 2 Days

Notes:
- *Student will use videos, articles, and interactive tools available in their Illinois workNet Employment 101 Guide.*
- *They will record their responses in their Illinois workNet Employment 101 Guide.*

Module: Prepare a Job Search Plan
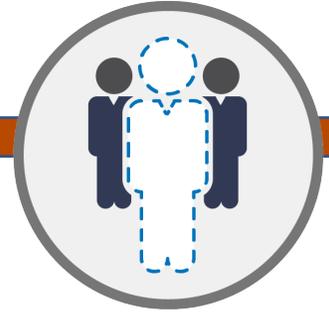
Instructor Guide for Prepare a Job Search Plan Module

Standards Used:

a. Common Core Standards Capacities of a Literate Student – (www.corestandards.org)
   i. #5) They value evidence
   ii. #6) They use technology and digital media strategically and capably.
b. Common Core Anchor Standards in Writing – (www.corestandards.org)
   i. #4) Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
   ii. #5) Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach
   iii. #6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
   iv. #7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
c. Common Core Standards Anchor Standards in Language - (www.corestandards.org)
   i. #1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   ii. #2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
d. Common Core Standards Anchor Standards in Speaking and Listening – (www.corestandards.org)
   i. #1) Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
   ii. #4) Present information, finding and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style appropriate to task, purpose and audience.
   iii. #5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
   iv. #6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
e. Illinois Standards for Social/Emotional Learning – (www.isbe.net)
   i. Standard 3C) Use communication skills to interact effectively with others.
f. American School Counselor Standards (ASCA) - (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)
   i. Career Development Standard A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
   ii. Career Development Standard B) Students will employ strategies to achieve future career goals with success and satisfaction.
   iii. Personal/Social Development Standard A) Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.
   iv. Personal/Social Development Standard B) Students will make decisions, set goals, take necessary action to achieve goals.

Get Prepared Unit

Lesson 2A1: Get Organized
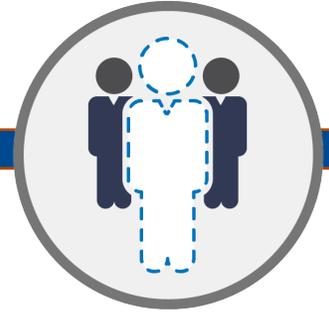
Activity Steps:

1. **Learn** things you need to begin a job search.

2. **Identify:** Use the Notes tool to enter information about previous employment, education, licenses or credentials, references, and recommendations.

3. **Complete** the activity response by updating the Career Plan step called "Get Started: Learn how to prepare to find a job."
   a. Set Start and End dates.
   b. Include missing items on your checklist in the Notes portion of the step.

Duration – 5-20 Minutes

More Resources:
- The Nine Steps of your Job Search (PDF)
- Job Search Plan (PDF)
- Job Search checklist

Learn

E101 Learn about the things you need to begin a job search. « Previous

Get Organized

Get Organized!

Career Search - done! Skills update - Planned! It is time to get organized for your job search! Review the items below to find out what you need to begin your job search and where to find them.

While you are reviewing the following items, make a list to help you track the items you have and the ones you need. If you have paper documents, add them to a folder.

Complete the content above before moving on.

Identify

E101 Identify Use the Notes tool to enter information about your previous employment, education, licenses or credentials, references, and recommendations. « Previous

Note *

B I U S ⋮≡ ⋮≡ x₁ x² ⊞ ⊞

Insert text here ...

Add notes about what you still need to get from the checklist for your job search.

Complete

E101 Complete the activity response, update your career plan step called "Get Started: Learn how to prepare to find a job." « Previous ✓ Complete Next »

Complete the activity response, update your career plan step called "Get Started: Learn how to prepare to find a job."

Open Illinois workNet Career

Change Career Plan

UPDATE STATUS ×

*Get Started: Learn how to prepare to find a job.

Total Subsidized days for all items:

Goal* Get a job or work experience.

Status* Started/Open

Planned Start Date* 3/2/2021

Planned Due Date* 3/3/2021

How many hours a week are you planning on working on this?* 10.00

WIDA Funded* No

Other Notes*

Update step for Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

Get Prepared Unit

I*Instructor Guide*
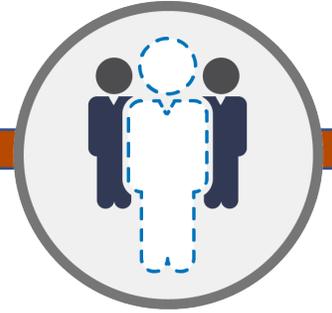
Lesson 2A1: Get Organized

Objective:
Explain the benefits of staying organized while searching for a job.

Summary:
Students will learn about documents and information that are needed to prepare a resume, portfolio, and to apply for a job. They will learn about an important tool that assists with maintaining job search records.

Activities:
1. Review related resources.
2. Discuss the importance of identifying skills to show they are a qualified candidate.

Discussion Questions:
- Has anyone ever applied for a job? What information is needed to complete an application?
- Be prepared – Have your work history, education/transcripts, certifications, license(s), references, letters of recommendation, etc.
- Why would it be helpful to have a list of your job/technical skills, self-management skills, soft skills, and military skills?
- What information is included in a job search record?
- Why would it be helpful for a job search record of each application you submit?

Get Prepared Unit

Lesson 2A2: Prepare Resume
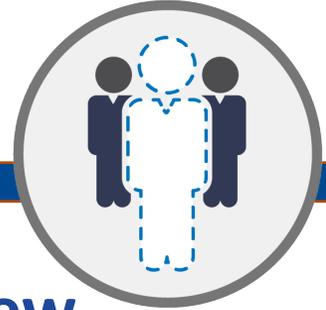
Learn

Identify

Review

Complete

Activity Steps

1. **Learn** why everyone needs a resume.
   a. Learn what keywords are
   b. Learn what action words to use
   c. Learn the types of resumes
2. **Identify** keywords and action words to use on your resume in the Notes Tool.
3. **Review** how to use the resume builder tool available on Illinois workNet.
4. **Complete** the activity response - update the career plan dates on "Prepare your resume." In the notes portion, include your keywords and the type of resume that is best for you.

Duration - 7 - 20 minutes

More Resources
- Pick your Style, Resume Style that is
- Sample Resumes
- Resumes in a Custom World
- Keywords Are the "Key" to Your Resume Being Seen
- It's All About the Action - verb that is

- Your best Generic Resume
- Resume: share and share alike
- Resume Writing Guide on IwN
- Job Search Plan (PDF)
- Videos to watch from YouTube playlist

E101 Learn why everyone needs a resume.

Prepare your Resume

Resume

Your resume tells employers about your work and education experience. This activity will help you explore which resume might be best for you. The resume is what encourages employers to set up an interview with you.

Pick a style of resume:

Mary Smith

Functional Resume -

Highlights skills and accomplishments. This style of resume is great for people with limited work history, or who have gaps in employment history.

E101 Identify Use the Notes tool to enter your Keywords and Action Words.

Note *

Insert text here ...

Review how to use the resume builder tool available on Illinois workNet.

Illinois workNet Resume Builder Overvi...

Resume Builder Tool Overview

https://youtu.be/Vjn8e-bNh-I

E101 Complete the activity response - update the career plan dates on "Prepare your resume." In the notes portion, include your keywords and the type of resume that is best for you.

Complete the activity response resume." In the notes portion, in

UPDATE STATUS

Prepare your resume.

Goal* Get a job or work experience.
Status* Planned/Not Started (Scheduled)
Start Date*
Planned Due Date*
Weekly Hours*
WIOA Funded* No
Special Instructions

Service addresses the following situations
Show More Situations

Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on each step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.
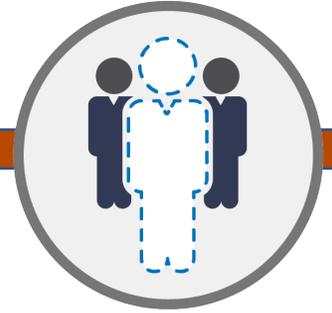
Lesson 2A2: Prepare your resume.

Objective:

Describe how to select the appropriate information, format, and keywords to customize a resume for a job opening.

Summary:

Students will learn about different types of resume formats and recommendation for when to use each type. Students will learn tips for developing a customized resume that markets them as a qualified candidate. Students will also learn about resume tools that are available in Illinois workNet.

Activities:

1. Review related resources.
2. Discuss the purpose of a resume, the different types of resumes, and the information that is included in each.
3. Discuss the importance of customizing a resume for job openings. (This is an opportunity to market your skills!)
4. Review the resume builder in Illinois workNet.
5. Students start a draft resume in the resume builder. Discuss how they can use their program work experience to build their resume.

Discussion Questions:

- What does a resume tell employers about?
- List three types of resumes.
- What type of resume should you create if you have just a little experience?
- What are some examples of action /keywords?
- What are some key things to check for when updating an effective resume?
- What personal information is appropriate to include when posting your resume online?

Instructor Resource:

[Using Illinois workNet Resume Builder](#)
Resume Playlist on YouTube

Lesson 2A3: Prepare your portfolio.
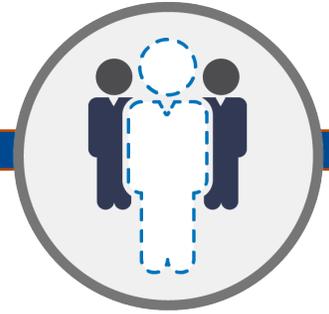
Activity Steps

1. **Learn** what a portfolio is.
2. **Identify** what items you could include in a portfolio. (Some examples include your resume, images of projects you have completed, samples of your writing or PowerPoint skills, links to websites you designed, or photos of cars you repaired.)
3. **Complete** the activity response update the career plan dates for "Organize your information." In the notes section, type in items that you know you will include in your portfolio.

Duration - 12 – 25 minutes

More Resources
- Portfolio Basics (2014)
- Job Search Plan (PDF)

Learn

E101 🔖 **Learn** what is a portfolio   « Previous

Prepare your Portfolio

What is a portfolio?

A portfolio is a scrapbook of sorts for the best things that represent your work or education. A portfolio is not just for artists. This activity shows the things that you may include in your portfolio.

In the exercise below, grab and drag the card from the top box to the box below where you think it belongs. If it jiggles, it was the wrong choice. Try again.

Proof of Residency
—

Include In Portfolio   Don't Include

Identify

E101 📝 **Identify** what items you could include in a portfolio   « Previous

Download Checklist

Note *

B I U S ≣ ≣ x₂ x² ≣ ≣

Some examples include your resume, images of projects you have completed, samples of your writing or PowerPoint skills, links to websites you designed, or photos of cars you repaired.

Fill in the notes for your plan.

The notes save as you type.

Complete

E101 ↖ **Complete** he activity response: Update your career plan dates for "Organize your information"   « Previous ✓ Complete Next »

↖ **Complete** he activity response: Update your career plan dates for "Organize your information"

Open Illinois workNet Career Plan

Change Career Plan

UPDATE STATUS   ×

Organize your information.

Goal*   Get a job or work experience.   Status*   Planned/Not Started (Scheduled)

Start Date*

Planned Due Date*

Weekly Hours*   WIOA Funded*   No

Special Instructions

Service addresses the following situations

Show More Situations

Update   Close

ⓘ Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.
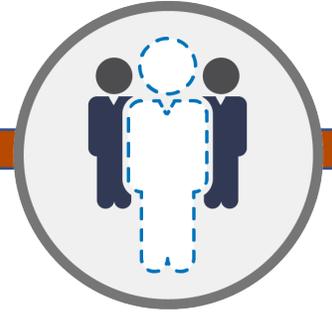
Lesson 2A3: Prepare your portfolio.

Objective:

Describe how to select the appropriate information, format, and keywords to customize an online portfolio.

Summary:

Students will learn about different types of items to include in a portfolio. Students will learn tips for developing a portfolio that markets them as a qualified candidate. Students will also learn about online portfolio tools that are available in Illinois workNet.

Activities:

1. Review related resources.
2. Discuss the purpose of a portfolio, the different types of portfolios and the information to include. (This is an opportunity to market your skills!)
3. Review the portfolio builder in Illinois workNet.
4. Student start identifying items to include in their portfolio. Discuss how they can use their program work experience to start building their portfolio.

Discussion Questions:

* What does a portfolio tell an employer?
* What are two things you could include in your portfolio?
* Do you need an on-line portfolio or a hard copy one?

Instructor Resource:

[Using Illinois workNet Resume Builder](#)
[Resume Playlist on YouTube](#)

● Get Prepared Unit

Lesson 2A4: Prepare a plan.
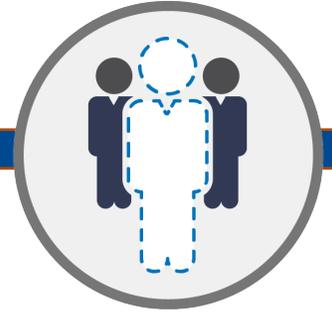
Learn

Complete

Activity Steps

1. **Learn** about the items to make your job search plan productive.
2. **Create** goals to complete your job search plan. i.e. get dates for work experience, or request a recommendation to add to portfolio

ℹ Create a Goal by:
- Typing in something that you want to achieve
- Select whether it applies to Employment, Education, Living Independently or Support Services
- Select Short-term or Long-term

Duration -   5 - 10 minutes

More Resources
- How to Make SMART Goals
- Tips for Youth – Setting Goals
- Setting Goals 101

Lesson 2A4: Prepare a plan.

Objective:
    Describe and create goals.

Summary:
    Students will identify short-term goals and action steps that are measurable, attainable, realistic, and timely.

Activities:
1. Review related resources.
2. Students write at least one short term goal and identify the basic steps to achieve goals. Each step includes a deadline date.
3. Students identify strategies for staying motivated while working towards reaching their goal.
4. Students identify potential problems and identify a solution or backup plan if the problem occurs.

Discussion Points:
*   What is the difference between a long term and short-term goal? What are some examples?
*   What are attainable and realistic goals? (i.e., Attainable: I have the skills, ability, and tools needed to go become a professional basket weaver. Realistic: I have the ability weave high quality baskets, but I can't support my family on the income.)
*   What does a job search plan include? What are some examples?
*   What are some ways to stay motivated searching for a job?
*   What are some potential problems that could keep you from reaching your goals? What are possible solutions?

Get Prepared Unit

Lesson 2A5: Quiz
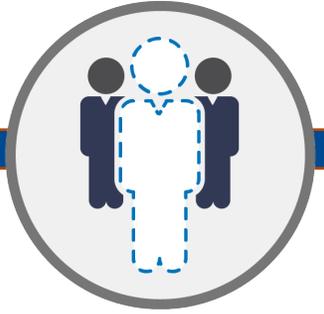
Complete

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.
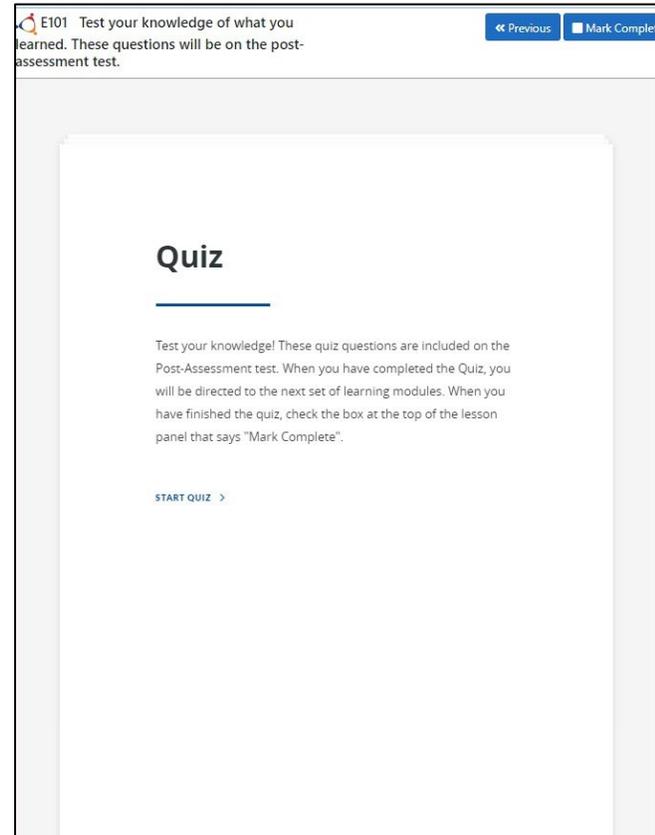
After answering the question, the correct answer will be given.

Mark the box at the top of the lesson panel that says "Mark Complete" when the quiz is finished.

Duration – 5 Minutes

Find Jobs Unit

Lesson 2B1: Network.

Learn

Identify

Complete
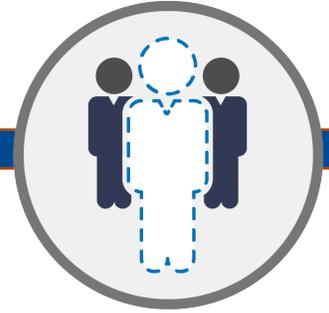
Activity Steps

1. **Learn** about:
   a. The ways to Network
      i. Virtually
      ii. In-Person
   b. Learn about elevator speeches
   c. Learn about additional networking material
      i. Networking card
      ii. Networking handbill
2. **Identify** places to begin networking.
3. **Complete** the activities update the career plan dates on Marketing Yourself.

Duration - 5 – 15 minutes

More Resources
- Start with Why - Simon Sinek
- 30 Second Elevator Speech
- Get Prepared to Network
- Introducing Yourself to Others
- Marketing Your Skills
- 2020 is the Year Everyone Learned to Connect Virtually

E101 **Learn** the ways to network « Previous

Network

Networking

Getting to know new people is what networking is all about. Remember, it's not about who you know, but who they know. When you are networking:

- Market the skills on your resume and when you speak in an interview.
- Be clear about what you are looking for - know what your job search goal is.
- You can find jobs from your friends and other people.

E101 **Identify** places to begin Networking. « Previous ☑ Complete Next »

Download Checklist

Note *

B I U S | ≡ ≡ | x₂ x² | ≡ ≡

Insert text here ...

Fill in the notes for your plan.

The notes save as you type.

E101 **Complete** the activitiy response: Update the career plan dates for "Marketing Yourself". « Previous

Complete the activitiy response: Update the career plan dates for "Marketing Yourself".

Open Illinois workNet Career Plan

UPDATE STATUS

Marketing Yourself

Total Subsidized days for all items:

Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.

Lesson 2B1: Network.

Objective:
Explain how to prepare for and find networking opportunities.

Summary:
Students will learn how to be prepared for networking opportunities. They will put together their 30 second elevator speech. Students will be able to identify different types of networking opportunities.

Activities:
1. Review related resources.
2. Discuss how to get ready for networking and developing a list of contacts.
3. Discuss tools for networking virtually and the importance of having a clean/professional online image.
4. Discuss networking in person and where to find those opportunities.
5. Students draft a 30 second elevator speech. Have the students walk around and introduce themselves and ask each other about themselves. They can practice their elevator speech in general conversation and then approach another person and repeat the process.

Discussion Points:
- When networking to find job leads, is it important to be clear on the type of job you are looking for?
- What does personal brand mean? You have an image to protect. (Market your brand.)
- List some places where you can network.
- Organize your contacts. Include your parents, teachers, counselors, coaches, neighbors, past classmates, co-workers, and friends. Tell them about the kind of job that you're looking for.
- What is LinkedIn? What are some other networking sites?
- Why should you clean up your social media profiles when looking for a job?

Instructor Resource:
Network and Connect

Find Jobs Unit

Lesson 2B2: Search for job openings.

Learn

Review
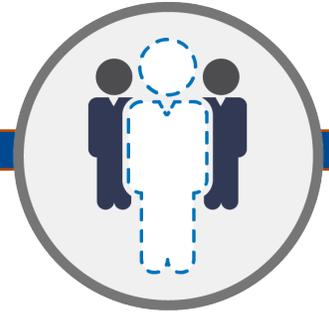
Activity Steps

1. **Learn** about places to search for job openings:
   a. Job boards
   b. Niche sites
   c. Company posts
   d. Associations
   e. Social media
2. **Learn** how to track / organize job search.
3. **Complete** this activity update the career plan dates for the step "Use a strategic job search to find a job."

Duration - 7 – 15 minutes

More Resources
- Job Search in the Digital Age Webinar - Staying motivated
- Job Search Plan (PDF)

E101 ▶ Learn about places to search for job openings:

Search for Job Openings

Where can I look for job openings?

This activity is going to share a number of places where you can read about and apply for jobs. *After reading the image captions click continue to move to the next section.*

Job Boards - like Monster, Career Builder & Google - search jobs near me.

Niche Sites - focused on specific industries.

Social Networking - especially LinkedIn with it's professional network.

CONTINUE

▶ Learn how to track / organize job search.

job search organizer part 1

Job Search Organizer Tool

Employment 101

After you watch the video, mark the box "Mark Complete" in the upper right corner of the learning module to move to the next item.

Complete

E101 ▶ Complete the activitiy response:
Update the career plan dates for "Use a strategic job search to find a job".

▶ **Complete** the activitiy response: Update the career plan dates for "Use a strategic job search to find a job".

Open Illinois workNet Career Plan
Change Career Plan

UPDATE STATUS

Use a strategic job search to find a job.

Goal: Get a job or work experience.
Status: Started/Open
Planned Start Date: 02/17/2021
Planned Due Date: 02/24/2021

Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.
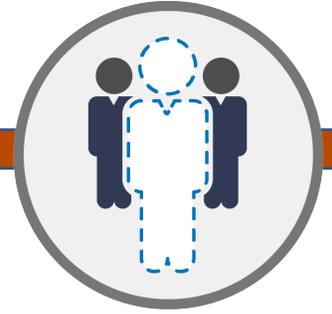
Lesson 2B2: Search for job openings.

Objective:

List and describe various resources for finding job openings.

Summary:

Students learn the importance of using a variety of resources for identifying job opening leads. They also learn about job search resources available in Illinois workNet.

Activities:

1. Review related resources.
2. Discuss the components of the Job Search Record (in the Job Search Plan) and the importance of staying organized.
3. Discuss job search engines and job boards available in Illinois workNet.
4. Discuss searching for job postings using social media.
5. Discuss going to company and trade association websites for job leads.
6. Discuss finding job postings in the newspaper, business windows, or flyers posted on job boards.

Discussion Points:

- Many companies and organizations have a careers or jobs link in the footer of their website. (i.e., Caterpillar, DOT foods, American Welding Society, National Institute for Manufacturing)
- What are three ways you can search for a job?
- What are some examples of social media sites to use for finding job openings?
- Where have you seen job openings?
- What are some tips for using keywords when searching online job boards?
- What are some "red flags" for job opening postings that are really scams?

Instructor Resources
Network and Connect video

Find Jobs Unit

Lesson 2B3: Apply for a job.
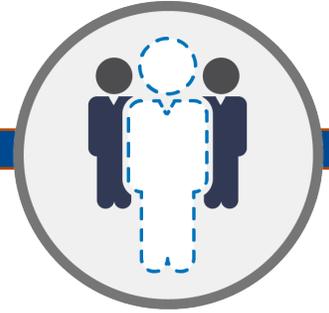
Activity Steps
1. **Learn** the proper way to apply for a job.
   a. On-line
   b. In-person
   c. Resume vs. application
2. **Learn** how to use the job tracker to tool to track the progress of your job search.
3. **Complete** this activity customer will update the career plan dates for the step "Apply for Jobs."

Duration - 7 - 20 minutes

More Resources
- Things you Need to Know when Applying for Jobs
- Troubleshooting Why You don't Get Interviews

Learn

E101 ▶ **Explore** the proper way to apply for a job. « Previous

Apply for a Job

Following are some things to think about when applying for a job.

○ ● ● ● ● ● ●

On-line - You can fill out an application on the internet and submit right away.
- Review completely before submitting.

Review

▶ **Learn** how to use the job tracker to tool to track the progress of your job search.

Tutorial Job Search Organizer Part 2

Job Search Organizer Tool *Part 2*

Employment 101

Complete

E101 ▶ **Complete** this activity response: Update the career plan dates for "Apply for Jobs." « Previous

▶ **Complete** this activity response: Update the career plan dates for "Apply for Jobs."

Open Illinois workNet Career Plan

UPDATE STATUS

Apply for jobs.

Total Subsidized days for all items:

Goal* Get a job or work experience. Status* Planned/Not Started (Scheduled)

Planned Start Date* 3/3/2021

Planned Due Date* 3/3/2021

How many hours a week are you planning on working on this? 3.00 WIOA Funded* No

Other Notes*

Service addresses the following situations

Show More Situations

Update Close

Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.

Lesson 2B3: Apply for a job.

Objective:

Describe different types of applications and how to complete a job application.

Summary:

Students will learn about etiquette for completing a job application in person. They will learn about information that is usually included in an application and tips for completing a job application.

Activities:

1. Discuss the information that is usually included in job applications.
2. Discuss the proper etiquette for requesting, completing, and submitting a job application in person.
3. Discuss creating a job search record for each application that was submitted and tracking their success.

Discussion Points:

- What should you do when filling out a job application at a business?
- What should be included in a job application?
- List at least two different types of job applications.
- It is important to track your success. If you are not getting an interview,
    - You may need to look at the information you are including in your application, resume, or portfolio. It may be keeping you from getting an interview.
    - You need to make sure that you are applying for jobs for which you are qualified.

● ● Find Jobs Unit

Lesson 2B4: Interview.

Learn   Complete

Activity Steps
1. **Learn** about:
   a. The information needed to prepare for an interview.
   b. Ways to research the company before the interview.
   c. How to practice interviewing:
      i. Questions
      ii. Nonverbal Communication
      iii. Location
      iv. Attire
   d. What to do during the interview
   e. Interview follow-up behavior
2. **Complete** this activity customer will update the career plan dates for the step "Prepare for an interview."

   Duration - 10 – 30 minutes

More Resources
• Types of interview
• Interview clothes: Do's and Don'ts
• What to Do during an Interview
• What to Do After an Interview

Update the step for your Career Plan by:
• Adding a date you want to begin.
• Adding a date you plan to finish.
• Enter the number of hours you plan to work on your step.
• Enter any additional notes.
• Update Status to Started/Open when you add a date.
• Click the **update** button to return to the learning module.

Lesson 2B4: Interview.

Objective:

Explain how to prepare for an interview, how to behave in an interview, and follow-up after an interview.

Summary:

Students will learn the importance of preparing for an interview. They will learn tips and tools to help them prepare for interviews. They will learn about proper follow-up after an interview, show appreciation, and prepare for future interviews.

Activities:

1. Review related resources.
2. Discuss how to prepare for an interview. Take notes in your job search record.
3. Discuss what to do in an interview including what information to collect.
4. Students practice answering interview questions. Interviewer provides feedback on their verbal and nonverbal communication.
5. Discuss what to do after an interview. Reflect and update your job search record.
6. Students write a draft thank you letter.

Discussion Points:

- What should you do after a job interview?
- When choosing your clothes for a job interview, what should you do?
- What are three things you can do to prepare for a job interview?
- What are three tips to remember during an interview?
- What is an example of an appropriate question to ask during an interview?
- What is different about preparing for a virtual interview than an in-person interview?

▶ **Complete**

Activity Steps

1. **Test** your knowledge of what you learned. These questions will be on the post-assessment test.

Duration – 5 minutes

E101   Test your knowledge of what you learned. These questions will be on the post-assessment test.

« Previous   ■ Mark Complete

Quiz

Test your knowledge! These quiz questions are included on the Post-Assessment test. When you have completed the Quiz, you will be directed to the next set of learning modules. When you have finished the quiz, check the box at the top of the lesson panel that says "Mark Complete".

START QUIZ >

Questions on the quiz will be on the Post Assessment. When you answer the question, you will be given the correct answer.

Mark the box at the top of the lesson panel that says "Mark Complete" when you have finished the quiz.

Achieve Your Goals

Module: Achieve Your Goals

Instructor Guide for Achieve Goals Module

Main Idea

Students learn about preparing for their first day on a job. They learn tips for succeeding on a job including the forms they may need to complete, planning for advancement, avoiding bullying and volunteering.

Units

1. Start a Job
2. Financial Literacy
3. Skills for Success

Time Allotment: 2 Days

Notes:
- *Student will use the videos, articles, and interactive tools available in their Illinois workNet Employment 101 Guide.*
- *They will record their responses in their Illinois workNet Employment 101 Guide.*

Module: Achieve Your Goals Plan

Instructor Guide for Achieve Your Goals Module
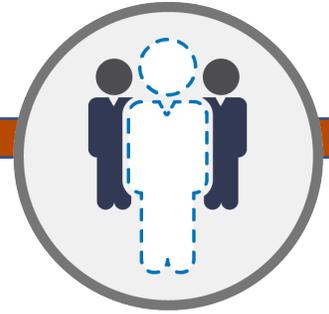
Standards Used:

a. Common Core Standards Capacities of a Literate Student – (www.corestandards.org)
    i.   #2 They respond to the varying demands of audience, task, purpose, and discipline.
    ii.   #5) They value evidence.
    iii. #6) They use technology and digital media strategically and capably.
    iv.   #10) They come to understand other perspectives and cultures.
b. Common Core Standards Anchor Standards in Language - (www.corestandards.org)
    i.   #1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    ii.   #2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Common Core Standards Anchor Standards in Speaking and Listening – (www.corestandards.org)
    i.   #1) Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
    ii.   #4) Present information, finding and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style appropriate to task, purpose and audience.
    iii. #5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
    iv.   #6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
d. Illinois Standards for Social/Emotional Learning – (www.isbe.net)
    i.   Standard 1B) Recognize personal qualities and external supports.
    ii.   Standard 1C) Demonstrate skills related to personal and academic goals.
    iii. Standard 3B) Apply decision-making skills to deal responsibly with daily academic and social situations.
    iv.   Standard 3C) Use communication skills to interact effectively with others.
e. American School Counselor Standards (ASCA) - (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)
    i.   Career Development Standard A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
    ii.   Career Development Standard B) Students will employ strategies to achieve future career goals with success and satisfaction.
    iii. Personal/Social Development Standard A) Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.
    iv.   Personal/Social Development Standard B) Students will make decisions, set goals, take necessary action to achieve goals.

Module: Achieve Your Goals

Instructor Guide for Achieve Your Goals Module

Standards Used con't:

f.   National Business Education Standards – (https://nbea.org/page/BusinessEdStandards)

   i.   Career Development Standard #1 Self-Awareness) Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and development.

   ii.   Career Development Standard #4 Career Strategy) Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

Resources Used:

a.   https://nij.ojp.gov/topics/articles/gun-violence-america

b.   https://www.stopbullying.gov/resources/get-help-now

c.   https://www.cdc.gov/violenceprevention/index.html

d.   https://www.crisiscenter.org/pdfs/intimate_partner_abuse_inside_the_home_doc.pdf

e.   https://www.crisiscenter.org/resources.html

f.   https://www.cdc.gov/violenceprevention/suicide/riskprotectivefactors.html

g.   https://suicidology.org/

h.   https://www.edcc.edu/counseling/documents/Conflict.pdf

i.   https://www.moneysmartweek.org/

j.   http://illinoisworknet.com/UpdatesHelp/Pages/MoneyManagement.aspx

k.   http://illinoisworknet.com/Connect/Pages/VolunteerGuide.aspx

Lesson 3A1: Be prepared to accept the job.

Activity Steps

1. **Learn** how to decide if a job would be a good fit.
   a. Review items in the Career Interest Survey about what is important in a job.
   b. Learn about documents you need to begin a job.
   c. Learn about obligations.
2. **Identify** obligations you have to meet if you are offered a job. For example:
   a. Childcare
   b. Adult Care
   c. Planned trips/events
   d. Existing PT/FT job
3. **Identity** the documents you need to begin a job.

Learn

E101 Learn how to decide if a job would be a good fit.   « Previous

Be prepared to accept the job

If a company offers you a job, are you prepared to accept it?
The items in this activity will help you decide if that job is the right fit for you.

What items do you need to think about before you decide to accept a job? Click on each flashcard below to get some ideas. The information is on the reverse side.

Note

Identify obligations you have to meet if you are offered a job

Download Checklist

Note *

B I U S   ≔ ≔   x₂ x²   ⊡ ⊡

1. Childcare:
2. Adult Care:
3. Planned trips/events:
4. Existing PT/FT job:

Identity the documents you need to begin a job

Download Checklist

Note *

B I U S   ≔ ≔   x₂ x²   ⊡ ⊡

1. State Identification / Passport:
2. Social Security Card / Green Card:
3. Veteran documents:
4. How many dependents:

Fill in the notes for your plan.

The notes save as you type.

Continue

Lesson 3A1: Be prepared to accept the job.

Complete

Option

Activity Steps - continued

4. **Complete** this activity - customer will update the career plan dates for the step "Prepare to Accept a Job." Note what documents you need and obligations to plan for to be ready to start a new job.

OPTION - Create a goal for your obligations.

Duration - 10 – 30 minutes

More Resources
• Get To Know the Work Culture in Your New Job
• Job Search Plan (PDF)

Create goals for obligations

Update the step for your Career Plan by:
• Adding a date you want to begin.
• Adding a date you plan to finish.
• Enter the number of hours you plan to work on your step.
• Enter any additional notes.
• Update Status to Started/Open when you add a date.
• Click the **update** button to return to the learning module.

Create a Goal by:
• Typing in something that you want to achieve
• Select whether it applies to Employment, Education, Living Independently or Support Services
• Select Short-term or Long-term

Start Your Job Unit

Lesson 3A1: Be Prepared to Accept a Job

Objective:

Explain how to prepare for accepting a job.

Summary:

Students will learn the importance of preparing for accepting a job. How to plan for other obligations in their life that could impact going to a job every day. They will learn about documents that may be required to begin a job.

Activities:

1. Review related resources.
2. Discuss how to determine if a job will be a good fit.
3. Discuss how to plan for other obligations.
4. Discuss documents that may be required to be hired.

Discussion Points:

- What are the most important points for you to accept a job?
- What to you need to plan around – childcare, adult care, another job, planned events or trips?
- Where are the documents that you need like social security card, state ID, and others?

Lesson 3A2: Get ready for your first day.

Activity Steps

1. **Learn:**
   - The type of paperwork you will complete on your first day.
   - The best way to meet coworkers and supervisors,
   - The rules of your new job - employee handbook
   - About your job expectations.
2. **Identify** your expectations of the job (Some examples include paid a fair wage, opportunity for promotion, steady hours, work well with boss or co-workers.)
3. **Complete** this activity - you will update the career plan dates for the step "Learn about filing taxes." Note on the step the paperwork you need to get to start your new job.

Duration - 7 – 20 minutes

Learn

Get Ready for your First Day

Your First Day!
This activity will go over all the things you need to do on the first day of your new job.

Documents You Need to Complete
Every job will ask you to complete some paperwork. The following items are things you will need to be prepared to fill out.

START >

Note

E101 Identify your expectations of the job

Download Checklist

Note *

B I U S ≡ ≡ x₂ x² ≡ ≡

Some examples include paid a fair wage, opportunity for promotion, steady hours, work well with boss or co-workers.

Fill in the notes for your plan.

The notes save as you type.

Complete

E101 Complete the activity response:
Update your career plan dates for 'Learn about filing taxes'

Complete the activity response: Update your career plan dates for

Open Illinois workNet Career Plan

UPDATE STATUS
Learn about filing taxes.

More Resources
- Ready to Fill Out forms for Your New Job
- Get To Know the Work Culture in Your New Job
- Job Search Plan (PDF)

Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.

Lesson 3A2: Get ready for your first day.

Objective:

Explain how to prepare for the first day on a job.

Summary:

Students will learn the importance of preparing for the first day of a job. Have they planned for other obligations? They will learn about filling out hiring documents.

Activities:

1. Review related resources.
2. Discuss how to determine if a job will be a good fit.
3. Discuss how to plan for other obligations.
4. Discuss documents that may be required and completed to be hired.

Discussion Points:

*   What are some ways you can meet your new co-workers?
*   Have you traveled to your new job location at the time that you would need to report to work?
*   Where are the documents that you need like social security card, state ID, and others?
*   How many deductions would you need to claim?
*   How will you find out the rules of your new job?

● Start Your Job Unit

Lesson 3A3: Keep your new job.

Activity Steps
1. **Review** workplace skills and actions to keep your new job and learn about job performance criteria for your new job.
2. **Identify** possible career ladder moves based upon your chosen career path.
3. **Complete** this activity you will update the career plan dates for the step "Career Advancement".

Duration - 5-15 minutes

More Resources
- New Job Tip #1: Understand Expectations
- Be Safe in Your New Job
- Job Search Plan (PDF)

→ Learn

E101 🔁 Review workplace skills and actions to keep your new job and learn about job performance criteria for your new job.

Keep your new job

Tips to Keep Your NEW Job
This activity will help you understand the things you can do to make yourself stand out as a great employee and keep your new job.

Let's do a quick review of the skills that will help you keep your job:

Click on each card to see the definition on the opposite side.

| Computer Literacy | Industry wide tech skills |
| Attendance | Communications |

🗒 Note

E101 📝 **Identify** possible career ladder moves based upon your chosen career path.

Note *

B I U S ☰ ☰ x₂ x² ☰ ☰

Insert text here ...

Fill in the notes for your plan.

The notes save as you type.

➤ Complete

E101 ➤ **Complete** this activity you will update the career plan dates for the step 'Career Advancement'

➤ **Complete** this activity you will update the career plan dates for the step 'Career Advancement'

Open Illinois workNet Career Plan

UPDATE STATUS

Learn about career advancement opportunities

Total Subsidized days for all items:

Goal* Advance in your career. Status* Planned/Not Started (Scheduled)

Planned Start Date* 2/2/2021

Planned Due Date* 2/2/2021

How many hours a week are you planning on working on this? 1.00 WIOA Funded* No

Other Notes*

Add notes about future achievements you could gain.

Service addresses the following situations

Show More Situations

Update Close

ⓘ Update the step for your Career Plan by:
- Adding a date you want to begin.
- Adding a date you plan to finish.
- Enter the number of hours you plan to work on your step.
- Enter any additional notes.
- Update Status to Started/Open when you add a date.
- Click the **update** button to return to the learning module.

Start Your Job Unit
Lesson 3A3: Keep Your New Job

Objective:

Explain how to plan to keep your new job.

Summary:

Students will learn the workplace skills and criteria required to keep a new job.

Activities:

1. Review related resources.
2. Discuss different types of performance criteria.
3. Discuss the essential skills that will help the customer keep their new job..

Discussion Points:

- When is it appropriate to ask about performance reviews?
- When are performance reviews given?
- What are coaching opportunities?
- How do you handle feedback from a supervisor?
- What are the most important essential employability skills?

Start Your Job Unit

Lesson 3A4: Quiz

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.

Duration – 5 Minutes

 Complete

When you answer the question, you will be given the correct answer.

Mark the box at the top of the lesson panel that says "Mark Complete" when you have finished the quiz.

Lesson 3B1: Start a Savings or Checking Account

Learn

Complete

Activity Steps:

1. **Learn**
   a. About banking opportunities.
   b. How to protect against identify theft.
   c. Why and how to use a checking account
   d. The proper way to establish credit
2. **Complete** this activity by the customer updating the Career Plan dates for the "Use the Money Management Guide to help you reach your financial goals."

Duration – 5-15 Minutes

More Resources:
- The Nine Steps of your Job Search (PDF)
- Job Search Plan (PDF)

Learn panel (E101 – Start a Savings or Checking Account.)

Start a savings or checking account

Why do you need a checking or savings account for the money you earn on your job? This activity will help you learn about:
- banking options,
- protecting yourself against identity theft,
- using a checking account, and
- establishing credit.

Complete panel (E101 – Complete the activity response:)

Update your career plan dates for "Use the Money Management Guide to help you reach your financial goals."

Complete the activity response: Update your career plan dates for "Use the Money Management Guide to help you reach your financial goals."

Open Illinois workNet Career Plan

UPDATE STATUS

Use the Money Management Guide to help you reach your financial goals.

Goal* — Living independently.
Status* — Planned/Not Started (Scheduled)

Planned Start Date* — 03/31/2021
Planned Due Date* — 04/14/2021

How many hours a week are you planning on working on this? — 10
WIOA Funded* — No

Other Notes*

Service addresses the following situations
Show More Situations

Update   Close

Update step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

Lesson 3B1: Start a Savings or Checking Account

Objective:

Explain how to start a checking or savings account for paychecks from a new job and protect against identity theft.

Summary:

Students will learn the importance of creating a checking or savings account to pay bills and income from paychecks.

Activities:

1. Review related resources.
2. Discuss different types of banking accounts and credit.
3. Discuss how and when to open a new account.
4. Discuss ways that people fall victim to identity theft.

Discussion Points:

- Why use a checking or savings account instead of a paycheck service?
- When should you open a credit card?
- What is the right way to establish credit?
- How do you protect yourself against identity theft?
- Many employers pay through direct deposit. This is an excellent reason to have a checking account.

Learn

Identify

Activity Steps:

1. Learn
   a. About wage ranges by reviewing wage ranges for careers selected.
   b. How to monitor expenses to stay within budget.
   c. How to adjust budget to remain in balance.

2. Identify Financial Goals
   a. Emergency Savings
   b. Paying Off Debt
   c. Saving for Future Purchases

3. Identify: Use the Notes tool or download the basic budget worksheet, or make a copy of the basic budget worksheet in Google Drive to identify:
   a. Current Assets
   b. Current Expenses
   c. Credit Card/Other debt
   d. Income

> **Determine your current financial status and set goals to create, monitor and adjust your budget**
>
> **What can you buy with a dollar?** Not much these days. That is why you need to set financial goals and create a budget.
>
> This activity will help you learn about:
> - Wage ranges for careers,
> - Identifying the items to help you plan a budget,
> - Monitoring expenses, and
> - Adjusting to keep your budget in balance.
>
> *Click on each card to see a definition of financial terms on the back of the card.*

Fill in the notes for your plan.
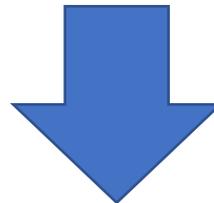
The notes save as you type.

Identify

> **Identify**
>
> Download the **Basic Budget Worksheet** and identify your emergency savings, debt, and saving for future purchases.
>
> Download Basic Budget Worksheet (XLS)
>
> Make a Copy of Basic Budget Worksheet (Google Drive)

Continue

Lesson 3B2: Determine Current Financial Status and Budget *(Continued)*

Complete

Activity Steps: *continued*

4. **Complete** this activity by updating the Career Plan dates for the step "Getting and staying out of debt."

Duration – 15-45 Minutes

More Resources:
- What you need to Know Before Applying for Credit Card
- Budgeting Basics
- Getting Started with Money Management - Young Adults

E101 ► **Complete** the activity response: Update your career plan dates for "Getting and staying out of debt." 《 Previous ■ Mark Complete

► Complete the activity response: Update your career plan dates for "Getting and staying out of debt."

Open Illinois workNet Career Plan

UPDATE STATUS ✕

Getting and staying out of debt.

Goal* Living independently.

Status* Planned/Not Started (Scheduled)

Planned Start Date* 📅 03/25/2021

Planned Due Date* 📅 04/09/2021

How many hours a week are you planning on working on this?
WIOA Funded* No

Other Notes* Add notes about current financial features and goals.

Service addresses the following situations

Show More Situations

Update Close

ⓘ Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the Update button.

Lesson 3B2: Determine Current Financial Status and Set Goals to Create, Monitor and Adjust Budget

Objective:
Explain wage ranges, budgets, and financial goals.

Summary:
Students will learn about wage ranges for jobs and career paths; identify current assets and liabilities; identify financial goals; and learn how to work with a budget.

Activities:
1. Review related resources.
2. Discuss wage ranges using Careers, Wages, and Trends on Illinois workNet.
3. Discuss parts of a budget.
4. Discuss financial goals and create examples.
5. Use the budget tool.

Discussion Points:
- When is it appropriate to ask about performance reviews?
- When are performance reviews given?
- What are coaching opportunities?
- How do you handle feedback from a supervisor?
- What are the most important essential employability skills?

●● Financial Literacy Unit

Lesson 3B3: Quiz

▶ Complete

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.

After the question is answered, the correct answer will be given.

Mark the box at the top of the lesson panel that says "Mark Complete" when the quiz is finished.

Duration – 5 Minutes

Skills for Success Unit

Lesson 3C1: Violence Prevention and Awareness

Learn

Complete

Activity Steps:

1. **Learn:**
   a. About preventing violence in school and the workplace.
   b. How to recognize bullies and your role.
   c. How to recognize sexual harassment.
   d. How to respond appropriately.

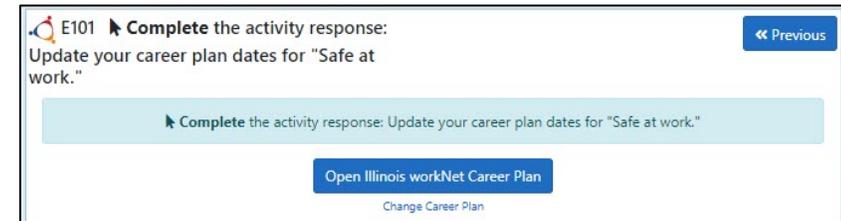2. **Complete** this activity by customers updating will update the Career Plan step called "Stay safe at work."

Duration – 15-30 Minutes

E101 Violence prevention and awareness

Violence prevention and awareness

Learn the signs of violence and harassment at school or the workplace.
This activity will share information on:
- Preventing violence at school and the workplace.
- Recognizing bullies and what you can do.
- Recognizing sexual harassment.
- How you can respond appropriately.

These things are not something

More Resources:
- Bully Recognition 101
- Prevent Violence at School and Work
- You can Prevent the Violence
- Trauma Informed Care

E101 Complete the activity response:
Update your career plan dates for "Safe at work."

Complete the activity response: Update your career plan dates for "Safe at work."

Open Illinois workNet Career Plan

Change Career Plan

UPDATE STATUS

Stay safe at work.

Goal* — Living independently.
Status* — Planned/Not Started (Scheduled)
Planned Start Date* — 02/26/2021
Planned Due Date*
How many hours a week are you planning on working on this?*
WIOA Funded* — No
Other Notes* — Add notes about things you need to do to stay safe at work.

Service addresses the following situations
Show More Situations

Update   Close

Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

Skills for Success Unit

Lesson 3C1: Violence Prevention and Awareness

Objective:

Explain how to recognize and overcome school or workplace violence and bullying, and sexual harassment.

Summary:

Students will learn signs of violence and bullying in the workplace or at school. Students will learn how to recognize sexual harassment. Students will also learn how to respond to both appropriately.

Activities:

1. Review related resources.
2. Discuss different types of school and workplace violence, including bullying.
3. Discuss signs and signals of sexual harassment at school or in the workplace.
4. Discuss appropriate responses and how to help others if you see others experiencing these actions.

Discussion Points:

- Who does violence affect?
- Is one age group impacted by violence more than any others?
- What are other names for violence? Who can be a "bully" or violent?
- What will deter gun violence from taking place at schools or workplaces?
- What are things you can do to combat gun violence in your community?
- Is Intimate Partner Violence (IPV) a precursor to domestic abuse?
- Are only women abused by men? Does it only happen to married people?

Lesson 3C1: Violence Prevention and Awareness

Discussion Points: (*Continued*)

- Julia recently was diagnosed with clinical depression. She goes out and binge drinks nearly every weekend with her boyfriend and friends. When she drinks, her boyfriend often pressures her to have sex, even when she doesn't want to. He also makes rude and inappropriate comments about her in front of all their friends, which makes her feel bad about herself. Is Julia in an abusive relationship?

- Ryan suffers from severe anxiety but learned to cope with symptoms in his teen years. He recently came out to his friends and family. He has not had a close relationship with another boy before but decided to go on a date with another boy, Paul, who expressed interest in a relationship. He quickly realized the relationship would not work and tried to end things. But since then, Paul has not stopped calling, texting, and seems to track his every movement on social media. He asks Paul to lay off, but this only makes him pursue Ryan even more. Is Paul stalking Ryan?

- What are ways someone can be bullied on the internet?

- How can learning conflict resolution tactics help you defend yourself against a bully or other acts of interpersonal violence?

- What can you do? If you see something, **say something!**

Skills for Success Unit

Lesson 3C2: Continue to Build Skills

Learn

Complete

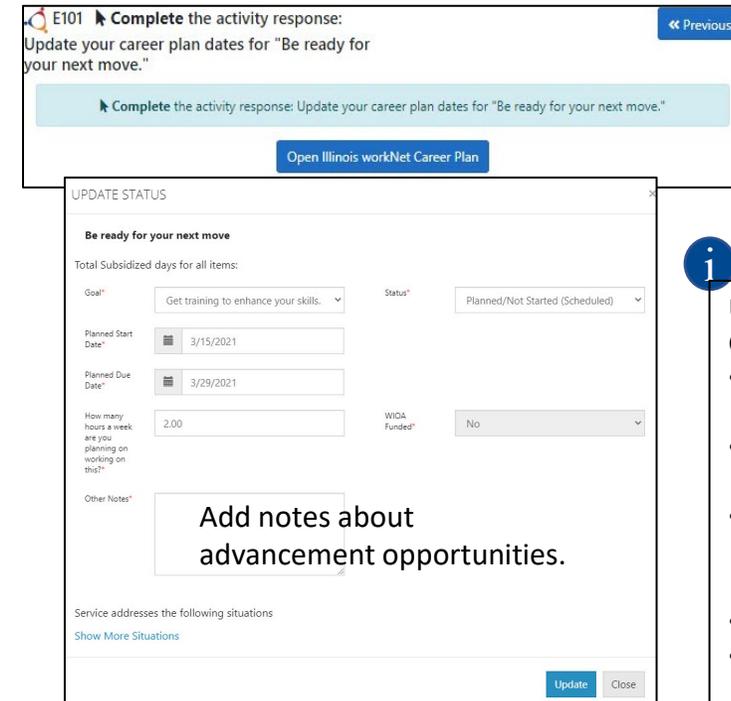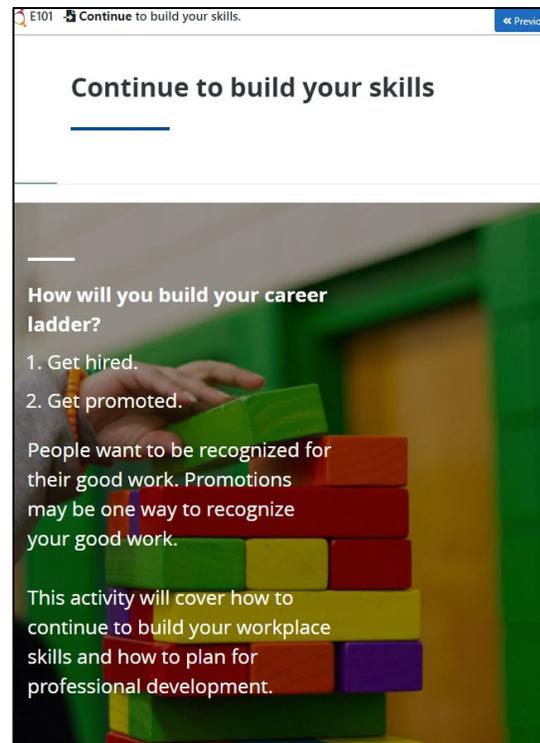## Activity Steps:

1. **Learn**
   a. How to continue building soft skills in the workplace.
   b. How to plan for professional development.

2. **Complete** activity. Customers will update the dates on the step titled "Be ready for your next move."

Duration – 5-20 Minutes

More Resources:
- Soft Skills Required
- Career Advancement

E101 ➡️ **Continue** to build your skills.   « Previous

Continue to build your skills

How will you build your career ladder?

1. Get hired.

2. Get promoted.

People want to be recognized for their good work. Promotions may be one way to recognize your good work.

This activity will cover how to continue to build your workplace skills and how to plan for professional development.

E101 ▶ **Complete** the activity response:
Update your career plan dates for "Be ready for your next move."   « Previous

▶ **Complete** the activity response: Update your career plan dates for "Be ready for your next move."

Open Illinois workNet Career Plan

UPDATE STATUS

Be ready for your next move

Total Subsidized days for all items:

| Goal* | Get training to enhance your skills. | Status* | Planned/Not Started (Scheduled) |

Planned Start Date* : 3/15/2021

Planned Due Date* : 3/29/2021

How many hours a week are you planning on working on this?* : 2.00   WIOA Funded* : No

Other Notes* : Add notes about advancement opportunities.

Service addresses the following situations

Show More Situations

Update   Close

Update the step for your Career Plan by:
- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the Update button.

Skills for Success Unit

Lesson 3C2: Continue to Build Skills

Objective:

 Learn how to continue building skills and professional development.

Summary:

Students will learn workplace skills needed to develop for workplace advancement. Students will learn how to find out about professional development opportunities and criteria required to keep a new job.

Activities:

1. Review related resources.
2. Discuss different types of performance criteria.
3. Discuss essential skills that will help the customer keep their new job.
4. Discuss career pathways and how advancement in those pathways happens.

Discussion Points:

- When is it appropriate to ask about performance reviews?
- When are performance reviews given?
- What are coaching opportunities?
- How do you handle feedback from a supervisor?
- What are the most important essential employability skills?
- What career pathways offer career advancement?

Skills for Success Unit

Lesson 3C3: Volunteer

Activity Steps:

1. **Learn** the benefits of volunteering.
2. **Identify** opportunities to volunteer in your community (Examples: church, YMCA, food pantry, homeless shelter, or other social service agencies).
3. **Complete** activity by the customer updating Career Plan dates on the step "Get skills, experience, and network by being a volunteer." Make Notes in Steps 1-3 of volunteer agencies/activities in your community that interest you.
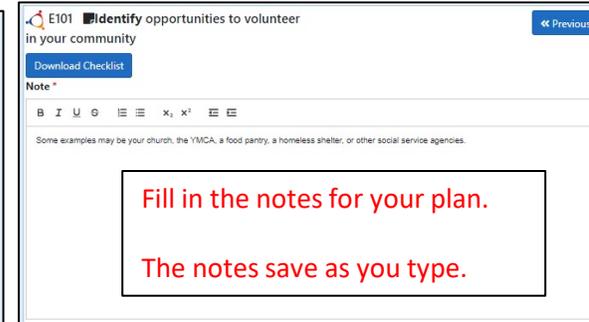
Duration – 5-15 Minutes

More Resources:

- Benefits of Volunteering
- Volunteer Opportunities in Your Community
- Job Search Plan (PDF)

Learn

E101 📖 Learn about the benefits of volunteering.

Volunteer

Why volunteer?

There are a number of benefits to volunteering your time.

This activity will review those benefits that might help your career.

Note

E101 📄 Identify opportunities to volunteer in your community

Download Checklist

Note *

B I U G ☰ ☰ x₁ x² ☰ ☰

Some examples may be your church, the YMCA, a food pantry, a homeless shelter, or other social service agencies.

> Fill in the notes for your plan.
>
> The notes save as you type.

Complete

E101 🖱 **Complete** the activity response:
Update your career plan dates for "Get skills, experience, and network by being a volunteer."

🖱 **Complete** the activity response: Update your career plan dates for "Get skills, experience, and network by being a volunteer."

Open Illinois workNet Caree

Change Career Plan

Add notes in steps about 1-3 volunteer agencies or activities in your community that interest you.
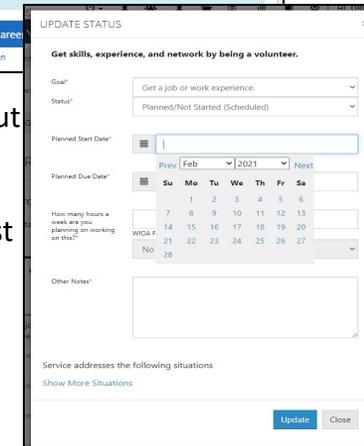
UPDATE STATUS

Get skills, experience, and network by being a volunteer.

Goal* Get a job or work experience.
Status* Planned/Not Started (Scheduled)
Planned Start Date*
Planned Due Date*

Prev Feb 2021 Next
Su Mo Tu We Th Fr Sa
                    1
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28

How many hours a week are you planning on working on this?

Other Notes*

Service addresses the following situations
Show More Situations

Update   Close

ⓘ Update the step for your Career Plan by:

- Add a date you want to begin.
- Add a date you plan to finish.
- Enter number of hours you plan to work on your step.
- Enter additional notes.
- Update Status to Started/Open when you add a date.
- Click the **Update** button to return to the learning module.

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Skills for Success Unit

Lesson 3C3: Volunteer

Objective:

Explain how to expand your network or career opportunities by volunteering.

Summary:

Students will learn the importance of volunteering in their community.

Activities:

1. Review related resources.
2. Discuss different types of volunteering.
3. Discuss the ways someone can meet new people and discover opportunities for career growth or advancement.

Discussion Points:

- What types of volunteer activities are in your community?
- When is a good time to volunteer?
- What are benefits of volunteering in your community?
- Why is volunteering good for your career advancement?

Complete

Activity Step:

Test your knowledge of what you learned. These questions will be on the Post-Assessment test.

ℹ️ After answering the question, the correct answer will be given.

Mark the box at the top of the lesson panel that says "Mark Complete" when the quiz is finished.

Duration – 5 Minutes
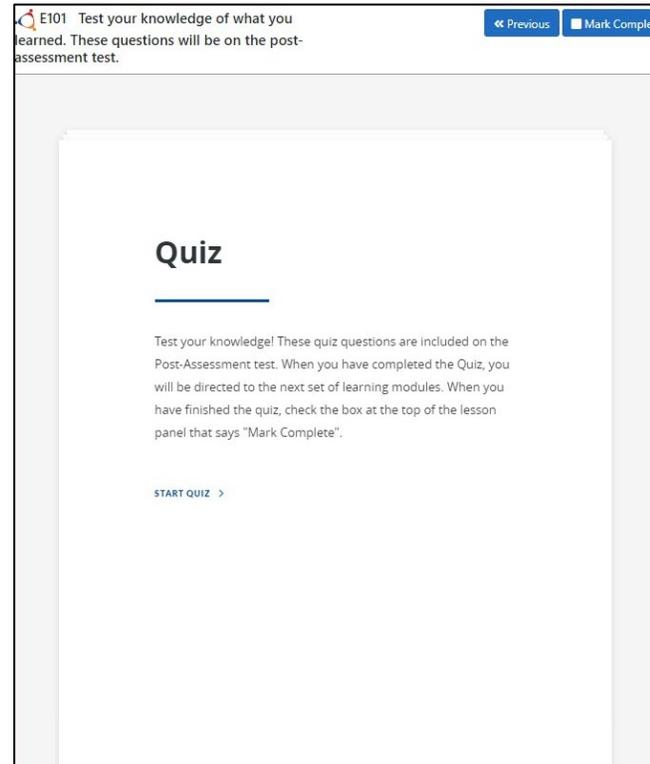
Lesson 3C4: Quiz

IwnProfiles   Home

E101: PREPARE A JOB SEARCH PLAN

« Previous   Menu ▾   Next »

Skills for Success

1. ☑ Violence prevention and awareness
2. ☑ Continue to build your skills
3. ☑ Volunteer
4. ☑ Test your Knowledge

E101 Section 3 Achieve Success...

Why do I need to Plan to Achieve Success?

Employment 101

Activity Steps

1. 📑 **Test** your knowledge of what you learned. These questions will be on the post-assessment test. ✔

Congratulations! You have completed all of the learning modules in E101. You have equipped yourself with some great knowledge to help you plan your career, job search, and how to achieve success when you land your next job! It is time now to take the Post Assessment to show how much you have learned in E101!

Take the Post Assessment

Congratulations! You completed all the learning modules in E101. You equipped yourself with great knowledge to help you plan your career, job search, and how to achieve success when you land your next job! It is time to take the Post Assessment to show how much you have learned in E101!

Once you earn a score of 70% or better, you will be able to download your Certificate of Completion and your digital badge.

ILLINOIS workNet® CENTER
americanjobcenter

Post-Assessment

Certificate and Badge

POST-ASSESSMENT

Post-Assessment

* - Required

Return to Assessments

1. When you are exploring career choices, it's important to think about: *
   ○ The training you might need to get the job you want
   ○ Whether the job is a good match for your personal interests
   ○ Whether there are jobs l
   ○ All of the above

2. Your resume tells employers a
   ○ Your work and education
   ○ What you like to do
   ○ The jobs you are applyin
   ○ All of the above

3. Which type of resume is best f
   ○ Chronological Resume
   ○ Functional Resume
   ○ Combination Resume
   ○ None of the above

4. When you are applying for a job, it's fine to post this kind of personal information on websites:
   ○ Your social security number
   ○ Your personal opinions and photographs

Post-Assessment

You answered 23 of 25 correct for a score of 92%.

* - Required

1. When you are exploring career choices, it's important to think about: *
   ○ The training you might need to get the job you want
   ○ Whether the job is a good match for your personal interests
   ○ Whether there are jobs like that around **Your Answer. (Incorrect)** Go to Employment 101 for more explanation
   ○ All of the above **Correct Answer.**

📅 Notes   ≣ Assessments   📖 Employment 101

Assessments will be listed here

Assessment Type	Score	Date Taken	View Results
Pre-Assessment	40	8/19/20	View Results

Step 3. Take Post-Assessment

Overview:
- 25 multiple choice questions
- Not a timed assessment
- Take the test until you score at least 70%

- Topics Covered:
  - Career Exploration
  - Training Program Exploration
  - Workplace Skills
  - Job Search Skills
  - Goal Setting
  - Violence Prevention and Awareness

The Post-Assessment is required for users to earn the certificate or digital badge.

After taking the Post-Assessment, answers marked incorrectly will show with a link to the learning module where more information about the question is found. Users have a list of the assessments taken and may click the "View Results" to see incorrect answers.

Users can retake the Post-Assessment as many times as necessary to score 70% or better. This equals 18 correct answers.

CERTIFICATE & DIGITAL BADGE

Complete the E101 Guide, and score 70% on the Post-Assessment to earn a Certificate of Completion and a digital badge to use on your online or print profiles.

Once the E101 Guide is finished, users take the Post-Assessment test.

If the score is 70% or above, they achieve a Certificate of Completion.
The certificate can be printed or added to the user's Career Plan

After the guide is completed, you have access to learning modules at any time by returning to your Illinois workNet Dashboard.

After completing the entire E101 Guide, navigate through learning modules in any order.

Reset the guide to begin again.

Return to the Steps.

Access the Post-Assessment.

Customer Support Center

CUSTOMER SUPPORT CENTER

Illinois workNet Partners have access to customers Employment 101 activities who are assigned to personal groups or project groups for which you have been given rights.

Select Customer Support Center.
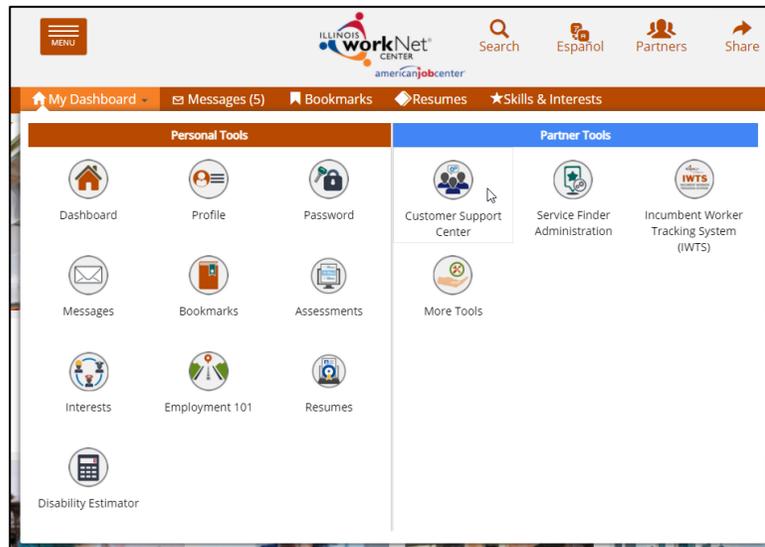
Select a group.
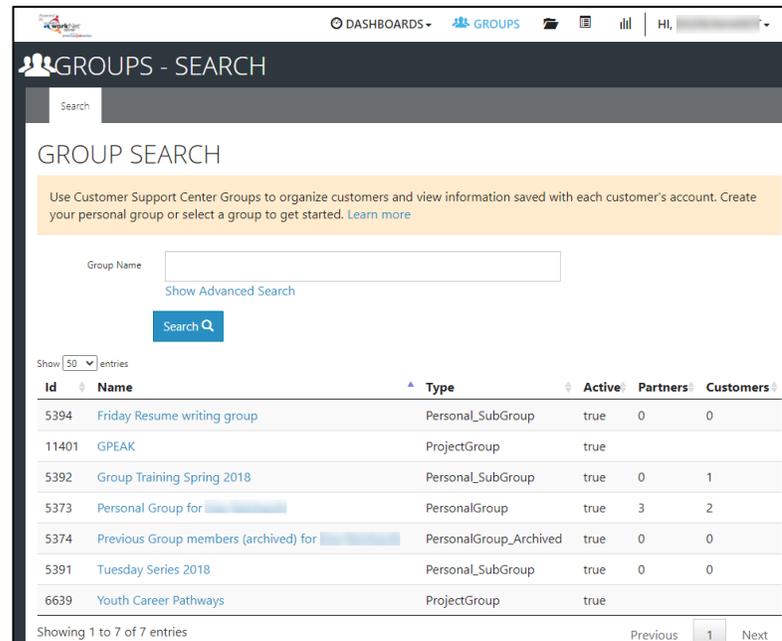
Select a customer by clicking the last name.

CUSTOMER SUPPORT CENTER

Access the Assessments by 2 options:
Career Plan or Assessments Tab

Click on Employment 101.
See results from E101 Generation 1 or 2.

Click View Employment 101 Guide to work as the customer within the customer's profile.

Watch for this blue bar to verify work on behalf of the customer.

Click the X to discontinue working as the customer.