

Work Experience

Clackamas Community College

CWE – 181

Seminar Packet

Student Name: _____

Career Management Seminar Checklist

- ☐ Child Labor Laws
- ☐ Clarifying Your Work Values
- ☐ Naviance Career Cluster Finder
- ☐ Naviance Career Interest Profiler
- ☐ Occupation Explorer
- ☐ Build Your Resume
- ☐ Build Your Cover Letter
- ☐ Mock Interview
- ☐ Supervisor Interview
- ☐ Co-Worker Interview
- ☐ Sustaining Employment
- ☐ Advancing Employment
- ☐ Career Action Plan
- ☐ Time Sheet

Child Labor Laws

1. Open the State of Oregon: Bureau of Labor and Industries website (www.oregon.gov/BOLI/)
2. On the navigation bar at the left side of the page, select **Child Labor**
3. Both the **Child Labor Laws Summary** and the **Child Labor FAQs** will be needed when completing this worksheet

Answer these questions:

1. What is the current minimum wage per hour? _____
2. What is the youngest age at which you can work in the state of Oregon? _____
3. List 3 occupations that are prohibited for persons under the age of 16:

4. What is the maximum amount of hours per week persons under the age of 16 can work? _____
5. Can students between the ages of 16-17 work during school hours? _____
6. When must meal periods be provided during the working day? _____
7. How often must break period be provided and for how long? _____
8. List 3 occupations that are prohibited for persons under the age of 18:

9. What does "Adequate Work" mean?

10. Are work permits required in the state of Oregon? _____
11. List 3 types of work that are excluded from child labor regulations:

Knowing What's Most Important to You

Workplaces are becoming more collaborative, and people are increasingly looking not just for jobs, but for organizations whose values and culture align with their own. By the same token, the most effective organizations attract people who already share most of their key values. Discussing your values with your peers or adults (teachers, counselors, etc.) can help you focus and choose work environments and positions which are the best fit for you.

Work Environment	Work Relationships	Intrinsic Values	Work Content
Flexibility	Teamwork	Integrity	Challenge
Deadline Pressure	Trust	Status	Leading
Surroundings	Cultural Identity	Prestige	Competence
Time Freedom	Caring	Achievement	Mastery
Security	Competition	Respect	Risk
High Earnings	Cooperation	Responsibility	Leading Edge
Action, Fast Pace	Humor	Power	Detail Oriented
Structure	Harmony	Influence	Social Activism
Relaxed Pace	Autonomy	Appreciation	Learning
Predictability	Open Communication	Helping	Excellence
Location		Belonging	Focus
Public Contact		Equality	Creativity
Comfortable Income		Independence	Variety
		Contributing	Growth
		Authenticity	Knowledge
			Control
			Adventure

[illegible]

Both the Naviance Career Cluster Finder and Career Interest Profiler are tools meant to help you pinpoint potential careers of interest. Please use them as resources in your learning of skill sets needed, available program and education options, and overall knowledge of the industry in which the careers are located.

Naviance Career Cluster Finder

1. Log in to your WLHS Naviance Family Connection account
2. Select the **Careers** tab located at the top of the page, then choose **Cluster Finder**
3. Complete the Cluster Finder and review your results

Date Completed _____

Naviance Career Interest Profiler

1. Log in to your WLHS Naviance Family Connection account
2. Select the **Careers** tab located at the top of the page, then choose **Career Interest Profiler**
3. Complete the Career Interest Profiler and review your results

Date Completed _____

Occupation Explorer

1. Open the QualityInfo website (www.QualityInfo.org)
2. On the navigation bar at the top of the page, select **Jobs and Careers**, then choose the **Career Explorer**
3. Select your personal educational and income goals
4. Click on **Get Report**

Answer these questions:

5. How many occupations match your goals? _____
6. What is the highest paying occupation matching your goals?

7. What 3 occupations on the list are most interesting to you?

8. Are any of the above occupations listed ones that you are very interested in? Yes / No
9. If yes, which one(s)? _____
10. If no, why not? (example: they did not match my education goals, did not match my income goals, etc.) _____
11. Of the occupations on your list, answer the following for the occupation that MOST interests you:
 - a. Are there current job openings? _____
 - b. How many people work in this occupation in Oregon? _____
 - c. What is the rate of occupational growth or decline? _____
 - d. What is the average salary? _____

Build Your Resume

1. Create/update/improve your resume using the following tips/suggestions/action verbs
2. Email completed resume (pdf or Word document) to Mrs. Kent: kentl@wlwv.k12.or.us
Date Completed _____

Resume Tips and Suggestions:

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

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

For more action verbs, refer to the list of *Action Verbs to Strengthen Your Resume* on the following page.

ACTION VERBS TO STRENGTHEN YOUR RESUME

DECISION MAKING

ACCEPT
ACTIVATE
APPROVE
AUTHORIZE
DECIDE
RENDER
REQUIRED
SOLVE
TERMINATE
TEST

MANAGEMENT

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

CHANGES

ACTIVATE
COMPARE
CREATE
DESIGN
ESTABLISH
IMPROVE
MAKE
MODIFY
STIMULATE
UPGRADE

PERSONNEL

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

SUPERVISION

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

ADMINISTRATION

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

RESEARCH

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

PLANNING & CONTROL

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

HELPING

ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE

PERSONNEL

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

COMMUNICATION

CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET
ISSUE
SPEAK
TESTIFY
WRITE

EXTERNAL ACTIVITIES

COOPERATE
COORDINATE
NEGOTIATE
PUBLICISE
REPRESENT
STRENGTHEN

Build Your Cover Letter

1. Create/update/improve your cover letter using the following guidelines/tips/format
2. Email completed cover letter (pdf or Word document) to Mrs. Kent: kentl@wlv.k12.or.us
Date Completed _____

Guidelines:

- Find out the name and title of the person to whom you are writing and be sure you have the correct spelling
- Use your own style
- Be concise, one page is maximum
- Use simple language, no flowery phrases
- Show your distinctiveness and fit for the job/organization
- Triple check all grammar, punctuation, and spelling
- Use active voice only

Questions to answer:

PARAGRAPH 1: Why are you writing? Where did you find their job listing? Who referred you? What position are you applying for?

[This is a critical introductory paragraph. Do not tell the reader too much at first, just the essential reasons why you are writing. TIP: Try to grab their attention in a positive way and set an upbeat tone]

PARAGRAPH 2: Why are you qualified for the position you are applying for? What have you done that applies to this job/position? Why should the reader look at your enclosed resume?

[This paragraph is essentially a brief distillation of the most salient parts of your resume relative to the requirements of this position. TIP: Highlight those critical parts of your background, as evidence on your resume that address the core parts of the job description]

PARAGRAPH 3: Why are you further interested in this position or motivated for this position? Why are you interested in this particular job? Why do you want to work in this organization? What is special about you that should be considered for this position? What sort of fit is there between your experience and this job/organization?

[Continue to highlight selective and appropriate parts of your resume or mention your reasons and motivations for applying. TIP: Use this paragraph to validate additional core skills of your background and experience and why this position excites you]

PARAGRAPH 4: Restate your interest in the opportunity and an interview. Thank the employer for their time and consideration.

[TIP: Always end your letter positively and pro-actively. Remember: the cover letter exists as a means to entice your reader to review your resume; your resume exists as a means to entice your reader to meet with you during an interview]

Try this easy technique: Just put the job description on one side of your desk and your resume on the other. Envision the cover letter as a bridge between the two documents. When you review the job description, underline or highlight the critical parts of it reflected in your resume. Then when you write the cover letter, relate and filter one to the other through the four paragraphs as described above.

Cover Letter Format

Your Street Address

City, State, Zip

Current Date *[5 returns]*

Name of person you are writing to

Title or Position

Department

Company

Street Address

City, State, Zip *[3 returns]*

Dear Dr./Mr./Ms. Last Name: *[3 returns]*

Paragraphs 1-4:

Introductory Information: the basics

Why Them? Engage your reader

Why You? Sell yourself

What's next? Close with enthusiasm *[3 returns]*

Sincerely, *[6 returns]*

(sign your name here)

Your typed name *[3 returns]*

Enclosed: resume

Mock Interview

1. Review the Mock Interview Rubric (source: Cameron School of Business, University of North Carolina at Wilmington) on the following page.
2. After reviewing the rubric, write a short essay addressing the following prompts:
 - Write about your resume. How did you learn to format it? Why did you format it that way? Is your resume free from spelling and grammar errors? How do you "sell" yourself, specifically your transferable skills, on your resume? (3-5 sentences)
 - How will you dress for your interview? Why will that outfit be appropriate for that job and setting? What does confidence and poise look like to you? How will you practice exuding confidence and poise? (3-5 sentences)
 - How will you "sell" your skills during your interview? How will you learn about the job you want? What do you think the employer will ask you about the specific job you're applying for? How will you come across as someone who can work well with others? (3-5 sentences)
 - What kind of language should you use during the interview? How will you appear mature and responsible during the interview? How will you avoid nervous habits, like "ums," finger tapping, or hair twirling? How can you practice all these effective interviewing skills? (3-5 sentences)

[illegible]

[illegible]

Supervisor Interview

Name: _____ Date: _____

Supervisor Name: _____

Instructions:

Create 10 thoughtful interview questions to ask your supervisor and interview them, documenting their answers.

Question #1

Answer

Question #2

Answer

Question #3

Answer

Question #4

Answer

Question #5

Answer

Question #6

Answer

Question #7

Answer

Question #8

Answer

Question #9

Answer

Question #10

Answer

Co-worker Interview

Name: _____ Date: _____

Co-worker Name: _____

Instructions:

Create 10 thoughtful interview questions to ask a co-worker and interview them, documenting their answers.

Question #1

Answer

Question #2

Answer

Question #3

Answer

Question #4

Answer

Question #5

Answer

Question #6

Answer

Question #7

Answer

Question #8

Answer

Question #9

Answer

Question #10

Answer

Sustaining Employment

Sustain Employment: Basic Workplace Behaviors

- Describe a situation at your current place of employment that is inappropriate or unskillful and could result in a reprimand or someone losing their position. Create a scenario, tell a story, and be as descriptive as possible about the expectations of the job site and how the actions of the individual don't meet or violate those expectations. Please do not use real names of people who actually work at this job site. (5-7 sentences)

[illegible]

- Retell this same scenario, but now discuss how the person who performed poorly could've done things differently. How did this fictional person not meet or violate the norms and expectations of the job site? What could they have done differently to meet, or even exceed, the norms and expectations of the job site? (3-5 sentences)

[illegible]

Career Action Plan

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you work out your career capabilities and how they relate to your preferred career option.

My Profile

Personal characteristics

My current skills and abilities (Things that I can do well, e.g. listening, team work, problem-solving)	
My values (Things that are important to me, e.g. honest, hard-working)	
My interests	
My proudest achievement	

Educational background

Current subjects	
Subjects studied last year	
My preferred learning style (Visual, auditory, kinesthetic)	

Employment/Volunteer achievements

Employer/Organisation name	Type of tasks undertaken

Community involvement

Organisation name	Type of tasks undertaken/official positions held

★ You already have a range of positive aspects about your personality and things you can do which will help you to do well at school and work. In the tables below, check the top three attributes that best describe you and check the top three employability skills you do best.

Attributes*	Top 3
Loyalty	
Commitment	
Honesty and integrity	
Enthusiasm	
Reliability	
Personal presentation	
Commonsense	
Positive self-esteem	
Sense of humour	
Balanced attitude to work and home life	
Ability to deal with pressure	
Motivation	
Adaptability	

Employability Skills*	Top 3
Communication	
Team work	
Problem-solving	
Initiation and enterprise	
Planning and organising	
Self-management	
Learning	
Technology	

My Goals and Plans

* Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open.



- * Think about goals that relate to school and life. For example, a school goal might be to read 15 books this year, and a life goal might be to go for a bike ride at least 4 times a week.
- * Think about why the goals you have made are important. For example, reading 15 books will help you to do well at school, and riding your bike at least 4 times a week will help you to stay healthy.
- * Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

* You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me?	How can they help me?



Clackamas
Community College

**College and
Career Readiness**
HIGH SCHOOL CONNECTIONS

CWE-181 Time Sheet

Student: _____ Phone/Email: _____

Supervisor: _____ Phone/Email: _____

Internship Site: _____

Begin Training Date: _____ End Training Date: _____

Projected hours per week: _____ Projected total hours: _____

Week	Actual Hours	Jobs Performed & Lesson Learned Describe Measurable Indicator	Supervisor Initial
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Total Hours			

(Total must show minimum required for the credits taken)

Student signature to certify total hours worked _____

Supervisor signature to certify total hours worked _____

*****When completed, turn in to you high school instructor*****