



A. STUDENT EDUCATION AND CAREER PLAN – COVER

PROGRAM: _____

STUDENT NAME: _____ CLASS: _____

TEACHER(S): _____ ADVISOR: _____

DATE PLANNING BEGAN: _____ UPDATED: _____

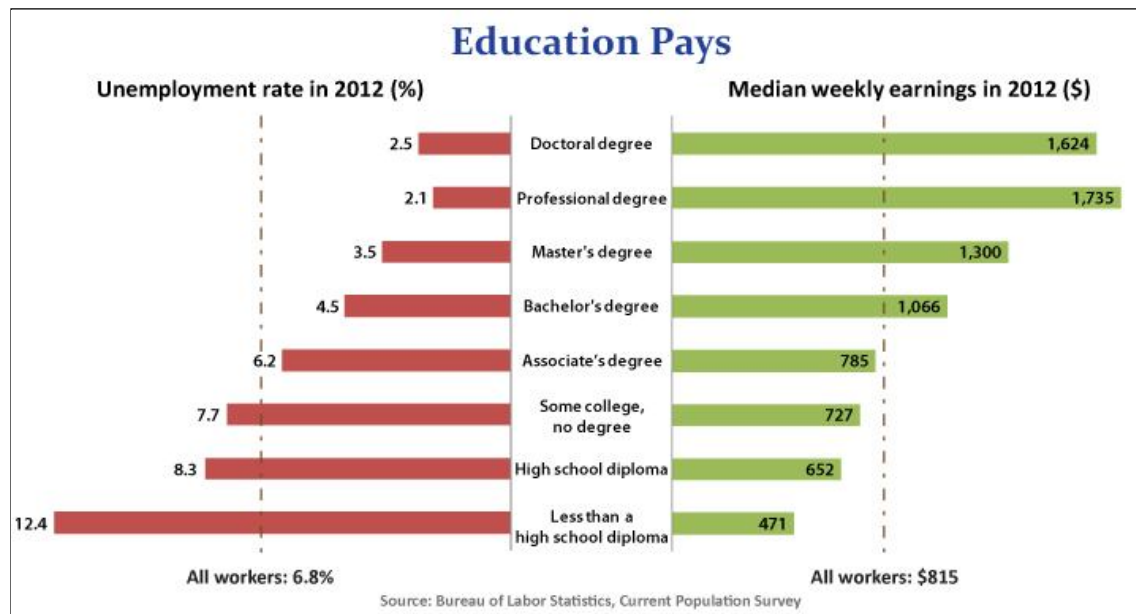
I decided to come to school because

My plans for my education and career are

What I need to do to achieve that is

Education pays ...

Education pays in higher earnings and lower unemployment rates



[Chart data \[TXT\]](#)

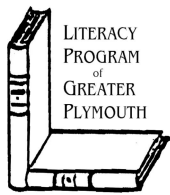
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Bureau of Labor Statistics, Current Population Survey.

BLS has some data on the [employment status](#) of the civilian noninstitutional population 25 years and over by educational attainment, sex, race, and Hispanic origin online.

The Census Bureau also has some data on [educational attainment](#) online.

Last Modified Date: January 28, 2013



Student Goals

Student Name: _____

Date: _____

Reviewed By: _____

Check off only **ONE** goal to be the “primary goal.”

Column A Goals

Quarterly Follow-Up

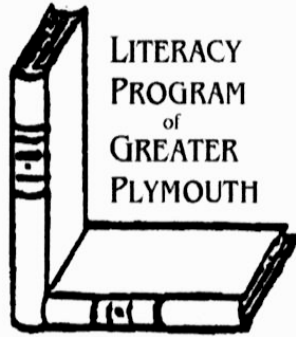
<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec
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Column B Goals

<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec
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Column C/G Goals

<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec
<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec
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<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec
<input type="checkbox"/>		Jan - Mar Jul - Sept	Apr - Jun Oct - Dec



Interview Preparation

Top 10 **Skills** (in order):

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Top 10 **Traits** (in order):

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

5 Job **Values**:

1.
2.
3.
4.
5.

Accomplishments (Work, School, Community):

Skills Identification

Communication Skills

- ☐ reading and following directions
- ☐ putting things in alphabetical order
- ☐ comparing or cross-checking two lists
- ☐ filling out forms
- ☐ writing letters and memos correctly
- ☐ reading and understanding policies and memos
- ☐ writing reports
- ☐ speaking to people you don't know
- ☐ speaking English *and* another Language
- ☐ taking notes while someone speaks
- ☐ finding information (getting what you need to know out of the phonebook, a dictionary, the library, etc.)
- ☐ using a map
- ☐ reading bus, train, and plane Schedules
- ☐ explaining things to other people
- ☐ know when to ask for help or more explanation

Number Skills

- ☐ doing arithmetic correctly
- ☐ using percentages and decimals
- ☐ using a calculator
- ☐ rounding off numbers
- ☐ typing/keyboarding
- ☐ calculating hours worked, money owed, etc.
- ☐ estimating costs and/or time needed to complete a job
- ☐ using a database program on a computer

Technical Skills

- ☐ making, fixing, and repairing things
- ☐ operating machinery
- ☐ installing things
- ☐ building things
- ☐ gardening, landscaping, and farming

Business Skills

- ☐ operating a computer
- ☐ using a business telephone
- ☐ filing, sorting, and classifying information
- ☐ balancing checkbooks
- ☐ working with budgets
- ☐ setting up and closing out a cash register

Management and Self-Management Skills

- ☐ being patient with others
- ☐ keeping a cheerful attitude
- ☐ getting interested/excited about the task at Hand
- ☐ offering to help when it's needed
- ☐ knowing how to take directions
- ☐ motivating myself to do what needs to get Done
- ☐ helping motivate others to get the job done
- ☐ prioritizing tasks so that the larger goal is met on time
- ☐ following the rules
- ☐ presenting a neat and professional image
- ☐ checking your own work
- ☐ working hard without complaining
- ☐ using courtesy when dealing with others
- ☐ seeking help when needed
- ☐ being eager to learn
- ☐ speaking up for yourself
- ☐ solving problems in a cooperative way

Creative/Artistic

- ☐ artistic
- ☐ drawing
- ☐ expressing
- ☐ performing
- ☐ presenting artistic ideas
- ☐ dancing, body movement
- ☐ visualizing shapes
- ☐ designing
- ☐ model making
- ☐ making handicrafts
- ☐ writing poetry
- ☐ illustrating, sketching
- ☐ doing photography
- ☐ mechanical drawing

People Skills

- ☐ caring for children responsibly
- ☐ caring for the sick and elderly
- ☐ showing warmth and caring
- ☐ calming people down
- ☐ helping people complete a task
- ☐ teaching someone how to do something
- ☐ knowing how to get along with different people/personalities
- ☐ leading groups or activities

Skills Identification • Section II: The Self-Exploration Process, Lesson 7 • Page 2

5. "Flesh Out" Your Favorite Transferable Skills with Your Traits

Traits are often mistaken for skills. When asked their skills, people will often reply, "Persistence, thoroughness, intuitiveness"—that sort of thing. Actually, traits are *modifiers* of your functional, transferable skills; they describe how you do those skills, hence they are mostly adjectives or adverbs. In general, traits describe:

- How you deal with time, and promptness.
- How you deal with people and emotions.
- How you deal with authority, and being told what to do at your job.
- How you deal with supervision, and being told how to do your job.
- How you deal with impulse vs. self-discipline, within yourself.
- How you deal with initiative vs. response, within yourself.
- How you deal with crises or problems.

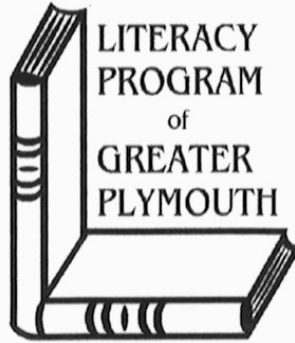
In other words, traits describe **how** you perform your transferable skills. Once you've checked off your favorite traits in the list below, prioritize them (using the Prioritizing Grid on page 22 if necessary), and then write in your favorites where it seems most appropriate, on the building blocks of transferable skills on your Flower Diagram.

A CHECKLIST OF MY STRONGEST TRAITS I am very . . .

- | | |
|---|---|
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Competent |
| <input type="checkbox"/> Achievement-oriented | <input type="checkbox"/> Consistent |
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Contagious in my enthusiasm |
| <input type="checkbox"/> Adept | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Courageous |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Appreciative | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Deliberate |
| <input type="checkbox"/> Astute | <input type="checkbox"/> Dependable |
| <input type="checkbox"/> Authoritative | <input type="checkbox"/> Diligent |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Diplomatic |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Discreet |
| <input type="checkbox"/> Charismatic | <input type="checkbox"/> Driving
Driven |

- | | |
|---|--|
| <input type="checkbox"/> Dynamic | <input type="checkbox"/> Punctual |
| <input type="checkbox"/> Economical | <input type="checkbox"/> Quick/work quickly |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Rational |
| <input type="checkbox"/> Energetic | <input type="checkbox"/> Realistic |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Exceptional | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Exhaustive | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Experienced | <input type="checkbox"/> Responsive |
| <input type="checkbox"/> Expert | <input type="checkbox"/> Safeguarding |
| <input type="checkbox"/> Firm | <input type="checkbox"/> Self-motivated |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Self-reliant |
| <input type="checkbox"/> Fun-loving | <input type="checkbox"/> Sensitive |
| <input type="checkbox"/> Humanly oriented | <input type="checkbox"/> Sophisticated, very sophisticated |
| <input type="checkbox"/> Impulsive | <input type="checkbox"/> Strong |
| <input type="checkbox"/> Independent | <input type="checkbox"/> Supportive |
| <input type="checkbox"/> Innovative | <input type="checkbox"/> Tactful |
| <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Thorough |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Unique |
| <input type="checkbox"/> Methodical | <input type="checkbox"/> Unusual |
| <input type="checkbox"/> Objective | <input type="checkbox"/> Versatile |
| <input type="checkbox"/> Open-minded | <input type="checkbox"/> Vigorous |
| <input type="checkbox"/> Outgoing | |
| <input type="checkbox"/> Outstanding | |
| <input type="checkbox"/> Patient | |
| <input type="checkbox"/> Penetrating | |
| <input type="checkbox"/> Perceptive | |
| <input type="checkbox"/> Persevering | |
| <input type="checkbox"/> Persistent | |
| <input type="checkbox"/> Pioneering | |
| <input type="checkbox"/> Practical | |
| <input type="checkbox"/> Professional | |
| <input type="checkbox"/> Protective | |





Your Work Values

Friendship: a work environment where I will be able to make friends and socialize outside of work.	Independence: the ability to carry out my job duties as I see fit.
Flexible schedule: I decide what hours and days to work.	Helping people: to do a job improving the lives of others.
Location: To work near my home, to not have to commute long distances or move.	Lack of Stress: to be in a relaxed atmosphere without deadlines or a heavy workload.
Security: to know that my job will not end. I will not get laid off.	Respect: to be seen in high regard by co-workers and superiors.
Physical work: to do work that requires physical strength and stamina.	Clearly defined duties: to do exactly as dictated by the job.
Creativity: a job that allows me to exercise my creative/artistic abilities.	Advancement: a job with opportunities for promotions and/or raises.
Salary: to make more money than I need for basic expenses, to be able to afford luxuries.	Intellectual Stimulation: a job where I can learn and be challenged.

Cut out this page and take it with you on your job hunt.

Your Job Application Facts

Special Numbers

Social Security Number _____ Driver's license number _____

Education

High School _____ From _____ To _____

Address _____

Other school or training program _____ From _____ To _____

Address _____

Other school or training program _____ From _____ To _____

Address _____

Work History *(List most recent paid and non-paid jobs first.)*

Employer _____ From _____ To _____

Address _____ Phone Number _____

Job Title _____ Supervisor _____

Job Duties _____

Employer _____ From _____ To _____

Address _____ Phone Number _____

Job Title _____ Supervisor _____

Job Duties _____

Employer _____ From _____ To _____

Address _____ Phone Number _____

Job Title _____ Supervisor _____

Job Duties _____

Job References

Name _____ Years known _____

Address _____ Telephone _____

Name _____ Years known _____

Address _____ Telephone _____

Name _____ Years known _____

Address _____ Telephone _____

Oceanside Hotel

APPLICATION FOR EMPLOYMENT

Oceanside Hotel is an Equal Opportunity Employer.

Please read instructions before filling out this application.

- Submit a separate application for each position that you're applying for.
- Answer all questions. Only completed applications will be considered.
- Print in block letters. Use dark ink.
- Return your completed, signed, and dated application to:
Personnel Office, Oceanside Hotel, 6789 Ocean Drive, Del Mar, FL.

POSITION FOR WHICH YOU ARE APPLYING

Job Title _____

PERSONAL INFORMATION

Name _____ Social Security Number _____
Last First Middle

Mailing Address _____
Number and Street City State Zip Code

Street Address, if different from above _____
Number and Street City State Zip Code

Home Phone () _____ Business Phone () _____ Message Phone () _____

Do you have a driver's license? ☐ YES ☐ NO License Number _____

Are you 18 or older? ☐ YES ☐ NO If not, can you provide a work permit? ☐ YES ☐ NO

Are you a U.S. citizen? ☐ YES ☐ NO If not, can you legally work in the U.S.? ☐ YES ☐ NO
(If hired, proof of U.S. citizenship or immigration status is required.)

Have you ever been convicted of a felony? ☐ YES ☐ NO (A conviction will not necessarily be a bar to employment.) If YES, describe the circumstances _____

Have you served in the U.S. military? ☐ YES ☐ NO Branch _____ From _____ To _____

Kinds of training while in service _____

OUTSIDE ACTIVITIES (Do not list any activities that indicate race, color, religion, sex, national origin, age, or disability.)

List activities _____

What are your hobbies? _____

List awards and achievements _____

PREFERRED EMPLOYMENT AND AVAILABILITY (Check all applicable boxes.)

When can you start working?

Do you want to work ☐ PART-TIME? ☐ FULL-TIME?

What days can you work? ☐ MON ☐ TU ☐ WED ☐ TH ☐ FRI ☐ SAT ☐ SUN

What shifts can you work? ☐ DAY ☐ LATE AFTERNOON/EVENING ☐ NIGHT

EDUCATION AND TRAINING

Circle last school year completed in each category:

Grade School	High School	College
1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 5 6

Institution	Name and Address	Course or Subject	From	To	Diploma/Certificate
High School					
College					
Other Education or Training Program					

EMPLOYMENT HISTORY (List current or most recent position first.)

From: Mo. Yr.	Employer's Name, Address, and Phone No.	Job Title	Starting Pay
To: Mo. Yr.		Supervisor	Ending Pay
Reason for Leaving		Job Duties:	
May we contact this employer? <input type="checkbox"/> YES <input type="checkbox"/> NO			
From: Mo. Yr.	Employer's Name, Address, and Phone No.	Job Title	Starting Pay
To: Mo. Yr.		Supervisor	Ending Pay
Reason for Leaving		Job Duties:	
May we contact this employer? <input type="checkbox"/> YES <input type="checkbox"/> NO			
From: Mo. Yr.	Employer's Name, Address, and Phone No.	Job Title	Starting Pay
To: Mo. Yr.		Supervisor	Ending Pay
Reason for Leaving		Job Duties:	
May we contact this employer? <input type="checkbox"/> YES <input type="checkbox"/> NO			



Literacy Program of Greater Plymouth

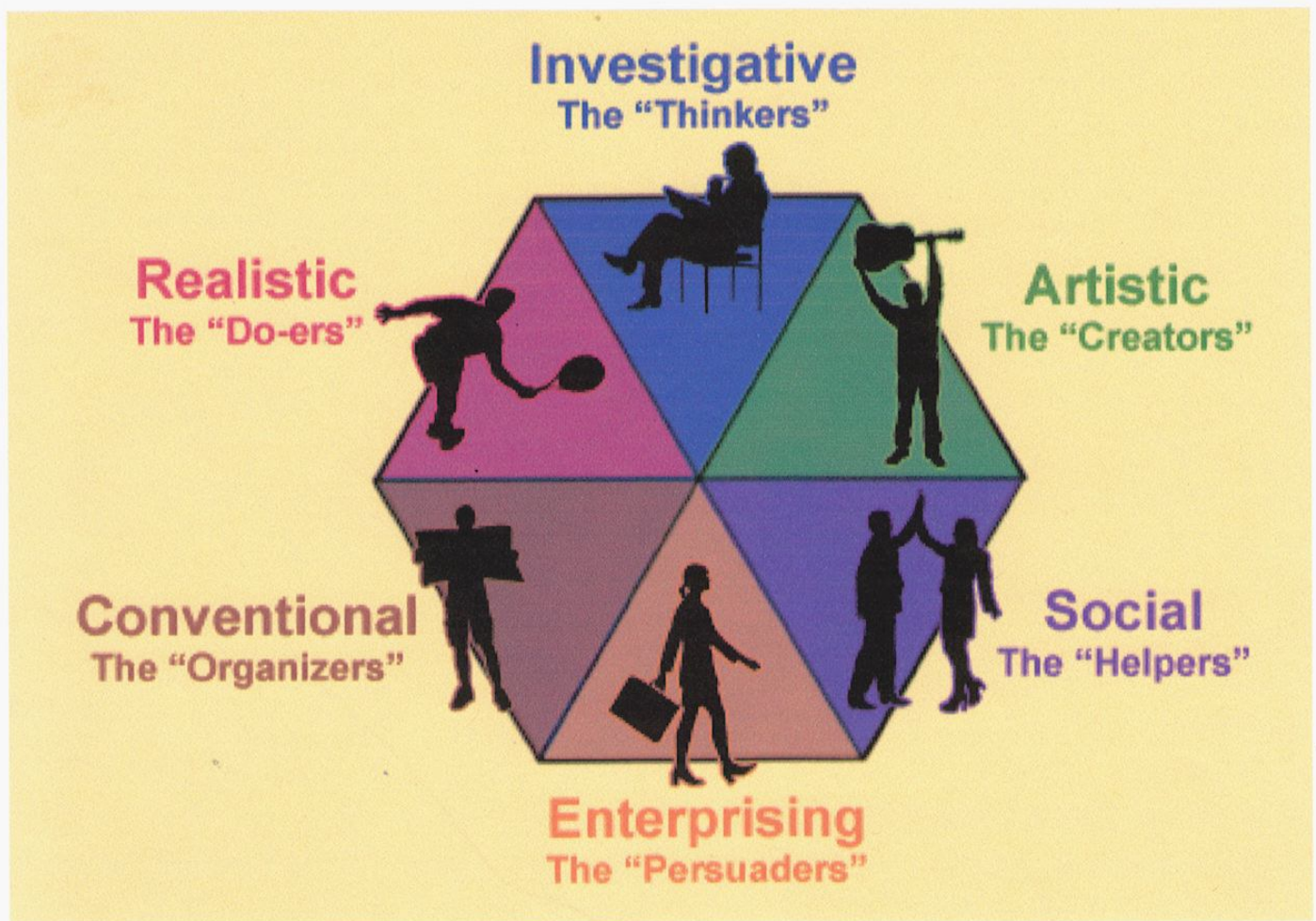
Using Your Holland Code to Research Careers

What is your Holland Code?

Directions:

- Find O-Net on line.
- Click on Advanced Search
- Read Holland's People Environments
- Click on Realistic
- Submit your 3 part Holland Code
- Choose 3 Occupations from the list. Choose those that you'd like to know more about.
- Complete the chart.

Occupation	Occupation	Occupation
Skills	Skills	Skills
Abilities	Abilities	Abilities
Work Styles	Work Styles	Work Styles
Work Values	Work Values	Work Values
Might this be right for you?	Might this be right for you?	Might this be right for you?



<http://utsa.edu/careercenter/images/riasec/riasec.png>

The Career Interests Party Game

Background

This game is designed to help you learn about your interests and skills, since knowing your personality and the kinds of things you like to do can help you to find work environments and careers that are good matches for you. A job or work place that may be attractive to one person might be unpleasant for another person.

This exercise is based on Dr. John Holland's theory that people and work environments can be classified into six general groups: **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional**. These groups, represented by the letters R-I-A-S-E-C, are called Holland Codes and are described below. After doing this exercise, you will have your Holland Codes. You can then review a list of jobs in which employees who had the same codes were satisfied. This can help you to make more informed decisions about the kind of work that you will find fulfilling.

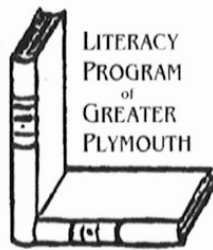
The Game

Imagine that you walk into a party with six groups of people. The descriptions of the type of people in each group are in the boxes below. Chose the group you are most drawn to - the people you would most like to meet and talk with. After that, find the second group you are most interested in, and then the third group. Think about why you chose that group. Does the description of that group describe you? Can you give an example?

For example, if you chose the **Realistic, Enterprising**, and **Social** groups, your codes would be **RES**. This means that out of the six types, you most resemble the **Realistic** type of person, somewhat less the **Enterprising** type, and resemble the **Social** type even less. The types that are not in your code are those you resemble least of all.

List your Holland Codes: Group 1 _____ Group 2 _____ Group 3 _____

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
<p>People with athletic or mechanical ability, who prefer to work with objects, tools, machines, plants or animals, or to be outdoors</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Doing puzzles/word games • Decorating rooms • Working with animals • Cooking • Fixing household items • Doing craft projects 	<p>People who like to observe, learn, analyze, investigate, evaluate or solve problems.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Doing puzzles/word games • Studying astronomy • Flying a plane • Working in a lab • Creating a project for a science fair 	<p>People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Designing clothes • Helping to put on a play • Learning languages • Drawing or painting • Writing stories or poetry • Playing music 	<p>People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Making new friends • Belonging to a club • Teaching children • Studying about other cultures • Helping people solve problems 	<p>People who like to influence, persuade, perform, lead, or managing for organizational goals or economic gain.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Leading group activities • Working on a sales campaign • Buying clothes for a store • Talking to people at a party • Selling insurance 	<p>People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow others' instructions.</p> <p>Some activities they like:</p> <ul style="list-style-type: none"> • Word processing or entering data • Keeping detailed records • Organizing paperwork • Working with a budget • Preparing reports



Occupational Outlook Handbook.gov Career Research

From your results on The Harrington-O'Shea Career Assessment
Choose 3 Occupations:

Job Title:	Job Title:	Job Title:
What is the nature of the work? (short answer)	What is the nature of the work? (short answer)	What is the nature of the work? (short answer)
What is the training? a. On-the-job b. Less than 1 year c. 1-2 years d. 4 years or more	What is the training? a. On-the-job b. Less than 1 year c. 1-2 years d. 4 years or more	What is the training? a. On-the-job b. Less than 1 year c. 1-2 years d. 4 years or more
What is the percentage of projected growth? plus/minus %	What is the percentage of projected growth? plus/minus %	What is the percentage of projected growth? plus/minus %
What is the hourly wage? \$ /hour	What is the hourly wage? \$ /hour	What is the hourly wage? \$ /hour
Can you imagine yourself doing this job? Yes No	Can you imagine yourself doing this job? Yes No	Can you imagine yourself doing this job? Yes No

What do you need to do to get there?

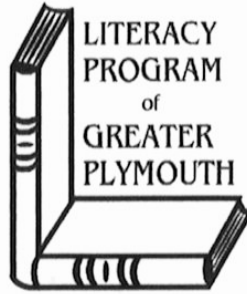
TABLE 3. Projected Massachusetts Demand for 30 Middle-Skill Occupations, 2006-2016

	Employment		Net Change		Job Openings	Median Earnings 2008
	2006	2016	Number	%		
Computers and Engineering						
Civil Engineering Technicians	780	840	60	7.7%	220	\$51,570
Computer Support Specialists	17,360	18,420	1,060	6.1%	6,420	\$54,810
Computer Specialists, Other	2,670	2,800	130	4.9%	840	\$76,000
Industrial Engineering Technicians	2,070	2,210	140	6.8%	540	\$49,130
Construction						
Building Inspectors	2,790	3,060	270	9.7%	790	\$49,270
Carpenters	29,140	29,220	80	0.3%	4,020	\$51,210
Painters	7,050	7,170	120	1.7%	1,370	\$36,920
Healthcare						
Dental Hygienists	5,530	6,680	1,150	20.8%	2,200	\$75,800
Diagnostic Medical Sonographers	1,140	1,280	140	12.3%	300	\$72,870
Licensed Practical Nurses	17,450	19,500	2,050	11.7%	6,800	\$49,490
Medical Lab Technicians	7,220	8,180	960	13.3%	2,050	\$37,170
Physical Therapist Assistants	2,000	2,530	530	26.5%	790	\$47,750
Radiation Therapists	540	660	120	22.2%	200	\$82,200
Radiology Technicians	5,980	6,690	710	11.9%	1,520	\$66,690
Surgical Technologists	1,870	2,290	420	22.5%	990	\$42,350
Installation, Maintenance, and Repair						
Auto Body Repairers	4,570	4,690	120	2.6%	1,200	\$43,110
Auto Mechanics	16,640	17,120	480	2.9%	3,810	\$38,730
Boat Mechanics	920	1,010	90	9.8%	280	\$44,010
Bus/Truck Mechanics	4,280	4,520	240	5.6%	1,180	\$44,930
Industrial Machinery Mechanics	3,550	3,690	140	3.9%	730	\$47,230
Mobile Heavy Equipment Mechanics	1,700	1,740	40	2.4%	370	\$46,240
Public Safety						
Detectives	1,400	1,570	170	12.1%	480	\$70,440
Emergency Medical Technicians	4,950	5,730	780	15.8%	1,350	\$34,200
Fire Fighters	12,710	13,240	530	4.2%	5,160	\$49,210
Police Officers	16,480	17,080	600	3.6%	5,000	\$53,680
Other						
Chemical Technicians	2,180	2,480	300	13.8%	1,030	\$43,370
Claims Adjusters	8,280	8,400	120	1.4%	2,230	\$58,990
Heavy Truck Drivers	27,190	28,200	1,010	3.7%	5,830	\$41,070
Legal Secretaries	7,150	7,770	620	8.7%	1,750	\$47,770
Paralegals	8,140	9,720	1,580	19.4%	2,660	\$49,250

* 2008 median annual earnings for all occupations in Massachusetts = \$39,700

Source: Projections data tabulated using data from the Massachusetts Executive Office of Labor and Workforce Development. Median Earnings data from the Bureau of Labor Statistics.

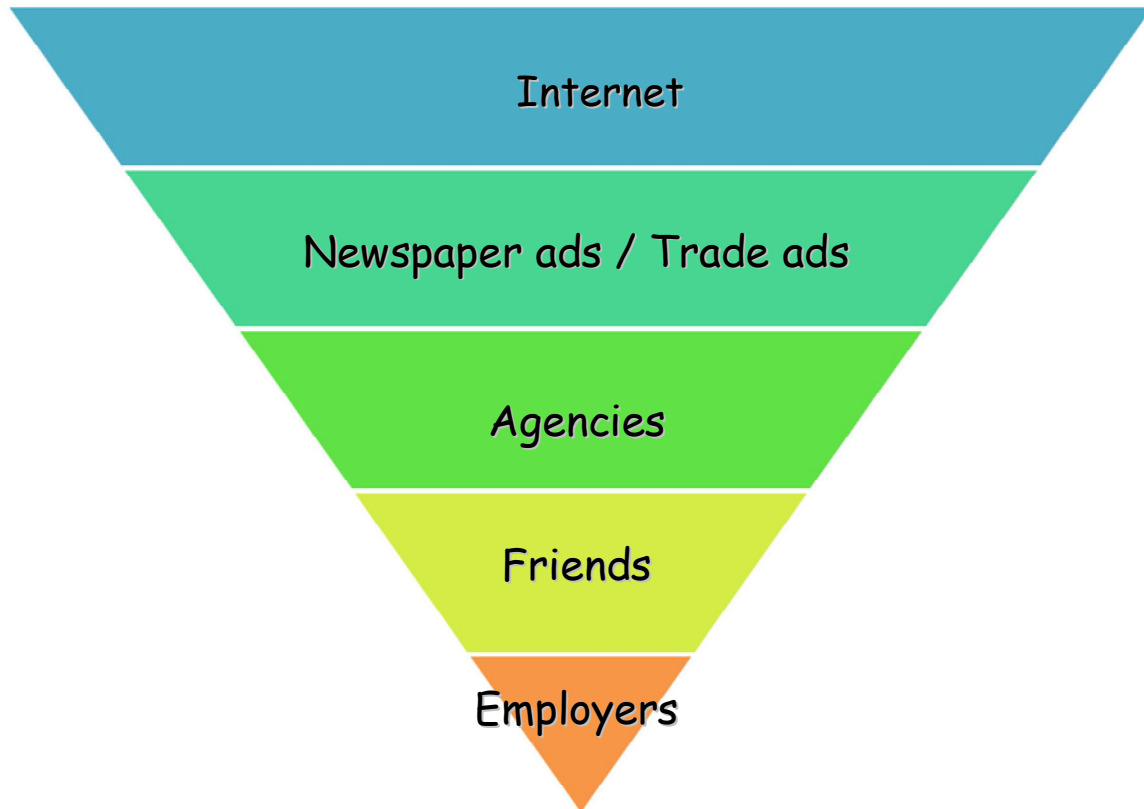
Literacy Program of Greater Plymouth



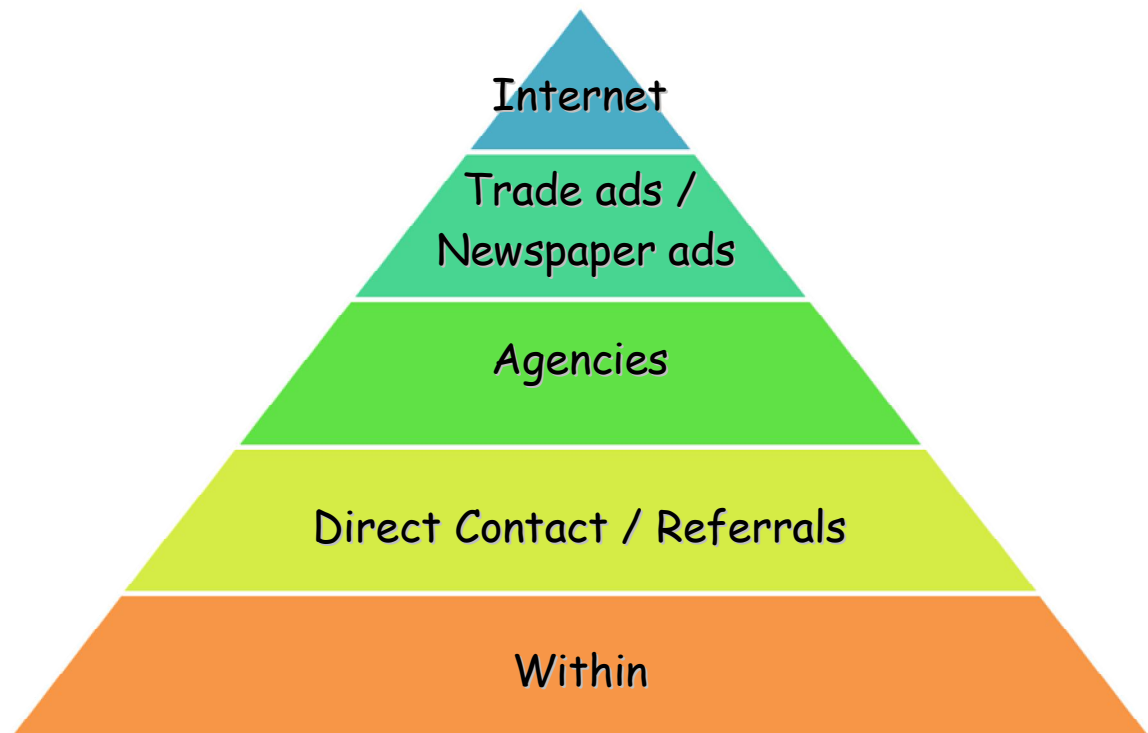
TRUE or FALSE

- T F 1. There are few jobs “out there” when the economy is slow.
- T F 2. If you can’t find job openings, that proves that there are none.
- T F 3. Most people know what to do when it comes time to search for a job.
- T F 4. Employers are in the driver’s seat when it comes to you landing a job.
- T F 5. The person who is hired can do the job the best.

Job Seekers Look for Jobs



Employers Look for Employees



The Literacy Program of Greater Plymouth



What are your career goals?

What do you need to do to achieve them?

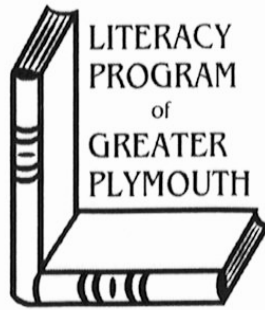
What 3 Schools/Programs offer the training and education you need?

1.	2.	3.
How many miles away is this from your home?	How many miles away is this from your home?	How many miles away is this from your home?
Can you get there? How?	Can you get there? How?	Can you get there? How?
How long is the program?	How long is the program?	How long is the program?
How much is the total cost?	How much is the total cost?	How much is the total cost?
Can you "sign up" or do you need to be "accepted"?	Can you "sign up" or do you need to be "accepted"?	Can you "sign up" or do you need to be "accepted"?
What are the pre-requisites/requirements for admission?	What are the pre-requisites/requirements for admission?	What are the pre-requisites/requirements for admission?
List the courses you would have to take.	List the courses you would have to take.	List the courses you would have to take.
Would you like this?	Would you like this?	Would you like this?

Cover and Broadcast Letters

Cover Letter Content

1. Heading and Greeting
 - Include the date and your name and contact information at the top of the page
 - Address the letter to a specific person whenever possible
 - Include the Job Reference Number if asked to do so
2. Opening and Introduction (First Paragraph)
 - Name the job you are applying to and where you saw or heard the advertisement
 - If applicable, include a reference to the person(s) you spoke to about the organization
 - Briefly sum up your value to the employer by stating what interests you in the organization and position
3. Body (Middle Paragraphs)
 - Use these paragraphs to sell your skills and convince the employer that you are the ideal candidate for the position
 - When discussing your qualifications, include words from the job description
 - Group your qualifications according to themes and prove points by using examples
 - Organize paragraphs carefully and place the most important ones first
4. Closing (Final Paragraph)
 - Mention that you would like to provide more information in an interview
 - Include your phone number with the best times to reach you, and your email address
 - Refer to your enclosed resume (optional)



Your Name
Street Address
Town, MA, zip code

Month day, Year

Potential Employer's Name, Title
Name of Business
Street Address
Town, MA zip code

Dear (Mr./Mrs./Ms. Last Name):

This letter is to apply for the position of (Job Title). I became aware of the opening through (classified ad/ posting/ referral).

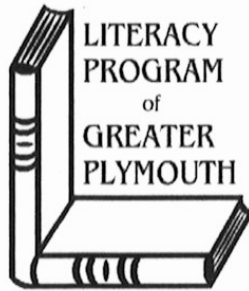
I have enclosed my resume for you to consider. As you can see, I have experience in (cite resume). In addition to that I have (skills, training, desire, etc.). My references are excellent and I believe that I would be asset to your (company/business/organization).

I would appreciate the opportunity to interview for this position. Please call me at (phone number). I look forward to hearing from you.

Sincerely,

(Signature)

Typed Name



Common Job Interview Questions

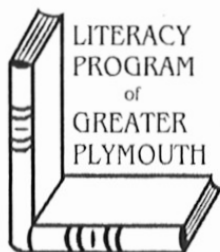
1. Tell me about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. What do you know about our company?
5. What do you consider to be your greatest accomplishment?
6. How has your prior experience/education prepared you for this job?
7. Where do you see yourself in 3-5 years?
8. Why did you leave your last job?
9. Why do you want this job?
10. Why should I hire you?

References
for
Your Name

Name, Title
Company Name
Street Address
City, State, zip
Phone number

Name, Title
Company Name
Street Address
City, State, zip
Phone number

Name. Title
Company Name
Street Address
City, State, zip
Phone number



Your Name
Street Address
Town, MA zip

Date

Name and Title of Interviewer
Company Name
Street Address
Town, MA zip

Dear Mr./Ms. _____:

Thank you for taking the time to speak with me on (Day, Date, Year). I enjoyed learning about your (Company/Program/Organization) and am very interested in working as a (Title of job).

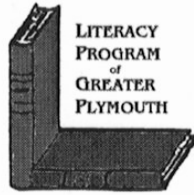
As we discussed, (I have always wanted to work in the _____ industry).
or (My work experience has provided me with the necessary skills to be successful in this position).
or (Because of my training in this field, I am well qualified for this position).

I believe I can be an asset to (Company Name). Please feel free to contact me at (phone number) if you require additional information regarding my qualifications or references.

Thank you and I look forward to hearing from you.

Sincerely,

Your Name



**Director's Meeting
March 20, 2013
Stacie Fehrm, M.Ed.
Educational and Career Advisor
Literacy Program of Greater Plymouth**

Resources

Books:

Wendy Enelow and Louise M. Kursmark. *Cover Letter Magic, Trade Secrets of Professional Resume Writers*. Indianapolis: JIST Works, 2010.

Susan Echaore-McDavid and Winifred Ho Roderman. *Get That Job! Filling Out Job Applications*. Chicago: McGraw Hill: 1998.

Martha Oesch and Carol Bower. *Integrating Career Awareness into the ABE/ESOL Classroom*. SABES / National College Transition Network/ Northern Essex Community College, 2010.

Evelyn U. Salvador. *Step-by Step Resumes, Build an Outstanding Resume in 10 Easy Steps*. Indianapolis: JIST Works, 2011.

Sandi Sirotowit, M.Ed., Leslie Davis, M.Ed. and Harvey C. Parker, PhD. *Study Strategies Plus, Building Your Study Skills and Executive Functioning for School Success*. Plantation, FL: Specialty Press, Inc., 2012.

Richard N. Bolles. *The Three Boxes of Life, and How to Get Out of Them, An introduction to life/work planning*. Berkeley: Ten Speed Press, 1981.

Richard N. Bolles. *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers*. Berkely: Ten Speed Press, 2010.

Richard Bolles. *What Color is Your Parachute? Job Hunter's Workbook, Third Edition*. Berkeley: Ten Speed Press, 2010.

Internet Sites:

O.Net Resource Center. American job center network. {<http://onetcenter.org>}.

Mass CIS. The Commonwealth of Massachusetts Executive Office of Career and Workforce Development, Department of Career Services. {<https://masscis.intocareers.org>}.

Occupational Outlook Handbook. Bureau of Labor Statistics. {<http://www.bls.gov/ooh/>}.