

JOBS for LIFE

Instructor's Guide

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SAMPLE

	Tools Needed	Topics	Activities
<p>Class 1: Let's Get Started</p> <p>Primary Focus: <i>My Value</i> <i>My Journey to Employment</i></p> <p>(TLB) Bible References: Jeremiah 29:11; John 16:33; Romans 3:10; Romans 3:23</p>	<ul style="list-style-type: none"> • Site leadership, Champions and any volunteers • JfL Testimonial DVD • JfL Job Descriptions(workbook) • Homework 1 Assignment Handout • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome to Jobs for Life™ • Class Introductions • Our Value • Marking Our Course- We Are Here • Jobs for Life™ Training Overview • My Expectations • Expectations of Jobs for Life™ • Expectations of Me • Marking Our Course – Summary and Looking Ahead 	<p>1.1: Class Introductions (15 Minutes)</p> <p>1.2: JfL Testimonial DVD & Class Discussion (20 Minutes)</p> <p>1.3: Class Discussion “My Expectations” (15 Minutes)</p> <p>1.4: Benefits and Expectations of Jobs for Life™ (10 Minutes)</p> <p>1.5: Expectations of Me-Part 1 & Part 2 (20 Minutes)</p> <p>Homework 1: My Value and Goals</p>
<p>Class 2: Why Should I Take This Journey?</p> <p>Primary Focus <i>Why Work</i> <i>My Motives</i> <i>My Life Journey</i></p> <p>Bible References: Genesis 1:26-28; Genesis 1:31-2:2; Joseph's story summarized from Genesis 39</p>	<ul style="list-style-type: none"> • Site Leadership, Champions and all volunteers • Life Journey Charts for explanation and discussion: <ul style="list-style-type: none"> ○ Jack's Life Journey ○ Anita's Life Journey ○ Introduction to Joseph's Life Journey ○ My Journey • Homework 2 Assignment Handout • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome and Introductions • Marking Our Course – We Are Here • God and Work • JfL Graduates Life Journeys • What To Expect On My Life Journey • Introduction to Joseph's Story • Marking Our Course – Summary and Looking Ahead 	<p>2.1: Class Discussion – God and Work (10 Minutes)</p> <p>2.2: Class Discussion - JfL Graduates' Life Journeys (35 Minutes)</p> <p>2.3: What to Expect on My Life Journey (15 Minutes)</p> <p>Homework 2:</p> <ul style="list-style-type: none"> • My Journey" • Tell Me About Yourself 60 Second Commercial
<p>Class 3: What Do I Bring to the Journey and What Do I Still Need?</p> <p>Primary Focus: <i>Added Features/ Added Value</i> <i>Career and Skills Assessment</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> • Champions, Discussion Leaders • Car Pyramid (workbook) • Labor Market Pyramid (workbook) • The Career Key Assessment booklets (separate handout) • Character Trait Chart (workbook) • Homework 2 Assignment Handout • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome and Introductions • Marking Our Course – We Are Here • How Do I Pursue The Job I Want? • The Journey through Jobs for Life™ • Exploring Our Employment Skills and Interest • Marking Our Course – Summary and Looking Ahead 	<p>3.1: Class Discussion - What Kind of Car Would You Buy? (10 Minutes)</p> <p>3.2: The Job Market-Supply and Demand: Why Are Some Paid More? (15 Minutes)</p> <p>3.3: Small Group - Career Assessment:</p> <ul style="list-style-type: none"> • Part 1 (25 Minutes) • Part 2 (25 Minutes) <p>3.4: Introduction to Character Traits (10 Minutes)</p> <p>Homework 3: My Personal Assessment</p> <p>Optional: " <i>The Price Is Right</i>" Value Game</p>

	Tools Needed	Topics	Activities
<p>Class 4: Who Is Driving?</p> <p>Primary Focus Character: <i>Authority</i> <i>Integrity</i> <i>Patience</i> <i>Trust</i> <i>Service</i></p> <p>Bible References: Jeremiah 1:5; Jeremiah 29:11; Genesis 39:1-23 Ephesians 6: 5-8</p>	<ul style="list-style-type: none"> • Writing board/markers • Homework 4 Assignment Handout • Student Workbook 	<ul style="list-style-type: none"> • Welcome • Marking Our Course – We Are Here • First Impression Counts • Who Is Driving? • Joseph's Story • Character Counts • Marking Our Course – Summary and Looking Ahead 	<p>4.1: Body Language – Avoiding the Negative (10 Minutes)</p> <p>4.2: Body Language – Accentuate the Positive (10 Minutes)</p> <p>4.3: Communication Activity – My Journey (25 Minutes)</p> <p>4.4: Class or Small Group Activity -Joseph's Story (15 Minutes)</p> <p>4.5: Class Discussion – Joseph's Story (20 Minutes)</p> <p>Homework 4:</p> <ul style="list-style-type: none"> • Integrity: A Pattern for Living • Dress for Success
<p>Class 5: How Do I Plan My Journey? (Vocational Planning)</p> <p>Primary Focus: <i>Vocational Plan – My Roadmap</i></p> <p>Bible References: Proverbs 15:33; James 3:17</p>	<ul style="list-style-type: none"> • Champions / Discussion Leaders • Career Assessment Results • Homework 5 Assignment Handout • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome • Marking Our Course – We Are Here • Our Roadmap: Vocational Planning • Marking Our Course: Summary and Looking Ahead 	<p>5.1: Communication Activity –Character Counts 60 Second Presentation (5 Minutes)</p> <p>5.2: Review Assessment Results and Job Requirements (25 Minutes)</p> <p>5.3 Planning to Succeed – Why Plan? (15 Minutes)</p> <p>5.4 Planning to Succeed: Developing a Roadmap (15 Minutes)</p> <p>5.5 What is an Employment Goal? (25 Minutes)</p> <p>Homework 5: My Roadmap Part 1</p>
<p>Class 6: How Do I Find My Destination (Job Search)</p> <p>Primary Focus: <i>Job Search</i> <i>Informational Interviews</i> <i>Resume</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> • Champions / Discussion Leaders • Job Search Tools: Phone Book, Newsprint Want Ads, Community Job Board Postings, Employer Job Postings, etc. • Sample Resumes • Computers/Internet Time (Optional) • Homework 6 Assignment Handout • Student Workbook • Writing board/markers • 	<ul style="list-style-type: none"> • Welcome • Marking Our Course – We Are Here • My Roadmap continued • Searching for Jobs • Job Search Resources • Informational Interview • Resumes • Marking Our Course – Summary and Looking Ahead 	<p>6.1: Small Group Activity – My Roadmap (15 Minutes)</p> <p>6.2: Communication Activity -My Roadmap Presentation (20 Minutes)</p> <p>6.3: Job Search Resources (20 Minutes)</p> <p>6.4: Informational Interview Questions (15 Minutes)</p> <p>6.5: Informational Interview Telephone Request Role Play (15 Minutes)</p> <p>6.6: Resumes (15 Minutes)</p> <p>6.7 OPTIONAL Internet Search Process</p> <p>Homework 6:</p> <ul style="list-style-type: none"> ○ My Resume ○ The Interview Process

	Tools Needed	Topics	Activities
<p>Class 7: What Can I Expect When I Reach My Destination? (Work Environment)</p> <p>Primary Focus: Employer Roundtable Job Applications</p> <p>Bible References: None</p>	<ul style="list-style-type: none"> Information Interview Question Handout (from Class 6) Business Community Representatives Sample Job Applications Homework 7 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here The Employer Perspective: Employer Roundtable 1 Job Applications Resume Preparation Marking Our Course – Summary and Looking Ahead 	<p>7.1: Employer Roundtable 1(45-60 Minutes)</p> <p>7.2: Class Discussion -Informational Interview (30 Minutes)</p> <p>7.3: Mock Job Applications (15 Minutes)</p> <p>7.4: Small Group Discussion – My Resume Preparation (15 Minutes)</p> <p>Homework 7: My Roadmap</p>
<p>Class 8: What Are the Physical Roadblocks Along the Journey?</p> <p>Primary Focus: Community Resources JFL Mid-Point Celebration</p> <p>Bible References: None</p>	<ul style="list-style-type: none"> Community Resource Information Community Resource Representatives Mini-Celebration Supplies (Optional) Homework 8 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Community Resources Roundtable Mini-Celebration (Optional) Marking Our Course – Summary and Looking Ahead 	<p>8.1: Communication Activity – Job Search Update (60 Seconds Per Student)</p> <p>8.2: Community Resources Roundtable (50 Minutes)</p> <p>8.3: Class Discussion - Informational Interview OR Mini-Celebration (30 Minutes)</p> <p>Homework 8: My Roadblocks continued</p>
<p>Class 9: What Are the Emotional Roadblocks Along the Journey?</p> <p>Primary Focus: Taking Responsibility for Our Actions Forgiveness Conflict Resolution</p> <p>Bible References: 2 Samuel 11:1-15; 26-27; 12:1-13 Psalm 51:1-12</p>	<ul style="list-style-type: none"> Champions / Discussion Leaders Homework 9 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here David's Story My Emotional Roadblocks Marking Our Course – Summary and Looking Ahead 	<p>9.1: David's Story (35 Minutes)</p> <p>9.2: Class Discussion– Taking Responsibility for Our Actions; Forgiveness (25 Minutes)</p> <p>9.3: Class Discussion Conflict Resolution (Peace) (20 Minutes)</p> <p>9.4: Small Group Activity- My Emotional Roadblocks (25 Minutes)</p> <p>Homework 9: Behavioral Interview Questions Part 1</p>
<p>Class 10: What Do I Need On the Journey? (Part 1)</p> <p>Primary Focus: Obedience Excellence Perseverance</p> <p>Bible References: Genesis 6:9-22; 7:1-8; 15-24; Hebrews 11:7; Matthew 24:38</p>	<ul style="list-style-type: none"> Champions / Discussion Leaders Homework 10 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Noah's Story Perseverance Informational Interview Marking Our Course – Summary and Looking Ahead 	<p>10.1: Where Are We On Our Employment Journey (15 Minutes)</p> <p>10.2: Class Discussion – Noah's Story (25 Minutes)</p> <p>10.3: Small Group Activity – Perseverance on the Journey (25 Minutes)</p> <p>10.4: Class Discussion – Informational Interview Questions (20 Minutes)</p> <p>Homework 10:</p> <ul style="list-style-type: none"> Excellence In All Introduction To Interviewing Questions

	Tools Needed	Topics	Activities
<p><i>Class 11: What Do I Need On the Journey? (Part 2)</i></p> <p>Primary Focus: <i>Employer Roundtable</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> Champion / Discussion Leaders Informational Interview Questions (Class 10) Business Community Representatives Job Applications (provide by employers) Homework 11 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Introduction / Review Employer Roundtable 2 Marking Our Course – Summary and Looking Ahead 	<p>11.1:Employer Roundtable 2 (50 Minutes)</p> <p>11.2: Class Discussion - Informational Interview (30 Minutes)</p> <p>Homework 11:</p> <ul style="list-style-type: none"> Behavioral Interview Questions Part 2 The Interview Process (Reading Assignment)
<p><i>Class 12: How Do I Ask For Directions? (Interview Practice)</i></p> <p>Primary Focus: <i>Interview Practice</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> Newsprint Want Ads Champions / Discussion Leaders Student Resumes Mock Interview (Role Plays) (workbook) Observation Feedback Forms (workbook) OPTIONAL: TV/Videotaping Equipment Homework 12 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Mock Interviews (Role Play) Marking Our Course – Summary and Looking Ahead 	<p>12.1: Small Group Activity – My 60 Second Commercial (20 Minutes)</p> <p>12.2: Mock Interview 1 (30 Minutes)</p> <p>12.3: Mock Interview 2 (30 Minutes)</p> <p>12.4: OPTIONAL Mock Interview 3 (30 Minutes)</p> <p>Homework 12: Completing My Resume and Roadmap</p>
<p><i>Class 13: How Do I Know If I Am Going In The Right Direction?</i></p> <p>Primary Focus: <i>Patience</i> <i>Integrity</i> <i>Forgiveness/Peace</i></p> <p>Bible References: Genesis 41:39-49; 50-52; 53-57; Genesis 45:1-15; Genesis 50:15-21</p>	<ul style="list-style-type: none"> Champions / Discussion Leaders Homework 13 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Joseph's Story Where Are We on the Journey to Employment? Marking Our Course – Summary and Looking Ahead 	<p>13.1: Small Group Activity – Assess Mock Interviews (15 Minutes)</p> <p>13.2: Communication Activity-Job Search Progress</p> <p>13.3:Class Discussion – Joseph's Story (15 Minutes)</p> <p>13.4: Small Group Activity – Joseph's Story (30 Minutes)</p> <p>Homework 13:</p> <ul style="list-style-type: none"> My Job Search Progress Chart Review Jobs Application / Interview Review
<p><i>Class 14: What Happens If I Get Lost?</i></p> <p>Primary Focus: <i>Trust</i> <i>Attitude (Anger and Disobedience)</i> <i>Confronting Fear</i></p> <p>Bible References: Excerpts from Jonah 1-4; Proverbs 4:23</p>	<ul style="list-style-type: none"> Champions / Discussion Leaders Homework 14 Assignment Handout Student Workbook Writing board/markers 	<ul style="list-style-type: none"> Welcome Marking Our Course – We Are Here Jonah's Story Staying On Track - Attitude Marking Our Course – Summary and Looking Ahead 	<p>14.1: Class Discussion – Homework 14 Review (5 Minutes)</p> <p>14.2: Class or Small Group Activity -Staying on Track – Jonah's Story (20 Minutes)</p> <p>14.3: Class Discussion – Jonah's Story (35 Minutes)</p> <p>14.3: Class Discussion – What Do We Do When Are Lost (20 Minutes)</p> <p>Homework 14:</p> <ul style="list-style-type: none"> My Resume My Roadmap

	Tools Needed	Topics	Activities
<p>Class 15: How Do I Stay On the Journey? (Part 1)</p> <p>Primary Focus: <i>Customer Satisfaction</i> <i>Conflict Communication</i> <i>Employee Evaluations</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> • Champions / Discussion Leaders • Sample Employee Evaluations • Business Representative (Optional) • Homework 15 Assignment Handout • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome • Marking Our Course – We Are Here • What is Customer Satisfaction? • Conflict Communication • Employee Evaluations • Marking Our Course – Summary and Looking Ahead 	<p>15.1: Homework 14 Review</p> <p>15.2: What is Customer Satisfaction? (40 Minutes)</p> <p>15.3: Conflict Communication (10 Minutes)</p> <p>15.4: Creating A Win-Win Solution (10 Minutes)</p> <p>15.5: Sample Employee Evaluation (30 Minutes)</p> <p>Homework 15:</p> <ul style="list-style-type: none"> ○ “Where Am I On My Journey” ○ Job Search Contact Review ○ Job Application and Interview
<p>Class 16: How Do I Stay on the Journey (Part 2)</p> <p>Primary Focus: <i>My Journey for Life</i></p> <p>Bible References: None</p>	<ul style="list-style-type: none"> • Champions / Discussion Leaders • Student Workbook • Writing board/markers 	<ul style="list-style-type: none"> • Welcome • Marking Our Course – We Are Here • What Did We Learn? • Where Are We On Our Journeys? • Student’s JfL Training Evaluation • Marking Our Course – Summary and Looking Ahead – Preparing for Graduation • A Time of Celebration 	<p>16.1: Class Discussion – What Did We Learn? A Time to Reflect (25 Minutes)</p> <p>16.2: Class Discussion – Did Jobs for Life™ Training Hit The Mark?(JfL Evaluation) (30 Minutes)</p> <p>16.3: Course Evaluation – Where Are We On Our Journeys? (15 Minutes)</p> <p>16.4: A Time of Celebration of Accomplishments and Achievements (20 Minutes)</p>

SAMPLE

Class 1: Let's Get Started!

GOAL: The goal of this class is to create an exciting, welcoming environment for the students – one in which they experience community, begin to understand their value, identify the benefits of Jobs for Life™ training, set expectations for Job for Life and understand what is expected of them.

Primary Focus:
My Value
My Journey to Employment

TOOLS NEEDED:

- Site leadership, Champions and any volunteers should be present for and participate in this class.
- Jobs for Life™ Testimonial DVD
- JfL Job Descriptions (provided in lesson materials)
- Homework 1 Assignment Handout
- Writing board/markers
- Student Workbook Pages 1-10

BIBLE REFERENCES: Jeremiah 29:11; John 16:33; Romans 3:10; Romans 3:23

CLASS 1 SCHEDULE:

- Welcome to Jobs for Life™ (5 Minutes)
- Activity 1.1: Class Participant Introductions (10 Minutes)
- Our Value (10 Minutes)
- Marking Our Course-We Are Here)
- Jobs for Life™ Training Overview (15 Minutes)
- Activity 1.2: Jobs for Life™ Testimonial DVD and Class Discussion (20 Minutes)
- BREAK (5 minutes)
- Activity 1.3: Class Discussion "My Expectations" (15 minutes)
- Activity 1.4: Expectations of Jobs for Life™ (10 minutes)
- Activity 1.5: Expectations of Me (15 minutes)
- Marking Our Course – Summary and Looking Ahead (5 minutes)
- Homework 1 Assignment (5 Minutes) – My Value and Goals
- Closing

Welcome to Jobs for Life™ (5 Minutes)

Instructor's Note: Class 1 – Setting the Tone

While it is recommended that all JfL classes extend a warm welcome to its class participants, Class 1 may be a critical stepping point for many of our students as they evaluate what Jobs for Life™ is all about and whether it is worth their investment of time and effort. This first class is very important to setting the tone of the entire 16 session training. For Class 1, we suggest that refreshments be provided and upbeat, uplifting music be playing in the background as people arrive.

Beginning with Class 1, it is important to welcome the students, to help them see their value, and to demonstrate the support system available to them during Jobs for Life™ training. All JfL Site Leadership team members and volunteers should be present for Class 1 and introduced as the core of that support system.

Class Schedule Overview: In Activity 1.5 the Student Job Description will be introduced. There will be a opportunity at that point to review the Jobs for Life™ Class Schedule (16 classes, class times/days, attendances, graduation requirements, etc.)

Student Workbooks: Introduce the JfL Student Workbook early in Class 1. Review the workbook format and emphasize its value and the need to bring it to every class. Explain your replacement policy for lost Student Workbooks.

Welcome

We are excited that you are here. Each one of you is special – you have gifts, you have talents, you have skills that are a part of what makes you valuable. We thank you for demonstrating the courage and the strength it takes to be a part of Jobs for Life™ – to put yourself in a position to grow, to learn, to be challenged so that you can achieve your goals and dreams.

During the course of this training, you will meet many people involved in this class who are here for you. Our job will be to do all we can to help see that you win. We will be your biggest fans. We are your champions, willing and ready to serve you. For your part, we ask that you be willing to allow us to walk with you, to help us understand your journey, to share your joys, and experience some of your pains. We know that may not happen right away, as that type of relationship takes time. Along the way, know that we will do the same - to help you understand our journeys, our joys, and our pains. Together, we will take this journey, and together we will help one another be all that we are created to be.

ACTIVITY 1.1: Class Introductions (10 Minutes)

This first step in this journey is to make sure we know who is on the journey with us. Let's begin by having everyone to give their name and a brief statement about why they are here.

Tool: Writing Board/markers

Instructor's Note:

1. Include *all* class participants in this exercise (students, leadership and volunteers, etc.)
2. Ask each person to stand by their seat, state their name and a brief reason why they came to Jobs for Life™.
3. Quickly list each reason for being here on the left hand side of the board.
4. It will not be necessary to comment or expand on the participant's reasons for being in JfL at this point. You will refer back to Activity 1.1 in Activity 1.3, at which time you will engage the class in a more detailed discussion around the topic of why they are at JfL.

This classroom is going to be an environment in which we want to see everyone win – a place where we believe the best about each one here and encourage everyone to succeed. We know that on our journeys that has not always been the case. Other people have believed we could not make it, and perhaps have even labeled us in ways that do not truly reflect who we are.

In Jobs for Life™, we are going to use what is written in the Bible to help give us some direction. We use the Bible as our text book because it deals with human struggles common to all people across time, and tells the stories of the journeys of people like us. It also gives us a picture of God, who He is and how He feels about each one of us.

The Bible says that *each of us is fearfully and wonderfully made and that we are made within the image of God*. In God's sight, man and woman are the most important beings in His creation. We are all valuable in His sight.

Tools: Student Workbook Page 1

JfL Suggestion: Have the class read the following Bible verse aloud together. In their workbooks have the students write their first name in each blank in the verse. Ask the following question and allow the students to respond.

In the Bible, God says the following about you:

“For I know the plans I have for (student's name),” says the LORD. “They are plans for good and not for disaster, to give (student's name) a future and a hope.” Jeremiah 29:11

***What is God's purpose for you?
How does that make you feel?***

Jobs for Life™ training is designed to help you:

1. Understand your unique value
2. Discover God's purpose and plan for your life
3. Discover the gifts and talents that God has specifically given you to equip you for this purpose
4. Apply your gifts and talents to a career or job that will fulfill God's purpose and greatly enrich your lives and your prosperity

In this class, you will be treated with the respect and dignity you deserve because you are valued by God and by us. In addition, each one of you will be encouraged to do the same for one another.

Marking Our Course – We Are Here

We have taken the opportunity to meet everyone and to understand our value. Now let's take a look at where we are headed:

Jobs for Life™ Training Overview (15 Minutes)

This section provides an overview of the Jobs for Life™ training class giving the students a picture of what will take place over the next 16 sessions. The following is designed to highlight the key components of the class along with some suggested descriptions under each topic.

Beginning a Journey – Your “Life Journey”

Each of you, as students, are here to begin a journey—a journey from unemployment to employment or from under-employment to better employment. Employment is an important part of our life journey. But you are also on a bigger journey, a journey through life.

A Life Journey is a term that describes our progression through life.

Ask Students to consider the following question:

- Are you moving forward making positive progress toward a productive, purposeful life or are you just going in circles by repeating the same mistakes without finding direction or solutions to problems?

Jobs for Life™ tools will help us set our destination and map out a way to get there. To figure out where we're headed we first have to know our starting point. Knowing where we are in our life's journey can help us see if we are making forward progress or if we are continuing to travel down dead end trails into hopeless situations.

The journey that brought each of us here has been different. Things happen along the way that can affect our ability to become or stay employed. In Jobs for Life™ training, we will:

- Examine the disappointments that have weighed us down in the past.
- Look at how those disappointments may have clouded our perspective and impacted our attitudes about life, happiness, relationships, and employment.

It is important to think about these things because difficulties in life can, and often do, spill over into the workplace. Jobs for Life™ training will help you make sense of where you've

been so that your past doesn't get in the way of your ability to provide for yourself and your family in the future.

Reliable Transportation Required

JfL Instructor's Note: *Student Workbook Page 2]:*

Ask students to consider the following questions:

- 1. What kind of car do you want to drive on your journey?*
- 2. What kind of car or transportation do you have now?*
- 3. What is the difference between the two?*

Reliable transportation is one of the critical things we need to be able to work. Think about the kind of car you want to drive on your journey. Now think about the kind of car you are driving. There's probably a big difference between what you have now and what you want. The same is true for us as employees and as people—there's a gap between where we are and where we want to be. That is where Jobs for Life™ training can help.

The condition of our car affects the quality of our journey. We can't get anywhere in a broken-down car. In this training we are like cars. We're making this journey through life in our bodies, and none of us are brand new models. We have all been on the road a while and need maintenance to make it to our destination. We may come in with flat tires, cracked windshields, worn out starters, and broken-down engines. We have to repair our vehicle to begin the journey.

Mapping the Journey

Jobs for Life™ *will not* solve your problems, or provide quick-fixes to your challenges. Jobs for Life™ training *will* help you begin to make sense of the struggles in your own life, and it will equip you with the necessary tools to be able to confront struggles and work through them as you pursue a healthy, purposeful life. Attending this training *will not* guarantee that you will have a job by the time this course is completed. However, Jobs for Life™ classes *will* provide all that you need to take responsibility for your own job search so that you can obtain and keep a job that meets your skills and interests.

During these next weeks, we will journey together as a class. To get the most out of the course, you will need to be honest with yourself and your classmates. In addition, you will need to be willing to:

- Dream of and envision where you want to go with your life
- Actively participate in Jobs for Life™ Training
- Stretch beyond your current boundaries
- Trust others and build sustaining relationships
- Identify and tap into available resources
- Make changes in areas of your life that hold you back from moving forward.

Jobs for Life™ Textbook

As we have discussed, Jobs for Life™ training will use the Bible as a textbook, a tool to help us make sense of life. The Bible provides stories and examples of people who have been

transformed and have overcome barriers to succeed. The stories in the Bible transcend time, age, class, race and culture.

We understand that many of you come from various faith backgrounds and have different views of God. We are going to teach this class from the viewpoint of the Bible that there is a God who loves you very much and who wants to be in a personal relationship with you. Our goal in teaching from this viewpoint is not to make you feel uncomfortable or pressure you to believe a certain way. Our goal instead is to help you understand the ways timeless Biblical principles can help you achieve a healthy, productive life. We will strive to create an environment where we all are comfortable freely discussing matters of faith. If you have additional questions about faith in God and what we discuss from the Bible, we are available to meet with you before or after class.

Learning from Others' "Life Journeys"

Throughout the course, we will look at the lives of four people in particular: Joseph, David, Noah, and Jonah. Like all of us, they had in common great struggles—Joseph was sold into slavery by his own brothers, taken from his home to a foreign land, accused of rape, and unjustly imprisoned. David was pursued by his jealous boss who tried to kill him many times, committed adultery and lost his son as a consequence. Noah and his family were the only survivors of a flood that killed everything on earth. Jonah ran from God, was thrown into the sea only to survive by being swallowed by a whale. Their journeys were full of struggle. They suffered through circumstances beyond their control and they suffered the consequences of their actions. They experienced trouble, trials and failures.

But these men had something else in common – their faith in God. Their stories are examples of what it means to be human—to love and lose, to be afraid, to be angry, to rebel, to make mistakes, to wonder why we struggle. Their stories tell us that struggle is part of life. They were able to make sense of their struggles because of their faith walk with God. Faith didn't spare them from hard times. They persevered through trials because they *knew* God was in control. They *knew* that God would do what he promised. Through their struggles, they gained God's perspective that their lives were not only about them. Their stories show us the importance of perspective and attitude, and help us understand that following God's standard for our life is an individual choice that can result in the transformation of our life.

The Bible tells us that trouble is part of life, and that we should expect it. John 16:33 says, "*Here on earth you will have many trials and sorrows.*" We can't avoid trouble by being on our best behavior because, as Romans 3:10 says, "*No one is good-not even one.*" Romans 3:23 tell us that, "*For all have sinned; all fall short of God's glorious standard.*" No one, none of us, gets it right. Suffering and weakness are part of human life; they have been part of all of our lives. We all need help to make sense of our struggles and suffering.

To illustrate the importance of understanding our experiences as a part of a "life's journey" let's hear the "life journeys" of JfL graduates.

Activity 1.2: Class Discussion - A Message from Jobs for Life™ Graduates (20 Minutes)

Play the JfL Testimonial DVD (10 Minutes) followed by a brief class discussion focused on the benefits of Jobs for Life™ in the lives of the JfL graduates.

Student Workbook Page 4: Discussion questions:

1. How would you describe each graduate's life journey before Jobs for Life™ training?
2. What kept them from moving their life forward in a positive way?
3. How did each graduate's life change through Jobs for Life™ training?
4. What benefits were gained through Jobs for Life™ training?

Break (5 Minutes)

SAMPLE

Activity 1.3: Class Discussion “My Expectations” (15 Minutes)

The testimonies of the Jobs for Life™ graduates gave us a glance at how Jobs for Life™ can benefit those who stay on the journey and complete the training. After hearing their stories, what are your expectations for this course?

Goal: To address realistic and unrealistic expectations for course outcomes.

Tools: Writing board/markers, Student Workbook Page 4

Write the following discussion question on the board:

What do I expect to gain from Jobs for Life™ training?

- Begin the discussion by introducing the “**parking lot**” concept. The “parking lot” will be used throughout the course as a place to “park” questions that may take a discussion off course. (*Refer to Instructor’s Guide Introduction for “Parking Lot” further explanation.*)
- Share with the class that, as a group, we are beginning a conversation.
- **Ask each student to state their expectations of Jobs for Life™ training.** (*Why are they here?*)
- On the board, write down all of the responses to the above question next to those given earlier in the class. Value every response.
- Once all answers have been given, ask the group to:
 1. Review their previous reasons for coming to class.
 2. Make any changes or additions to the list as they are discussed.
 3. Help decide which responses are realistic and which are “unrealistic.”
- Pare down the list to a few KEY realistic expectations and transition into the next exercise.
- Explain why Expectations are important to clarify.

JfL Instructor’s Note: Activity 1.1 will serve as a reference point for Activities 1.3.

Unrealistic and Realistic Expectations

Expectations are another source of struggle for us all. We may expect that we can make it alone. We may expect that a life without struggle is always just around the corner.

Unrealistic expectations will always disappoint us. If we don't ask what is expected of us, we may continue to disappoint other people, and ourselves. Having realistic expectations and knowing what is going to be expected of us can make it easier to make the journey—to know where we are in the journey and when we've gotten off course.

Instructor's Note:

1. Meet students where they are without making assumptions about their lives.
2. Ask them where they are coming from, what they expect from the class, and what they want from life.
3. Instructors should participate in the classroom experiences with students—to answer the same questions and share their experiences honestly and transparently.

Activity 1.4: Benefits and Expectations of Jobs for Life™ (10 Minutes)

Goal: To help student grasp what he/she can expect from Jobs for Life™ training and the value of making a commitment to complete the Jobs for Life™ training.

Tools: Student Workbook Page 5

Jobs for Life™ training will require a lot from you. But once the training is completed, you, as a *Jobs for Life™* Graduate, will have:

1. Discovered how to match your interests and skills with a career path that can sustain you in the future;
2. Developed a *roadmap* (a *Vocational Plan*) that will guide you to your selected job;
3. Identified the roadblocks to progress in your life's journey and developed a plan to overcome them;
4. An understanding of why character is the most important quality you need to be successful;
5. Learned how to research, locate and secure a job;

6. Learned how to stay employed and advance to higher positions once you have a job;
7. Developed friendships with your classmates, Champions, Instructors and pastors, as well as connected with a number of area employers and community resource providers who are interested in helping you along your journey;
8. Learned how to choose and stay on the right path for continuing progress until you reach your employment goals.

Help the students understand:

1. The community of the class—students, Champions, Instructor(s), leadership and volunteers—all want each person to succeed in meeting their goals and completing the class.
2. Students need to be open, ask for help if needed and communicate with Champions/Instructors when situations arise that may keep them coming to class and completing the class.

Activity 1.5: Expectations of Me (20 Minutes)

The Job Description

- Every job has a job description.
- The job description, whether written or verbal, is a very important tool in the work place because it clearly outlines the requirements and responsibilities expected from each position within a company.
- The stated job requirements and responsibilities become the point from which the actual job performance is evaluated and measured to determine the impact and success of the individual in that position.

Jobs for Life™ students have a specific Job Description for Jobs for Life™ training. As in all things in life, those who apply the most effort will reap the greatest benefits from the JfL journey. Many hours of preparation and effort are made on the part of the Jobs for Life™ Instructors, Leadership, Champions and volunteers. In return for their dedication, you as a student will be asked to make a diligent effort to follow the duties and responsibilities as outlined in the Student Job Description. Let's look at what is expected of you during the next weeks together.

Activity 1.5 Goal: Help everyone understand what is expected of them to ensure that each participant will have the opportunity to experience the full benefit of Jobs for Life™ training.

Tools: Student Workbook Page 6-7

Part 1: Jobs for Life™ Job Descriptions (provided in lesson material) and Student Workbook Page 7

Part 2: Student Workbook Page 6 and Writing board/markers

Activity 1.5 Part 1: Jobs for Life™ Job Descriptions

Instruct students to turn in their workbooks to Jobs for Life™ Job Descriptions.

- Ask the class to read aloud the student's responsibilities listed on the Jobs for Life™ Student Job Description.
- **Emphasize the JfL Graduation Requirements.** Take the time to review and explain each graduation requirement. Share with the class how the graduation ceremony is a very important part of Jobs for Life™, and that it is a time when graduates are affirmed through a formal graduation and receive a graduation certificate. It is a time of celebration that will be shared with family and friends, etc.
- Allow time for questions.

Activity 1.5 Part 2: Class Discussion – What may keep me from completing this course?

Instructor's Note: After students have had a chance to review and ask questions about what is expected of them, engage the class in an open discussion around what may keep them from completing this course.

- Write the question on the board: – *What may keep me from completing this course?*
- Encourage students to think of as many reasons as possible that would keep them from completing the course.
- List all responses and discuss.

SA

Jobs for Life™ Student Job Description

Job Title:
Jobs for Life™ Student

Objectives:
To develop skills and character that will lead to success in finding and keeping a job.

Duties and Responsibilities: To complete the Jobs for Life™ training

- Attend all classes on time and be prepared
- Complete all assignments
- Actively participate in class discussions and presentations
- Take responsibility for his/her own learning experience
- Serve as an encourager to classmates
- Contact the Champion, Student Leader or Class Relations Leader if unable to attend any class
- Actively seek employment or training opportunities throughout the Jobs for Life™ training, applying newly learned principles and skills.

Qualifications and Requirements:

- A desire to obtain employment
- A commitment to complete the course
- A willingness to receive emotional support from Jobs for Life™ volunteers

Times Needed:

- Class meets every _____
- Class begins promptly at _____ and ends at _____
- Jobs for Life™ Graduation date: _____ at _____ (AM/PM)

Graduation Qualifications:

- Complete all class and homework assignments
- Complete a Vocational Plan and Resume
- Miss no more than three (3) classes
- Make up any class missed prior to Graduation by completing the lesson and demonstrating knowledge of the material
- Be diligent in learning and applying course material
- Receive "Ready to Work" approval by Site Leader, Class Relations Leader and Champion

Benefits:
Graduates of Jobs for Life™ have had more than an 80% success rate in finding and keeping a job.

Marking Our Course – Summary and Looking Ahead (5 minutes)

Summary

Instructor's Note: This section recaps the lesson and prepares the students for what to expect in Class 2.

- Allow the students to participate in the lesson recap by sharing what they will "take home."
- As the instructor, briefly wrap up the discussion.

Tools: Student Workbook Pages 8

"What are we going to take home?"

- What did we learn today?
- What value does it bring to our life?
- How can we apply it to our lives today?

The Lesson Covered:

- Our value
 - You are fearfully and wonderfully made.
 - God thinks you are incredibly valuable and He gives you hope for the future.
- Our journey
 - Jobs for Life™ training will help you on your journey to employment and your journey through life.
- Expectations and Benefits of Jobs for Life™
 - You have developed realistic expectations of the class and what may keep you from finishing the course.
 - Through Jobs for Life™ training you will:
 1. Discover how to match your interests and skills with a career path that can sustain you in the future;
 2. Develop a *roadmap* (a *Vocational Plan*) that will guide you to your selected job;
 3. Identify the roadblocks to progress in your life's journey and develop a plan to overcome them;
 4. Understand why character is the most important quality you need to be successful;
 5. Learn how to research, locate and secure a job;
 6. Learn how to stay employed and advance to higher positions once you have a job;
 7. Develop friendships with your classmates, Champions, Instructors and pastors, as well as connect with a number of area employers and community resource providers who are interested in helping you along your journey;
 8. Know how to choose and stay on the right path for continuing progress until you reach your employment goals.
- Expectations of you.
 - A desire to obtain employment
 - A commitment to complete the course
 - A willingness to receive emotional support from Jobs for Life™ volunteers

Looking Ahead

In the next Jobs for Life™ class we will discuss

- Why should we want to work?
- Understanding our life journey

Homework 1 Assignment (5 minutes)

Tools: Class 1 Homework Assignment Handout

My Value and Goals: Instruct students to complete the questions entitled *My Value and Goals*. Completed forms should be turned in at next class.

Announcements and Close

Instructor's Note: Ask Champions to meet one-on-one with student to assist as needed and to review this assignment with the student.

SAMPLE

Name: _____

Date: _____

HOMEWORK 1: An Inventory of My Value and Goals

Your answer to the following questions will provide you with a personal inventory of part of your life and of your goals. Your answers will not be shared openly in class. Take time to think through each question and be honest with yourself as you prepare to begin this new journey in your life.

What have I accomplished so far in my life's journey that I am proud of?

What in my life has kept me from reaching my potential?

What do I want to accomplish during my participation in Jobs for Life™ training?

What does finding a job and going to work represent to me?

Class 2: Why Should I Take This Journey?

GOAL: The goal of this class is to help students develop a proper perspective of work and their life journey. You will explore lessons from Joseph's life as those from two (2) previous JfL graduates.

Primary Focus

Why Work?

My Motives

My Life Journeys

TOOLS NEEDED:

- Site leadership, Champions and any volunteers should be present for and participate in this class.
- Life Journey Charts for explanation and discussion (Workbooks):
 - Jack's Life Journey
 - Anita's Life Journey
 - Introduction to Joseph's Life Journey
 - My Journey
- Homework 2 Assignment Handout
- Student Workbook Pages 11 -20
- Writing board/markers

BIBLE REFERENCES: Genesis 1:26-28; Genesis 1:31-2:2; Joseph's story summarized from Genesis 39

CLASS 2 SCHEDULE:

- Welcome and Introduction of New students (10 Minutes)
- Marking Our Course-We Are Here (5 Minutes)
- Activity 2.1: Class Discussion – God and Work (30 Minutes)
- BREAK (5 Minutes)
- Activity 2.2: Class Discussion - JfL Graduates' Life Journeys (35 Minutes)
- Activity 2.3: What to Expect on My Life Journey (25 Minutes)
- Marking Our Course – Summary and Looking Ahead (5 minutes)
- Homework 2 Assignment (5 Minutes):
 - My Journey
 - Tell Me About Yourself 60 Second Commercial
- Closing

Instructor Reminder:

- Review, collect and document homework from the previous class.* (**Note:** Class 1 Homework Assignment Handout will need to be returned to students to continue in Class 3 Homework.)

Welcome and Introduction of New Students (10 Minutes)

If there are students attending for the first time, have them introduce themselves by stating their name and a brief statement about why they are here.

Ice Breaker Activity: Once all the new students have been introduced, ask for volunteers to try to introduce everyone in the class by their first name.

Marking Our Course – We Are Here (5 Minutes)

Last Class Covered

- Our value
 - We are fearfully and wonderfully made.
 - God thinks we are incredibly valuable and He gives us hope for the future.
- Our journey
 - Jobs for Life™ training will help you on your journey to employment and your journey through life.
- Our expectations
 - Through Jobs for Life™ training you will:
 1. Discover how to match your interests and skills with a career path that can sustain you in the future;
 2. Develop a *roadmap* (a *Vocational Plan*) that will guide you to your selected job;
 3. Identify the roadblocks to progress in your life's journey, such as child care, transportation and missing skills, and develop a plan to overcome them;
 4. Understand why character is the most important quality you need to be successful;
 5. Learn how to research, locate and secure a job;
 6. Learn how to stay employed and advance to higher positions once you have a job;
 7. Develop friendships with your classmates, Champions, Instructors and pastors who are interested in helping you achieve your goals;
 8. Meet a number of area employers who can provide direct information on requirements for various jobs and how to be a successful employee at their companies;
 9. Meet community resource providers who can help you with GED and other educational needs. They can help provide solutions for child care, transportation and housing needs;
 10. Know how to choose and stay on the right path for continuing progress until you reach your employment goals.
- Expectations of you.
 - A desire to obtain employment
 - A commitment to complete the course
 - A willingness to receive emotional support from Jobs for Life™ volunteers

We Are Here

This class will cover:

- Why should I want to work?
- Understanding my life journey

Activity 2.1: Class Discussion – God and Work (30 Minutes)

Tools: Student Workbook Page 11

As you lead the class through the following discussion questions, students will fill in the blanks in their workbook.

Let's begin by answering the question:

Why Should I Want to Work?

Tools: Student Workbook Page 11-12

Instructor's Note: Write the question up on the board and ask the students why they should want to work. As people respond, write their answers on the board for everyone to see. Encourage them to think of as many answers to the question as possible. Applaud them for their responses. Create an environment where they are able to be creative and think of many ideas. Challenge those ideas that may not be appropriate, but respond to those ideas in such a way that you build each student up. As you make your list, emphasize the extraordinary benefits for each of us to work.

Once you have accumulated your list, add the following reason if it is not already on the list:

We are created and designed to work.

This concept will be the cornerstone of the lesson. Make sure to have this in mind as you engage the class and build the discussion to this point.

All of the reasons that we have listed are tremendous reasons why we should go to work. There are many benefits for us to be engaged in work on a regular basis. But there is none more important than the one just mentioned:

Each of us was created and designed to work.

Let's read what the Bible says about this.

Genesis 1:26-28

26Then God said, "Let us make people in our image, to be like ourselves. They will be masters over all life--the fish in the sea, the birds in the sky, and all the livestock, wild animals, and small animals." **27** So God created people in his own image; God patterned them after himself; male and female he created them. **28**God blessed them and told them, "Multiply and fill the earth and subdue it. Be masters over the fish and birds and all the animals."

Genesis 1:31-2:2

31Then God looked over all he had made, and he saw that it was excellent in every way. This all happened on the sixth day. **1** So the creation of the heavens and the earth and everything in them was completed. **2**On the seventh day, having finished his task, God rested from all his work.

What do we learn about God in these verses?

- God worked
- God called his work excellent
- God created people in His image and the first thing He did was give them a job.

What job did God give to the people?

"Multiply and fill the earth and subdue it. Be masters over the fish and birds and all the animals." Verse 28

Who gave people this job? God

Who gives you your job? God

Who gave people the ability to work? God

Who gives you the ability to work? God

Why then should I work?

- It is what I am created to do.
- It is a way to experience what it means to be made in God's image.
- It is a way to honor God for the gift He has given me.
- It is a way to use the gifts and talents I have been given to:
 - Serve others.
 - Provide for me and my family's needs.
 - Give to others.

While there are many significant reasons that should motivate us to want to work, that does not mean that our journey to employment or our journey through life will be easy.

Activity 2.2: Class Discussion - JFL Graduates' Life Journeys (35 Minutes)

Events in life that dramatically affect our forward progress are called **roadblocks**. We will be using this term throughout the Jobs for Life™ training. Most roadblocks are not permanent and can be overcome. God sometimes uses the roadblocks in our lives to set us on a new path leading us to greater accomplishments than we might have ever imagined. If you recall from Class 1, *Life Journey* is a term that describes our progression through life.

How have the “Life Journeys” of past Jobs for Life™ students been changed?

In the last class we were introduced to the testimonies of Jobs for Life™ graduates. Today, we will look at the life journeys of two more Jobs for Life™ graduates, Jack and Anita. Their names have been changed, but their stories are true. Jack and Anita's journeys will demonstrate for us how life is made up of a series of progressive steps forward interrupted by occasional but serious roadblocks.

Roadblocks may slow down our progress to physical and emotional maturity as well as financial independence and security. As you will see in the stories of Jack and Anita, these roadblocks can be overcome and can, in fact, be used later to help and encourage others to work toward a brighter future.

Activity 2.2 Goal: To introduce the idea that we all are on a journey through life filled with challenges and roadblocks and we need to learn how to respond appropriately to these challenges and roadblocks.

Tools: Student Workbook Page 13-16 [Jack – Page 14; Anita –Page 15]

Instructor's Note: Refer to Jack's and Anita's Life Journey Charts in the Student Workbook. Each graduate's story illustrates the purpose of Jobs for Life™ training, defines the benefits for graduating and creates a common ground.

- *Part 1: Have students read aloud each life journey from their workbooks.*
- *Part 2: Together, identify the key life points (Childhood, Youth, Adult) and roadblocks for each graduate and review their life journey charts. (Optional questions are listed in the Instructor's Guide only.)*
- *Part 3: Discuss the ways each graduate overcame roadblocks. Students will fill in the blanks in their workbook (Student Workbook Page 16)*

Part 1: Read each *Life Journey* and, as you read through each life-journey story, see if you can identify the:

1. **Roadblocks** to progress in each life's journey.
2. Life choices that Jack and Anita made to overcome their roadblocks and that led to a corrected path for continuing progress until they reached an employment goal?

Jack's Life Journey

Overcoming through Determination and Discipline

Childhood and Youth

Jack grew up in a big city in the northeastern U.S. Problems with his family life lead to his continual self-destructive behavior with drugs and alcohol. Ultimately, Jack was able to complete his high school degree, however, problems with his anger made success on the job impossible for Jack. Eventually, he was arrested and convicted of a felony and served time in prison. After his release, finding a job became nearly impossible as few employers were willing to trust Jack with any position of responsibility.

Adulthood

Jack moved to the south after parole, and began attending a Jobs for Life™ training course. During this training Jack was encouraged by the Jobs for Life™ support that helped him find a job promising hope for future promotions. With the positive referrals from JFL, Jack was hired by Wal-Mart in a retail position and due to his determination and self-discipline Jack was soon promoted into management. He met and married his wife and began paying for her to attend college to receive a higher education degree. This delayed Jack's ability to continue his education to be able to continue receiving promotions and higher pay in the retail industry.

After several years, Jack's wife graduated from college, took a higher paying job and was now able to support Jack while he entered college and began working toward receiving his degree in Marketing and Retail. In a few years, Jack will graduate, work in Retail Management at a Regional level and will be able to depend on a steady income with bonuses, salary increases, full benefits and provisions for a secure retirement. Jack is now happy to be able to share his progress and accomplishments with others who attend Jobs for Life™ classes.

Childhood	Youth	Adulthood	Employment Goal
<i>Unstable Family</i>	<i>Received High School Diploma</i>	<i>Attended Jobs for Life™ Hired by Wal-Mart Promoted to Management</i>	<i>Wife Graduates Wife working while Jack attends college Future in retail management Retirement with full benefits</i>
Roadblocks	Roadblocks	Roadblocks	
<i>Drug & alcohol addiction Rebellion</i>	<i>Violent behavior leading to a felony conviction and imprisonment</i>	<i>No advance degree for promotion Wife attending college required delay in education plans</i>	

Anita's Life Journey
Overcoming through Faith and Perseverance

Childhood

Anita was born the sixth child in a family living in El Salvador. A civil war brought economic disaster to her home country and her mother became a prostitute to support her youngest daughters. Her mother gave her and her older sister up for adoption at the ages of 2 and 5. Anita lived in the orphanage until age 11 and was adopted by a family living in Maine in the United States. A limited education and learning in a foreign language caused Anita to struggle in the U.S. schools.

Youth

Despite her struggles, Anita was able to complete her education and received her high school diploma, but years of neglect by an alcoholic and abusive parent made her rebellious and led to a lifestyle of alcohol, drugs, and even prostitution to support herself when her adoptive family could no longer tolerate her rebellion.

Adulthood

Anita moved to Texas to live with her older sister and began attending a Jobs for Life™ training course and made a decision to become an Elementary School Teacher. Without any advanced education or financial means, Anita began working toward this employment goal by getting her first job in the education field as a school bus driver. Having limited resources for childcare, she brought her 3 young children with her on her bus routes. Several months later, after Jobs for Life™ graduation, Anita advanced to the position of Teacher's Aide at a local elementary school. Due to her dedication and hard work she qualified for state assistance to attend college and is now working toward completion of her degree in Education.

Anita's future includes full time employment as a dual-language teacher including all hospital and insurance benefits and a full retirement pension. Anita now shares her life's experiences to encourage young students to overcome their circumstances, continue their education, choose their futures and ultimately live happy and productive lives.

Childhood	Youth	Adulthood	Employment Goal
<i>Born in Central America</i>	<i>Adopted into US Graduated from high school</i>	<i>Attended JFL Job as a school bus driver Promoted t teacher's aide</i>	<i>Applied for and received financial aid for college Will teach elementary school Retire with full benefits</i>
Roadblocks	Roadblocks	Roadblocks	
<i>Alcoholic parent Orphaned at 2 years old Little education until 11 years old</i>	<i>Drug & alcohol addictions Unwed pregnancies Birth of 3 children with no husband or support</i>	<i>No advanced degree Limited financial support for college attendance No childcare</i>	

Part 2: Together, let's identify the key life points for each graduate and review his/her life journey chart.

Optional Questions (Optional questions are listed in the Instructor's Guide only.)

1. Were Jack and Anita in control of their lives when they were children? *(No, both had family problems as young children.)*
2. Where did Jack and Anita's life journey begin to go in the wrong direction?
3. How did each respond? *(1st Roadblock, i.e., anger, alcohol, etc.)*
4. What were some of the events that stopped their progress in life? *(prison, unwed pregnancies, etc.)*
5. What was his/her reaction as he/she got older? *(2nd Roadblock)*
6. When did Jack's or Anita's journey take a turn in a better direction? *(JfL training)*
7. Did their lives go smoothly, or did they still have obstacles to overcome? *(Both had to find ways to overcome additional roadblocks.)*
8. What was his/her reaction to this? *(Both were willingness to start over in entry level jobs, to work night shifts, early morning bus routes, pursued additional training, etc.)*

Part 3: Let's look back and review how each graduate overcame their roadblocks?

“What did Anita and Jack do to overcome their roadblocks?”

1. *Both Jack and Anita were willing to seek help to find new direction for their lives.
2. What major changes that we see in Jack and Anita based on their stories? (Attitude, commitment, etc.).
3. What character traits did Jack (or Anita) exhibit that helped him/her to ultimately succeed?

*Through *perseverance, willingness, self-discipline and commitment* to do whatever it takes, (such as remain focus on what is important, work on late night shifts and very early morning bus routes), they soon had opportunities for higher advancement.
4. How did Jack and Anita benefit from their life changes? *(Jack and Anita lead productive lives and are employed in jobs with opportunities for more responsibilities, higher advancements, stable income, etc.)*

In summary, we have learned from the life journeys of Jobs for Life™ graduates that:

1. Life is made up of different journeys that will include roadblocks.
2. Roadblocks are inevitable.
3. Roadblocks create temporary barriers to progress.
4. Roadblocks do not have to remain permanently and can be overcome.
5. God may use roadblocks to set us on a new path.
6. Roadblocks are things we have to overcome in order to progress in our journey.
7. Our choices impact our journey (negatively and positively).

JfL Instructor's Note:

As often as needed throughout the training, refer back to "My Expectations" (Activity 1.3) as a reality check for students to see that their success in Jobs for Life™ is dependent on their willingness to make a full commitment to attend and actively participate in this training, as well as their commitment and effort toward making positive changes in their own lives.

Activity 2.3: Class Activity: What to Expect on My Life Journey? (10 Minutes)

JfL Instructor's Note: For Activity 2.3, the story of Joseph will serve as a brief forecast of one of the Biblical individuals to be discussed throughout the course. The suggested class discussion questions that follow the overview of Joseph's life will introduce students to Joseph's life journey. This snapshot overview of Joseph's journey is not intended to be discussed in detail. Lessons 4 and 13 will expand our insight into life of Joseph in greater detail as we focus on character and choice.

Joseph is one of the people from the Bible whose lives we will be studying during our time together. His journey gives us an example of how we can live with integrity in spite of difficult circumstances.

Like many of us, Joseph's life didn't turn out quite the way he imagined it would as a child. He experienced several events that could be considered setbacks even failures, but he never lost sight of God's work in his life.

Instructor's Notes:

Tools: Student Workbook Page 17

- Refer to "Introduction to Joseph's Life Journey" in their workbook.
- Have the class read the story together.
 1. Remind them that you want them to focus on the ways Joseph handled his problems and what resulted from his actions.
 2. Encourage and reassure those students who volunteer to read out loud.

Introduction to Joseph's Life Journey

Overcoming through Faith and Obedience

Childhood

Joseph was born the 11th of 12 sons, but was considered a favorite by his father, Jacob. Jacob gave Joseph a higher education and the additional responsibility of keeping account of all the family business. As a result, the older brothers were jealous and resented Joseph, which led to family strife. Joseph's brothers wanted to kill him, but decided to sell him into slavery in a foreign country (Egypt) instead.

Youth

As a slave, Joseph served in the household of Potiphar (*Pa-ti-fur*), the Captain of the Guard in Pharaoh's palace. Joseph did not understand why he was in this situation; however, he believed that God was in control of his life and he trusted God with his circumstances. Because of his attitude of respect and obedience Joseph excelled in his duties, and was promoted to the position of managing the daily activities of Potiphar's (*Pa-ti-fur*) household. His position of leadership brought him into contact with Potiphar's (*Pa-ti-fur*) wife who wanted to have an affair with Joseph. But Joseph refused her and she told her husband Joseph had tried to rape her. Potiphar (*Pa-ti-fur*) was angry and put Joseph in prison for two years.

During his time in prison, Joseph again kept the faith and exhibited a willingness to serve and obey. As a result, he was given additional responsibilities and a position of authority. By helping the Pharaoh's (*Fā-row*) employees during their imprisonment, Joseph's name was later mentioned to Pharaoh (*Fā-row*) as a man who could interpret strange dreams.

Adulthood

This led to Joseph's appointment as Vizier for the nation of Egypt, a position second only to Pharaoh (*Fā-row*). His devotion to protecting Egypt during a time of severe drought led to Pharaoh's (*Fa-row*) rewarding Joseph with a large territory of land for his entire family of 12 Israelite tribes. Joseph not only provided for his immediate family but also for all of his relatives who would have died of starvation.

Class Discussion-What to Expect on My Life Journey (Student Workbook Page 18)

1. **What were the different stages in Joseph’s life?** (*Childhood, Youth, Adulthood*)

2. **What roadblocks and challenges did Joseph face?** (*Sold into slavery by brothers; unjustly accused and imprisoned*)

3. **In what ways did he respond along the way?** (*Diligent in duties; remained faithful to God*)

4. **What was the ultimate result of Joseph’s actions?** (*Joseph was able to experience God’s ultimate purpose for his life. Joseph’s **character** allowed God to put him in a position of trust with his “masters”, or employers. His respect for authority and efforts to do his best in his service to his masters, resulted in Joseph gaining greater responsibilities, which lead to his “promotion” to higher levels of authority and prosperity.*)

Joseph’s Life Journey (Student Workbook Page 18)

Childhood	Youth	Adulthood	Employment Goal
Shepherd; Educated as Accountant for family business	Promoted to Manager of Potiphar’s entire household	Appointed Vizier, second in command of all of Egypt, by Pharaoh Developed a plan to save Egypt	Respect for Authority Unquestionable Work Ethics #1 Allegiance to God
Roadblocks	Roadblocks	Roadblocks	Employment Outcome
Family strife Jealous brothers sold him into slavery	Wrongfully accused and imprisoned for two years	Egypt afflicted by 7 year drought; Economic disaster Famine	Success as Vizier; Given land for himself and his family for prosperity

During the upcoming classes, we learn why our character is the most important thing we have to offer to anyone and how our character of faith, obedience, respect for authority and perseverance can help us rise above our difficult circumstances.

Marking Our Course – Summary and Looking Ahead (5 minutes)

Tools: Student Workbook Page 19

JfL Instructor's Note: This section recaps the lesson and prepares the students for what to expect in Class 3.

- Allow the students to participate in the lesson recap by sharing what they will "take home."
- As the instructor, briefly wrap up the discussion.

Summary

"What are we going to take home?"

- What did we learn today?
- What value does it bring to our life?
- How can we apply it to our lives today?

The Lesson Covered:

1. We are created to work.
2. Work is a gift from God.
3. Life is made up of different journeys that will include roadblocks.
4. Roadblocks are inevitable and do not have to remain permanent.
5. Our choices can negatively and positively impact our journey.
6. By remembering and understanding the journey and success of past Jobs for Life™ graduates, we can be confident of achieving employment and a more abundant life.

Looking Ahead

In the next Jobs for Life™ class we will:

1. Learn how to effectively pursue the job you want
2. Understand the job market supply and demand
3. Discover why character counts
4. Learn how to increase your demand to become a marketable employee
5. Explore your employment skills and interests

Homework 2 Assignment (10 minutes)

Homework 2: My Journey and "Tell Me About Yourself" 60 Second Commercial

Tools: Class 2 Homework Assignment Handout

Review homework instructions with the class.

1. Part 1: My Journey

Students will begin to write down their personal life Journey. Understanding their own journey will help them as they develop a roadmap (Vocational Plan) for their continuing journey to employment and through life.

- Instruct students to read the instructions and to complete the chart entitled *My Journey* and answer the questions that follow the chart. The journeys of Jack and Anita can be used as examples to help them tell their own story.

2. Part 2: "Tell Me About Yourself" 60 Second Commercial – "What I Am Most Proud Of"

GOAL: To help the students begin to understand the value of a well thought out, rehearsed 60 second presentation of their best interest and features that they have to offer a prospective employer. In Homework 2, students will begin to develop their own "Tell Me About Yourself" 60 Second Commercial. Class 11 will continue to build upon this valuable interview tool. In Homework 2 the 60 Second Commercial will be focused on any accomplishment the student is most proud of achieving and does not have to be work related.

Announcements and Close

Instructor's Note

Reminder #1: *Ask Champions to meet one-on-one with student to assist as needed and to review this homework assignment with the student..*

Reminder #2: Class 3 Preparation - The next class will cover *career and skills assessments*

1. Each student will receive a career assessment. Confirm that you have a sufficient supply of career assessments on hand for Class 3 (10 assessments have been provided in the JfL Toolkit). If additional copies of the JfL recommended Career Key Assessment is needed, contact JfL Customer Service at (888) 408-1565 or visit www.careerkey.org for direct online purchase and download, as well as a detail guide to the full benefits of the Career Key Assessment.
2. Work with the Site Leader and Champion Leader to ensure that *Champions / Discussion Leaders will be available for next class.*

JfL Suggestion: It would be very beneficial to have the Champions and Small Group Discussion Leaders complete or review a career guide profile prior to Class 3. By doing so, they will have a better understanding of the value and the expected outcome of this tool, and would be better able to assist the students with any questions or extra needed help. Discuss with the Site Leader about when and how this might be done.

Reminder #3: Class 8 is the mid-point of the JfL

SAMPLE

Name: _____

Date: _____

Homework 2.Part 1: My Journey

In the columns on the next page, document your own personal journey (My Journey), just as we did for Jack and Anita in Class 2. Understanding your journey to this point in your life will help you as you develop a roadmap for your continuing life journey. In addition, you will also have the opportunity to use parts from this exercise as a building block for writing your own "Tell Me About Yourself" 60 Second Commercial.

INSTRUCTIONS: Part 1

Under the Heading

- **CHILDHOOD:** List the important facts that served as a basis for your progress toward young adulthood such as where you were born and raised and by whom.
- **ROADBLOCK:** List *Childhood* events or circumstances that negatively affected your progress toward maturity as a youth, completing your education and or gaining work experience.
- **YOUTH:** List your highest grade or completed education degree or training and any successful work experiences.
- **ROADBLOCKS:** List *Youth* events or circumstances that limited or negatively affected your progress in education or on the job(s).
- **ADULT:** List your highest grade or completed education degree or training and any successful work experiences.
- **ROADBLOCKS:** List *Adult* events or circumstances that limited or negatively affected your progress on the job(s).

SAMPLE

Homework 2.Part 1: My Journey (continued)

Childhood	Youth	Adulthood
Roadblocks	Roadblocks	Roadblocks

ROADBLOCKS:
 Listed below are other examples of **roadblocks** that past JFL students have faced. See if any of those listed below match your past and/or current life situations and list them on the chart below.

- Teen age pregnancy
- Alcohol abuse
- Anger
- Abusive parent or family
- Criminal behavior
- Gang violence
- Sense of Hopelessness
- Gang membership
- No support in education
- Incarcerated parent (s)
- Poor grades in school
- Fear
- No high school diploma
- No job skills
- No job experience
- Too many jobs
- Lack of Integrity
- Too many gaps in employment
- Fired from jobs
- Sense of Insecurity
- Laid off by economic cut backs
- No transportation
- Dishonesty
- Criminal Record
- Broke Parole
- Repeat Offender
- Poor language skills
- Poor math skills
- Lack of Respect for Authority
- Chronic Illness
- No childcare provider
- Spousal Abuse
- Abuse as a child
- Drug Addictions & Abuse
- Physical Handicap(s)

Name: _____

Date: _____

Homework 2.Part 2: “Tell Me About Yourself” 60 Second Commercial – What I Am Most Proud Of Achieving”

“Tell Me About Yourself” 60 Second Commercial

Your chances of being hired for a job depends on your ability to match your past education, life experiences and work experiences to the skills needed for the job. The more you can relate your experience to the particular job the better the chance that the employer will see you as the best applicant to fit the needs of the job.

Your commercial is a tool that you can use to respond effectively to interview questions like “tell me about yourself” or “why do you think you should be hired for this job?” During the next 14 Jobs for Life™ classes, you will have the opportunity to develop and enhance your own 60 Second Commercial that will highlight your work skills and experience. Homework 2 will help get us started.

Homework Instructions:

Prepare a 60 Second Commercial to share with the class based on any accomplishment that you are most proud of achieving. For this exercise, your accomplishment does not have to be work related.

With a focus on things you have done well, briefly and clearly describe an example of the accomplishment that you want to share with the class.

1st: Describe the Situation (Before the accomplishment):

2nd Describe Your Action (What specific steps did you take?):

3rd Describe the Result (What was the outcome?):

4th Describe what you are most proud of about this accomplishment:

Next write out your 60 Second Commercial: (use the reverse side of this page if needed)

Class 3: What Do I Bring to the Journey and What Do I Still Need?

GOAL: Assessment and Vision

To help the students begin to think about the job(s) they want to pursue; complete an assessment of their skills and interests; understand basic labor market supply and demand information to illustrate how improved their skills help achieve more stable and better-paid employment.

Primary Focus:

*Added Features / Added Value
Career and Skills Assessment*

In Class 3, the students will be completing a formal career assessment, which is scheduled for the second half of class. It is very important that this assessment is completed during this class, so make sure you have adequate time set aside for this exercise.

TOOLS NEEDED:

- Champions / Discussion Leaders
- Car Pyramid Handout (located in lesson material)
- Labor Market Pyramid Handout (located in lesson material)
- *The Career Key* Assessment booklets (separate handout)
- Character Traits Chart (located in lesson material)
- Homework Assignment 3 Handout
- Homework Assignment 1 Handout (will need to be returned to students by Class 3)
- Student Workbook Pages 21-34
- Writing board/markers

BIBLE REFERENCES: None

CLASS 3 SCHEDULE:

- Welcome and Introduction of New Students (5 Minutes)
- Marking Our Course - We Are Here (5 Minutes)
- How do I pursue the job I want? (10 Minutes)
- Activity 3.1: Class Discussion - What kind of car would you buy? (15 Minutes)
- Activity 3.2: The Job Market – Supply and Demand: Why Are Some Employees Paid More? (15 Minutes)
- BREAK (5 minutes)
- Exploring Our Employment Skills and Interests (50 Minutes)
- Activity 3.3: Small Group Activity -Career Assessment Tool
- Activity 3.4: Introduction to Character Traits (10 Minutes)
- Marking Our Course – Summary and Looking Ahead (2 minutes)
- Homework 3 Assignment (3 minutes)
 - Character Counts
 - My Personal Assessment
 - Market Supply and Demand Summary
- Closing
- (*Optional*) Class 3 or Class 4 Activity – The 'PRICE IS RIGHT' Value Game (20 Minutes)
-

Instructor Reminder:

- Return any previously collected class or homework assignment.
- Review, collect and document homework from the previous class.*

Welcome (5 Minutes)

JfL Instructor's Note: If there are new students attending for the first time, have them introduce themselves stating their name and a brief statement about why they are here. Once all the new students have been introduced, have a few students see if they can name everyone in the class.

As time permits, have a few students share their answer to the question, "What I Am Most Proud Of Achieving" from Class 2 Homework. Give them an opportunity to practice their presentation skills by having them stand to communicate their answers.

Marking Our Course – We Are Here (5 Minutes)

Last Class Covered

1. We are created and designed to work.
2. Work is a gift from God.
3. Life is made up of different journeys that will include roadblocks.
4. Roadblocks are inevitable.
5. Roadblocks do not have to remain permanent.
6. Our choices can negatively and positively impact our journey.
7. By remembering and understanding the journey and success of past Jobs for Life™ graduates, we can be confident of achieving employment and a more abundant life.

We Are Here

Today, we will:

6. Learn how to effectively pursue the job you want
7. Understand the job market supply and demand
8. Discover why character counts
9. Learn how to increase your demand to become a marketable employee
10. Explore your employment skills and interests

JfL Instructor's Notes:

As an introduction to today's class, take the class back to the life journeys of the JfL graduates, Jack and Anita.

As you review, ask the class:

1. If you were an employer, would you have hired Jack or Anita when they were young adults? Why?
2. What about today? Why?
3. What did they do that changed your opinion?
4. What specific value (features) did they add to themselves as potential employees? (*education, good work experience, discipline, reliability, respect for authority, responsibility*)

Instructor:

- Explain how these changes (added features) equate to greater value for an employer and can often persuade the employer to pay a higher salary.
- Relate how "added features" can also help them to overcome the roadblocks in their lives.

How do you pursue the job you want? (10 Minutes)

Each of you is special. Each of you has qualities and skills that make you unique and valuable. You are uniquely designed and because of that you have a unique purpose. During your journey, you will need to determine your unique purpose as well as develop additional skills to make you more valuable to an employer.

Employers look to hire people who will bring value to their business. People are paid differently for the jobs they do because certain gifts and skills are worth more to employers than others. Not having those skills does not mean that you are less valuable, as we have learned all of us are extremely valuable in God's sight. But we do need to think of the ways we can develop and grow as workers to make us more valuable to our employers.

Your Dream Job

Take a moment to think about the job you would love to have.

- **What would be your ideal job?**
- **What makes that job valuable to you?**
- **What do you need to be thinking about as you travel on your journey from where you are now to the job you want to have? What do you need to do to get that job?**

Student Workbook Page 22.

Have students share with the class their ideal job.

Activity 3.1: Class Discussion What kind of car would you buy? (15 Minutes)

Goal: To get students thinking about why some employees earn more than others by comparing skills and talents of employees to features of cars.

Tools: Student Workbook Page 23 – Car Pyramid

- On the board, write the following categories as a grid: Appearance, Performance, Reliability and Uniqueness (as shown below). (Student Workbook Page 24)
- Lead Class Discussion by asking the students to respond to the following questions:

What kind of car would you buy?

What makes the car you want different from the car you have?

What are you willing to pay more for? Why?

- List responses in each category.
- Note the differences that would make students willing to pay more for certain cars.
- *Transition to “The Job Market –Supply and Demand” by asking: What does that tell you about what you are earning today and how to increase your salary or income?*
- The Job Market Supply and Demand: Explain that employers are like consumers, they need certain features (skills) from employees, and they are willing to pay higher wages in order to purchase those features.

As discussed earlier, to get from where we are to the place where we want to be, we need reliable transportation.

1. **What kind of car would you buy?**

Think again about the kind of car you want to drive on this journey, and the kind of transportation you have now. Some of us don't have a car—we take the bus, we walk, we catch a ride with someone else. Some of us have cars with broken parts, engine problems and worn out exteriors. But no matter what our current circumstances are, we can all imagine something better. We can dream about it and hope for it. And that helps us have a vision of a different future. It can motivate us to plan and prepare to achieve that future vision.

2. **What makes the car you want different from the car you have? (What major features are important to you?)**

<i>Appearance</i>	<i>Performance</i>
<i>Reliability</i>	<i>Uniqueness</i>

3. **What are you willing to pay more for? Why?**

Added Features – Added Value

Most of us are willing to pay more for added options on our car like automatic transmission, fancier paint colors and detailing, leather seats, etc. Car makers add these features to encourage us to pay more for their cars and thus increase their profits.

Car makers begin with a basic model and add features to that model to create more unique products. Each added feature adds value to a product. The features can also increase the cost of making the car, and the price of that model generally goes up. As the price goes up, there is less demand because fewer people can afford it.

More Features = Higher Prices

4. What does the car market have to do with obtaining a higher paying job?

Why Are Some Employees Paid More?

The job market works in a very similar way to the car market. In the car market more people can afford to buy only the basic models and that is why car makers make and sell more basic models. In the job market, there are a lot more jobs that require few skills and there are a lot more people to fill those jobs. Because there are a lot of workers available to fill those jobs they pay lower wages.

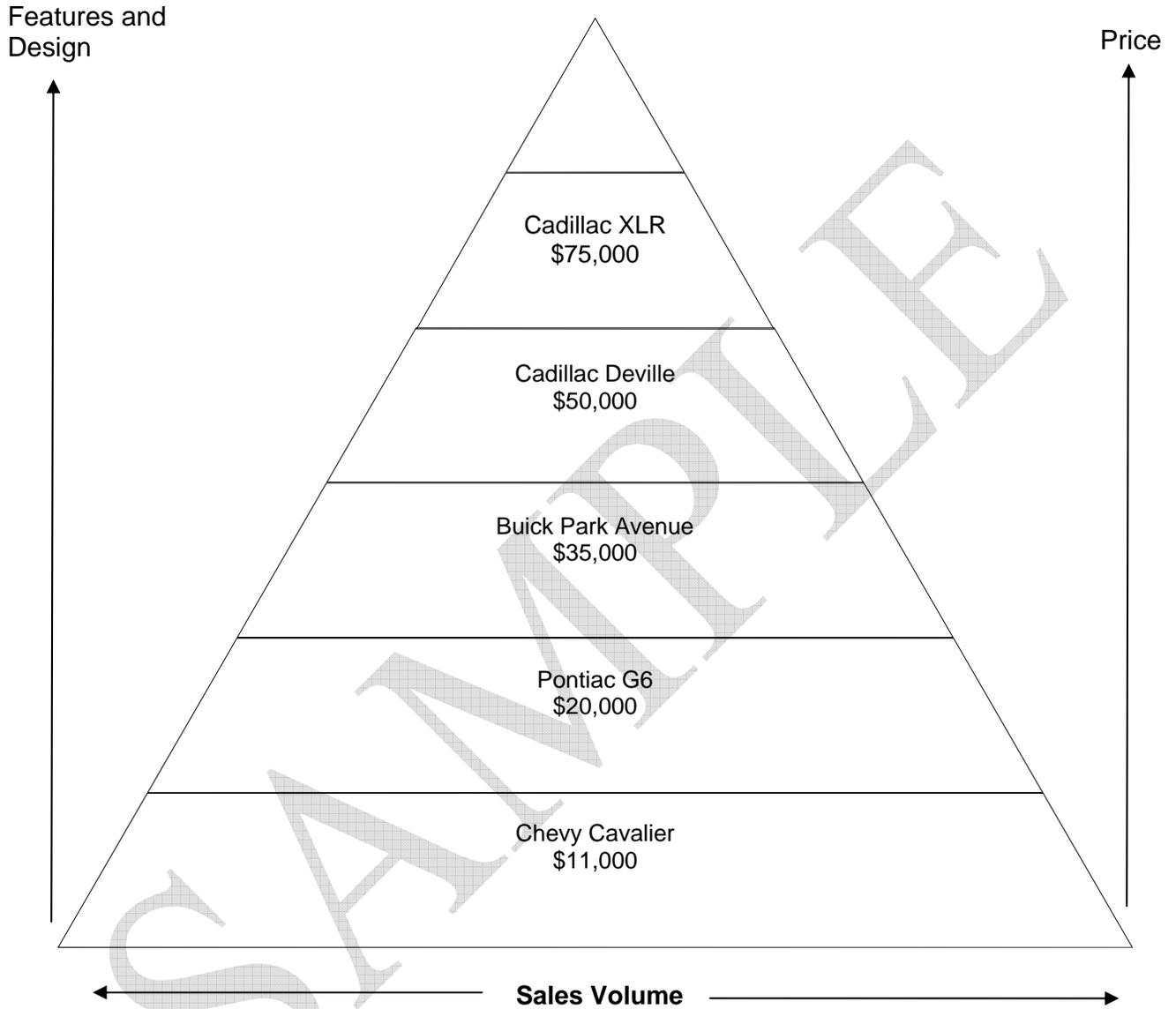
The More Value – The Higher the Earning

The more skills required for a job, the fewer people there are with those skills, so employers have to pay more money in wages to attract skilled workers. The more value the worker adds to their employer—the more skills, education and experience they have—the more they earn. Just as car makers can get a higher price for their cars by enhancing its features, workers earn higher wages by developing their skills, education and experience.

5. What does that tell me about what I am earning today and how to increase my salary or income?

More Skills = Higher Salaries

CAR PYRAMID



Activity 3.2: The Job Market – Supply and Demand: Why Are Some Employees Paid More? (15 Minutes)

Goal:

1. For students to understand that employers have choices, just like consumers. Just as faster cars with more options cost more, employees can increase their earning potential by improving their “features” (skills) and their “engines”(character).
2. To help students understand that occupational wages/salaries are typically driven by the level of skills, education and experience required by the job, as well as the market supply and demand.

Tools: Student Workbook Page 25 -27

Refer students to Labor Market Pyramid in the Student Workbook Page 26

Using the Labor Pyramid Model:

1. Review each job classification level of the Labor Market Pyramid.
2. To equate skills and education to salary, ask students the following questions listed to stimulate discussion.
3. An optional activity that supports this lesson is the game on Page 58-59: *“The Price Is Right.”* This fun game will require advance preparation outside the class.

The Labor Market Pyramid

The Labor Pyramid chart on page 26 shows a pyramid of jobs from senior management at the top to unskilled labor at the base. This is typical for most manufacturing and service organizations but also describes the labor picture in the entire U.S.

Why do some employees make more money than others?

The chart shows that there are fewer jobs as you move up the pay scale pyramid. In other words, jobs become less and less available as the pay scale increases to higher levels.

At the base are a large number of unskilled workers such as house keepers, nurses’ aides, stockers, warehousemen, farmhands, maintenance workers, cooks, cashiers, window washers, meter readers, and so on. All of these positions pay relatively close to minimum wage to start.

Will increasing job skills increase your ability to make more money on the job?

Moving up the chart to the next level, you will find a category of skilled laborers including machine operators, medical technicians, teachers, nurses, welders, plumbers, electricians, mechanics, farmers, and so on. These positions require more skill and earn a higher level of wages. Increased skills can more than double earnings.

Will increasing your education level increase your salary?

The next level on the chart includes career professionals such as doctors, lawyers, accountants, counselors, computer programmers, researchers, engineers and so on. Salaries more than double earnings again!

What about management experience?

Next in line is mid-level management of large organizations, such as mayors of small cities, school superintendents, marketing and plant managers. Again salaries increase!

Finally, the highest level includes senior-level management, which includes chief executive officers of large corporations and service organizations. Here, salaries increase by more than 700%.

****Why are employers willing to pay more for some jobs than others?***

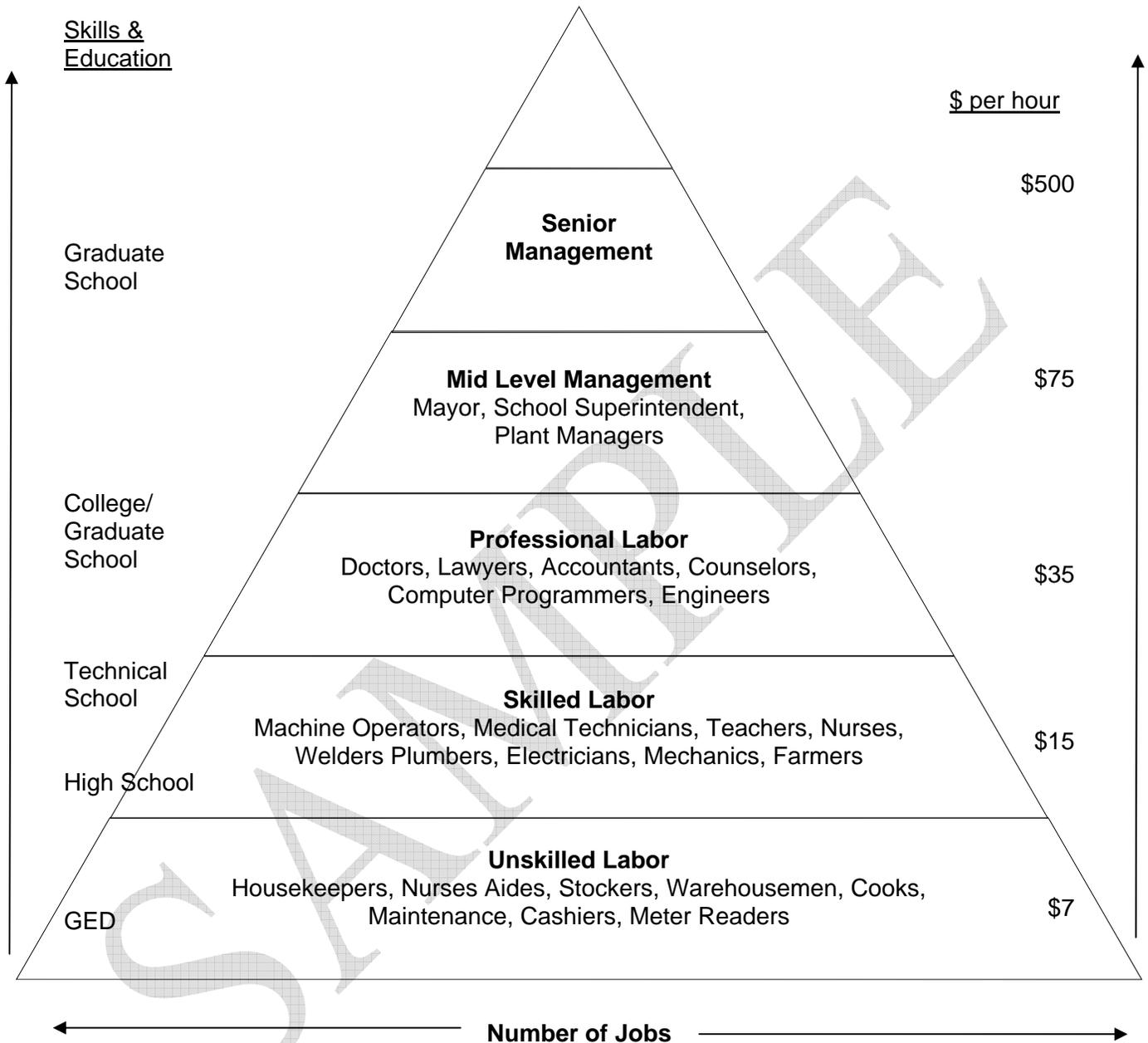
The “market place” supply and demand for different kinds of skilled and unskilled labor will determine the VALUE of each employee to the employer.

More Available Workers = Lower Wages
More Education, Skills and Experience Required + Fewer Qualified Workers = Higher Wages
More Value Added = Higher Earning

Optional Question:

Why do corporate executives earn more than cooks?

There are a large number of people who are capable of cooking food in the unskilled labor category, but only one person, Bill Gates, head of Microsoft Corporation, is capable of creating the operating system which makes most computers work. Therefore, his company, Microsoft, obtains revenue from almost all of the millions of computer owners who purchase computers each year. From the billions of dollars that Microsoft receives each year from its customers, the management of Microsoft pays Bill Gates millions in annual salaries. When there is a very limited supply (one in this case) of employees capable of producing products that generate billions in revenues for corporations, then demand for this employee will cause his salary to increase to a level exceeding millions in annual wages.



THE LABOR PYRAMID QUESTIONS AND ANSWERS

(Instructor's Note: Depending on available time and class size, *The Labor Pyramid Question and Answers* (located in the Student Workbook on page 27) can easily be used as a small group discussion or as a Homework 3 Reading Assignment.)

1. **How can you climb up the Labor Pyramid?**

Referring to the left hand side of the chart we see that the higher paying jobs require more skills and a higher education level to acquire those skills. To obtain the skilled labor jobs usually requires a high school diploma plus additional technical or vocational training. College level courses or degrees are necessary for most jobs in the professional career category.

2. **Why are skilled employees worth more to employers?**

Those skilled employees are worth more because:

- a. they produce more income for the company and as a result are paid more in wages;
- b. they have training and skills that would cost the company money to train them;

3. **Why do some jobs pay more for the same education than other jobs?**

As more jobs become available in the skilled labor market and fewer skilled employees are available for hire, then the salaries increase more rapidly than for other occupations in the same level of skill categories. For example, rapid growth in technology and the advancing age of the bulk of the U.S. population has increased demand for medical and technical professionals working in hospitals and nursing homes. As a result, salaries for nurses and related technicians have increased more rapidly than other categories of jobs in the same skill category.

4. **Are companies just being 'stingy' by paying only minimum wage to employees?**

Receiving a low wage at an entry level job is not because the company is being "stingy" or showing favoritism to others, but because the company must be sure that the employee will be able to produce or assist in producing revenue before it can "reward" the employee with a higher salary. Bottom line: The more an employee produces (more profit for the company), the more that company CAN pay, and WILL pay that employee.

5. **What is the outlook for me as an employee if I don't "add features" like skills or education?**

More and more minimum wage jobs are requiring higher levels of skills training. As a result, fewer and fewer jobs are becoming available for employees with little or no experience or training.

Therefore, the large number of unskilled employees exceeds the demand for this kind of labor. As a result, their salaries will remain at the lowest possible level of the labor chart. To hire an unskilled employee requires that a company make an investment in training so that employee can be capable of producing a product or service that earns money for the company.

Break (5 Minutes)

Exploring Our Employment Skills and Interest

Repairs and Upgrades

To begin repairing and upgrading our “parts”, and to learn what “features” we want to add to increase our value, we have to know what we’re starting with. We will use career guide tools (profile/ assessments) to help us identify our job-related interests and skills so we can develop a vision of where we want to work.

Just as we can dream about the kind of car we want to drive, we can dream about the kind of job or career that we want, as well as the kind of life we want to live. We need to envision a *job for life*, not just a paycheck. Think again of your dream job(s)? Was your choice based upon:

- Your current skills / experience?
- What you love to do?
- What you have done in the past?

To begin charting any journey, we first need to establish a starting point and a destination point on our map. That starting point will help identify our current position and the destination point directs our focus toward our intentional target. Once established, we then chart the best course that connects those two points.

Jobs for Life™ training is designed to help prepare you for work. Not just any work, but meaningful work. Today, you will begin the process of identifying your starting point and destination point by defining what that work might be. After that, you will chart the course required to reach your defined career destination.

Activity 3.3: Small Group Activity - Exploring Our Employment Career and Skills- Our Career Assessment (50 Minutes)

Goal:

1. To help the student understand where his or her current skills and interest may be best suited in the workplace
2. To assess possible roadblocks and what must be done to overcome them
3. To begin narrowing the job search focus

Tools: The Career Key Assessment and Student Workbook Page 29-30

Part 1: Complete assessment (25 Minutes)

1. Introduce and explain the purpose of a career assessment. Hand out career assessments. Have the student write his /her name and date on cover (5 Minutes)
2. Students may work through the assessments on their own or in small groups with the help of a Champion / Discussion Leader. The student will record his/her results on their Career and Skills Assessment Worksheet provided in the Student Workbook. (20 Minutes)
3. After a brief Class Discussion and Summary time, Instructors will collect completed assessments at the end of the class to review and summarize the results for planning purposes before Class 5. (Refer to the following *Instructor's Note: Career Guide Assessment Tools* for more information).

Part 2: Class Discussion (25 Minutes)

Career and Skills Assessment Questions

As time permits, ask several students to volunteer to share their findings.

Lead the students through the Career and Skills Assessment Questions to help them think about qualifications (i.e., interest, skills and experience) that may be needed for their occupation results.

Career and Skills Assessment Worksheet: Part 1

1. Write your name and the date on the cover of your Career Assessment.
2. Follow your Discussion Leader's directions as you complete the assessment together.
3. Record the results on your Career Assessment below:

My Occupations and Possible Jobs Choices Include

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

Career and Skills Assessment Worksheet: Part 2: Based upon your results, answer the following questions:

1. What are the top 2-3 jobs/careers indicated by my assessment?
2. Have I ever done that type of work before?
3. If not, is it an occupation that excites me? If so, what about is exciting?
4. What would I need to do to prepare for such work?
5. What 3 features could I add to improve my likelihood of success in these fields?
6. What possible roadblocks might I need to work through?
7. What steps could be taken to overcome roadblocks that would enhance my chances to secure a job in that occupation?

Activity 3.4: Introduction to Character – Additional Added-Value Features (10 Minutes)

Goal: To provide a brief introduction to character as an important *added feature* highly valued by most employers. (*Character traits will continually to be addressed throughout the Jobs for Life™ training.*)

Tools: Student Workbook Page 31-32

JfL Instructor's Note: The following short overview and Class 3 Homework are designed to prepare for Class 4's *Primary Focus* and detailed lesson on **Character**.

The main objective at this point is to present just a brief introduction on character to get students thinking about how their own character has impacted their life journey. JfL Class 3 homework is designed to begin that thought process during the student's personal study time. In Class 4's lesson, students will begin to learn how Joseph's character played a major role in determining his future as they study the topic of character in further detail. Lessons on key character traits are woven throughout the remaining Jobs for Life™ training material.

1. Briefly Introduce Character, explaining that we will look at Character Traits in more detail beginning with Lesson 4.
2. Direct students to their workbook to: The *Character Traits and Definitions* chart. (Page 31)
3. Have students briefly review the list of character traits and then share what they notice about list of character traits.

Activity Key Point: Help the students to see that:

- *Character traits can be positive AND negative – Good Character and Bad Character*

Examples: Honest / Dishonest
 Responsible / Irresponsible
 Respect / Disrespectful

Transition to "*The Key to Improve the Engine*" by asking if character can be changed.

The Journey through Jobs for Life™
Engines and Features – Character Counts

The most important part in our car is the engine—our character is like our engine. If the engine doesn't work, it doesn't matter how many features we have. (Ask students:)

“Would you buy a car with every feature imaginable that could only go 5 miles per hour?” (No)
Why? (It doesn't work, doesn't fit)

What would you first require before you ever made the purchase? (Replace it, fix it.)

As we journey through Jobs for Life™ training, we can think of ourselves as cars with solid engines. Like the engine in a car, our character helps drive our life's journey. The condition of our character becomes either an asset or a liability to our success in the workplace and in our personal lives.

While we're working to become work-ready we have the chance to build our character and add new skills that will transform us into a value-added resource for our future employer. Just as cars can have lots of different kinds of features, as employees we can add value in different ways.

SAMPLE

Activity 3.4: CHARACTER TRAITS AND DEFINITIONS

Character Is:

Positive (+)	Negative (-)	Positive (+)	Negative (-)
Hard-working	Lazy	Courageous	Cowardly
Ambitious	Fearful	Decisive	Indecisive
Respectful	Disrespectful	Responsible	Irresponsible
Excellence	Sloppy/Careless	Reliable	Unreliable
Valued Self-Worth	Low Self-Esteem	Friendly/Kind	Mean/Hateful
Patient	Impatient	Fair	Unfair
Honest	Dishonest	Loyal	Uncommitted/Fickle
Steadfast/Perseverance	Unreliable	Obedient	Disobedient
Selfless	Selfish/Self-centered	Forgiving	Unforgiving
Dependable	Undependable	Perseverance	Quitter/Uncommitted
		Self Disciplined	Undisciplined

Character Traits— *Qualities of a Good Running Engine Include:*

Responsibility: Being accountable in word and deed; having a sense of duty to fulfill tasks with reliability, dependability and commitment

Honesty / Integrity: Being honest; trustworthy; being honest; admitting wrongdoing

Respect: Showing high regard for an authority, other people, self and country; treating others as you would want to be treated; understanding that all people have value as human beings

Excellence: Striving to do the very best; to excel beyond average expectations

Perseverance: Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure

Caring: Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit

Self-discipline: Demonstrating hard work controlling your emotions, words, actions, impulses and desires; giving your best in all situations

Courage: Doing the right thing in face of difficulty and following your conscience instead of the crowd

Fairness: Practicing justice, equity and equality; cooperating with one another; recognizing the uniqueness and value of each individual within our diverse society

Key to Improving the Engine

The transformation of our character, which happens when we follow God's standard for our lives, is as important as any education or skill we may learn on this journey. Choosing God's standard for living—having integrity, being honest, humble and responsible— is the best way to improve the quality of our journey, just as a bigger engine helps your car make it over mountains faster and with less strain.

Jobs for Life™ - A Journey toward Improvement

We may begin today as broken-down wrecks or “basic” models, but, our goal is that by the end of this training we are well on our way to becoming “luxury-models”—“work ready,” added-value employees.

In Jobs for Life™ training, we have the opportunity to re-build our engines (character) and add features (skills) that can transform our lives. Throughout our training, we will study how character traits, such as *respect, integrity, forgiveness, excellence* and *perseverance* will be added value tools that can help us move into a better position to increase our earning potential over the course of our life’s journey.

This training is designed to help you add effective employment features that will enhance your value to employers, such as:

- Effective communication and presentation skills
- Integrity on the job
- Conflict resolution
- Striving for excellence
- A vocational plan (a clear road map)
- Customer focused
- Job search, resume, application and interviewing skills
- Faith and confidence through God's power

Marking Our Course - Summary and Looking Ahead (2 Minutes)

Tools: Student Workbook Page 33

Instructor's Note: This section recaps the lesson and prepares the students for what to expect in Class 4.

- Allow the students to participate in the lesson recap by sharing what they will "take home."
- As the instructor, briefly wrap up the discussion.

Summary

"What are we going to take home?"

- What did we learn today?
- What value does it bring to our life?
- How can we apply it to our lives today?

The Lesson Covered

1. How to pursue the job we want
2. The job market supply and demand
3. How to increase our demand as a marketable employee
4. Explore our employment skills and interests
5. Character counts

We learned:

- As car manufacturers add features to make their products more valuable to their customers, we know that adding skills, education and character features to our employment product will result in a higher paying job.
- We all have qualities and skills that make us valuable.
- How we can add features to our lives to increase our value as an employee.
- How our character is like an engine- a key component that contributes to a successful journey.
- How to set a starting point to assess our employment interests, possible roadblocks and solutions.

Looking Ahead

In the next Jobs for Life™ class we will discuss

- How our attitude affects our actions
- Why we are responsible for our actions
- How we can succeed even in times of struggle
- How we can effectively deal with authority figures and negative situations

Homework 3 Assignment (3 minutes)

Tools: Class 3 Homework Assignment Handouts

Part 1: "Character Counts – Life Journey"

4. Students will return to Jack and Anita's stories to identify and record any positive and negative character traits that are evident in each life story from Childhood to Adult. Note: *Instructor's Guide is equipped with suggested answers in each life journey Character grid block while Student Workbook "Character" grid blocks are blank.*
5. Next, the student will review his or her personal "My Journey" (*Reference Class 1 Homework Assignment Handout*) to identify and record positive and negative character traits evident in his or her life from Childhood through Adult.

Part 2: "Character Counts – My Personal Assessment" Students will complete "My Personal Assessment." *Note that their answer to Question 3 will be shared in a 60 Second Presentation in Class 5.*

Homework Reminder- "My Journey" (Class 1 Homework) will be presented in Class 4. Announce that each student will have 3 minutes to share their "life journey" story with the class.

Announcements and Close

INSTRUCTOR'S NOTE: *Remind the Champion Leader and Champions to be present for Class 4 to hear their student's life journey (My Journey) and to encourage him or her as they prepare for class.*