

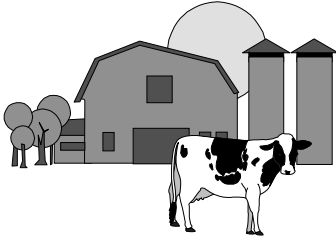


Farmer's Employment WORKBOOK

By Debra Austic
NY FarmNet

NY FarmNet is sponsored by:

New York State Department of Agriculture and Markets
Cornell Cooperative Extension
Cornell University, College of Agriculture and Life Science
New York Agribusinesses



CONTENTS

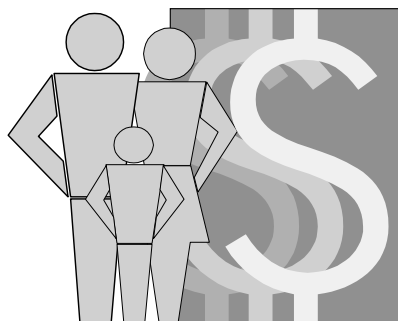
The Off-Farm Employment Decision	3
Questions to Consider	3
Life Choices	4
Career Development	4
How to Use this Workbook	5
Deciding What You Want	5
Dreams, Values, and Goals	6
Recognizing Accomplishments	9
Uncovering Interests	10
Identifying Skills	13
Exploring Career Possibilities	19
The Next Step	22
Community Resources	22
Written Resources	24
Appendix 1 – Occupations List	25
Appendix 2 – Action Words	26

The Off-Farm Employment Decision

Increasing numbers of farm families need to raise their incomes by seeking off-farm employment. According to the 1993 U.S. Census, only 10 percent of American farmers earn all of their income from their farm operations. Ninety percent of farm families take second or third jobs to support themselves.

If you are a farmer looking to supplement your family income and benefits coverage, ease seasonal income losses, pursue new areas of interest, or leave farming altogether, you should consider several issues. Carefully examine both your farm and family situation before deciding on the best employment route. Off-farm employment can be a big change for a farming family; it affects the entire family and, at times, the farm operation itself. This kind of change requires everyone's cooperation to be successful. A great deal of family stress and guilt can be avoided by thoroughly exploring your options and fully considering the repercussions of each choice you make.

Before deciding what kind of job you want or even if off-farm employment is your best option, get the whole family to sit down and talk about the changes likely to take place. Call a family meeting to discuss your family's current situation and explore your possibilities: full-time employment, a



seasonal or short-term job, or perhaps a home business. If the entire family is involved in making the decision, you will generate more and better ideas and everyone will be able to participate in a successful resolution. Carefully consider all of the costs and benefits of off-farm employment. Don't forget to include some of the hidden costs of working such as increased expenses for childcare, transportation, food, and clothing.

Questions to Consider

You should think about the following considerations as well as any other concerns that come up:

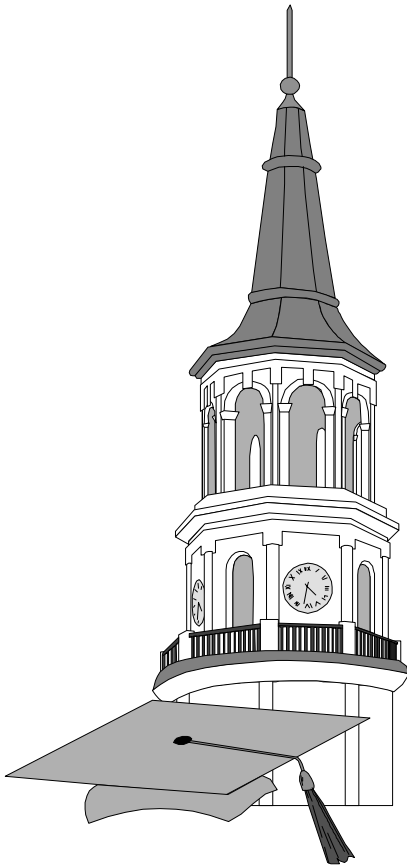
- How will farm, household, and employment responsibilities be restructured and balanced?
- What changes will have to take place in the farm business operation to accommodate off-farm employment?
- How will household tasks and responsibilities be adjusted?

- What impact will new employment have on family social activities?
- Has each family member's concerns been addressed?

When it comes time to consider specific employment opportunities, the following questions will need to be answered:

- What kind of schedule is desired? How flexible does the work or home time need to be?
- Will childcare be necessary? What safe, affordable options are available?
- What job benefits (training, insurance, vacation, retirement, etc.) are offered?
- What are the opportunities for career or salary advancement?
- Have all costs and benefits been considered?

Another possibility to consider is pursuing additional training or education. Many opportunities are available to acquire new skills or improve ones you already have. You can explore specialized vocational training and certification programs by contacting local community colleges, universities, and technical schools. Many of these will have career counselors to assist



you in exploring your options, and many have programs targeted toward adult students. Try to keep your mind open and try not to disregard any possibility because it may seem unrealistic at first glance. If you invest time researching your choices, you may find the most unlikely decision may turn out to be best in the long run.

Life Choices

Life is full of opportunities and choices. Each day we make decisions that expand our possibilities and reveal new things to us about the world and ourselves. It is important to keep an open mind while navigating the employment question. What may seem like a roadblock at first can sometimes turn into an inspirational detour. Also keep

in mind that no choice is ever final. Each person is continually growing and developing, and decisions need to be reevaluated to meet the changing needs of the individual and family.

You need not have any idea where you are going before you begin your exploration. In fact, this process began many years ago when you first dreamed of what you would be when you grew up. In many cases, even if you think you know where you are headed, you can end up somewhere else. According to recent employment trends, a person is likely to have seven different jobs and four different careers during a lifetime.

Seeking employment these days involves a great deal of exploration, open-mindedness, and experimentation.

Before you begin looking for employment, it is important to recognize that there is often a difference between landing a job and beginning a career. Don't think of this as rigid distinction between having a job or a career. Rather, you should look at employment as a continuum ranging from temporary jobs to lifelong occupations. Each of us moves back and forth along the continuum at different stages in our lives. Often what begins as a temporary job will become a career as you continue to define your aspirations and learn more about your opportunities.

Getting a job can be easier than choosing a career. Taking the first job offer that comes along may pay the bills,

but you could soon be unhappy or bored. Time spent developing employment options is an investment in your life - it involves long-range planning, personal satisfaction, and lifestyle choices. The key is to find employment that will reflect who you are, be satisfying and fulfilling, as well as provide financial security. Personal and family priorities will help you determine where on the employment continuum you fall. Being aware of your own goals and interests, as well as the changing needs of your family and lifestyle, will help you make decisions and ensure the greatest chances for success.

Career Development

Career development is a life-long process involving three main steps: 1) self-assessment, 2) career exploration, and 3) job search. Although most people think of the last step, the job search, as being the most difficult and important, many times it is actually the easiest. The search for employment can be made much easier by actively participating in self-assessment and career exploration. If you know your own abilities and preferences and have researched your options well, you will be more focused, confident, and better able to express your capabilities to a potential employer. You are also less likely to make an employment choice you will regret later.

Self-Assessment

Interests
Values
Goals
Abilities

Career Exploration

Work Experience
Acquaintances
Education
Community Activities

Job Search

Resumes
Contacts
Interviews
Career Changes

For most people, cultivating career opportunities requires planning and hard work. You should be willing to put as much effort into each step as you would put into a job. Time spent in career development is an investment in your future. This is an ongoing process of examining yourself, researching career and learning possibilities, making choices, putting your decisions into actions, and then revising your plan. With each new job or experience, you gain insight about yourself and your opportunities. You must constantly reevaluate your situation as goals and priorities shift. The process of assessment and exploration allows you to continue to make informed decisions as you move through life. The more time and thought that you put into each step, the

more satisfying and easier employment transitions will be.

How to use this Workbook

This workbook was put together to help in your search for employment - you should find the information helpful regardless of your specific situation. The workbook was designed to cover a wide range of circumstances. Each part includes exercises to help you assess your interests and skills and develop a career. You should go through this workbook at your own pace: You might want to do one exercise a night or a section each week, but set yourself one schedule and stick to it. This will ensure that you are committed to this investment in yourself.

It is recommended that you keep track of your responses to the exercises by using a notebook or journal. Many of the ideas you come up with during your self-assessment will come in handy when you start to put together your resume or need to assess a job offer. A notebook or journal can also provide a useful place to write down thoughts and reflections as you work your way through the employment search.

If a particular section of the workbook interests you, you might want to explore it further through your own additional research. Sharing your ideas and progress with family and friends might also be helpful; a

spouse or close friend can provide invaluable insight and encouragement. This kind of support can be particularly useful when you begin to address your goals and dreams. You may want to do some of the exercises as a family to encourage communication and participation in the decision-making. Family involvement and open communication throughout the process will ensure that everyone has had a voice in the decision and any potential problems are addressed as soon as they appear.

Use this workbook as a starting point. Individuals and organizations in your community can be useful also. More comprehensive information, exercises, and testing are available at libraries, community colleges, and career counseling agencies. Don't hesitate to use any source of assistance that you can find. Remember, persistence is often the deciding factor in who gets the job.

Deciding What You Want

An important first step in finding employment is deciding what kind of job you want. Some people may insist that they don't have enough time or control of the situation to consider what they want and instead must take the first job that comes along. Even if you feel you must compromise your personal preference for the sake of an immediate financial need,

Exercise #2

Think back over the years about all the jobs you ever imagined yourself doing. At age eight what did you think you would be when you grew up? Start with your most recent considerations and move backward. You may find that some of the jobs you wanted as a kid still sound interesting to you. If you know why a particular job interested you, write that down as well. Did being a veterinarian sound interesting because you like animals or because you like science?

Job

Why it interests me



Exercise #3

If this is your first time seeking off-farm employment, it is especially important to look closely at your values. You want to start thinking about what is most important to you and your family. Is it more important to stay in the community where you live or to make a big salary? Do you want to keep a small operation going and work part-time or find full-time employment? If you know how important a particular employment trait is to you, you will be better able to negotiate a job offer and still get what is most important to you. These values will become more concrete when you begin to look more closely at specific career possibilities. Rate each of the following job values according to their importance to you. Think about how these values have influenced your choices in the past and what you might like in your future employment. Keep this information to use later in



evaluating job offers.

1- very important

2- important

3- somewhat important

4- slightly important

5- not important at all

_____	Achievement	Provides personal or professional feelings of accomplishment
_____	Advancement	Allows for professional recognition and promotion
_____	Benefits	Includes paid medical, vacation, holidays, and educational benefits
_____	Challenge	Demands the best of you
_____	Cooperation	Comfortable working relationship with coworkers
_____	Creativity	Innovation to deal with new situations
_____	Flexible Schedule	Ability to set your own hours
_____	Good Salary	Being well paid for your work
_____	Independence	Little direct supervision
_____	Job Security	A steady job you are not likely to lose
_____	Leadership	Requires decision-making
_____	Location	Employment in a specific geographic area
_____	Prestige	Work that is regarded highly by others
_____	Responsibility	To be trusted with important tasks
_____	Social interest	Job that helps people
_____	Travel	Work in several different locations
_____	Variety	Offers the chance to do many different things

Recognizing Accomplishments

It is important to recognize your accomplishments, especially if you are feeling discouraged. Everyone has had successes in their lives. Unfortunately, most of those successes aren't recognized or acknowledged. These exercises should help you identify situation in which you perform well and that you find fulfilling. This information is important to consider when deciding which career or employment options to pursue. You can also look back on this information and give yourself a boost in self-esteem if you begin to doubt yourself.

Exercise #4

Make a list of your achievements. Don't let yourself be distracted or discouraged by things you might think of as failures. Try to come up with at least 10 experiences you would consider successes. Think back over your youth and working years to find situations that made you feel successful or good about yourself. Don't limit yourself to work experiences. Include experiences from high school, personal successes, and community activities. You might want to ask for suggestions from friends and family for this exercise.

Examples: 4-H judging team in high school, Farm Bureau committee

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Exercise #5

From the list you made in exercise #4, select what you consider to be your three most satisfying accomplishments. Describe those experiences and your feelings about them in detail. If you can, try to remember what it was about those situations that made you feel successful. For example, was it helping others, being recognized for your effort, being in charge, handling a situation tactfully, or something else that made you feel good?

1)

2)

3)

Uncovering Interests

Begin to think about activities that you like and dislike. You might want to keep a list of things that come to your mind. Even if you don't think these preferences relate to employment, they give you important information about yourself. Try to come up with as many things as you can. Remember, the more you come to understand yourself and your likes and dislikes, the greater chance you will have to identify jobs and careers in which you will feel successful and fulfilled.

Exercise #6

Using the list below, circle the activities that appeal to you and cross off those that you don't like. Add anything else that comes to mind.

Working with people

Sitting at a desk

Talking

Working alone

Doing physical labor

Writing

Using your hands

Operating equipment

Selling things

Working with numbers

Organizing

Building

Fixing machinery

Helping others

Working with animals

Being in charge

Being outdoors

Being creative

Exercise #7

Rate the activities you circled in the previous exercise according to your preference for each.

1- would like to do frequently

2- would like to do occasionally

3- would like to do once in a while

Exercise #8

In each pair below circle the letter of the statement that you would most enjoy.
You must choose one in each set.

A. Work with tools, machines, objects, or animals.

B. Solve math or science problems

A. Work with tools, machines, objects, or animals.

C Work with art, writing, or music to create a picture, story, or song

A. Work with tools, machines, objects, or animals.

D Work with people in a helpful way or teach them

A. Work with tools, machines, objects, or animals.

E. Influence or persuade others

A. Work with tools, machines, objects, or animals.

F. Use numerical or technical skills to organize information or materials.

B. Solve math or science problems

C Work with art, writing, or music to create a picture, story, or song

B. Solve math or science problems

D Work with people in a helpful way or teach them

B. Solve math or science problems

E. Influence or persuade others

B. Solve math or science problems

F. Use numerical or technical skills to organize information or materials.

C Work with art, writing, or music to create a picture, story, or song

D Work with people in a helpful way or teach them

C Work with art, writing, or music to create a picture, story, or song

E. Influence or persuade others

C Work with art, writing, or music to create a picture, story, or song

F. Use numerical or technical skills to organize information or materials.

D Work with people in a helpful way or teach them

E. Influence or persuade others

D Work with people in a helpful way or teach them

F. Use numerical or technical skills to organize information or materials.

E. Influence or persuade others

F. Use numerical or technical skills to organize information or materials.

Count the number of times you circled each letter and fill it in below.

_____ A. Work with tools, machines, objects, or animals.

_____ B. Solve math or science problems

_____ C. Work with art, writing, or music to create a picture, story, or song

_____ D. Work with people in a helpful way or teach them

_____ E. Influence or persuade others

_____ F. Use numerical or technical skills to organize information or materials.

Write your top three letters below and compare to appendix 1 - Occupations List at the end of this workbook. Does anything look interesting to you?

This exercise is The Kansas Career Interest Inventory by Dennis Angle, Kansas Rural Works Project.

Identifying Skills

Everyone has a variety of skills. A skill is simply an ability to do something. Some skills take a long time to develop while others come more easily. Three kinds of skills are important to your self-assessment and job search: self-management, skills, functional skills, and work-content skills. The following activities will help you identify the marketable skills and abilities you have to offer. The knowledge that you gain about yourself will not only help you make better employment decisions, but will later become ammunition for your resume.

Recognizing and describing your skills is an important but often difficult task. People take many of their skills for granted and fail to recognize the wealth of talents at their disposal. It may be difficult to see how the activities you performed as part of your farm operation would be desirable skills to a potential employer, but they are.

Remember that even

if you are seeking employment because of financial difficulties on your farm, the skills you have used to run the operation are still valuable and important. Look beyond your feelings of success or failure and congratulate yourself for the many skills you have developed.

Self-Management Skills

Each of us possesses personal characteristics that are essential to the career search. These characteristics are often called self-management or adaptive skills. These skills are specific to you and do not depend on any particular job or career. They can be developed like any other type of skill. These characteristics should describe your ability to handle such things as interpersonal communication, pressure and deadlines, or other daily work activities.

It is important to consider your adaptive skills as they relate to employment. A close

examination of your personal characteristics will help you determine in what kind of work environment or responsibilities you will find the most success. You will want to choose a career in which your self-management skills will be a benefit and not a disadvantage. In many cases, a self-management skill that is a disadvantage in one job may be an asset in another. Try to match your career choices to skills that you already have or plan to develop and try to avoid accepting a job that requires skills in which you have no interest.

Keep in mind that most often the abilities employers are seeking are self-management skills that many of us have and take for granted. These skills are valuable in any employment situation and include learning quickly, listening and speaking, solving problems creatively, being self-motivated, working well in teams, and demonstrating leadership.

Exercise #9

Put a + next to the self-management skills that you feel you already possess and a * next to the ones you would like to develop. You might also want to note the skills you aren't interested in by crossing them off; it is best to avoid looking for jobs in which those might be important.

Adaptable	Enthusiastic	Practical
Assertive	Flexible	Reliable
Competent	Forceful	Resourceful
Conscientious	Hardworking	Responsible
Cooperative	Honest	Self-disciplined
Creative	Innovative	Self-motivated
Decisive	Logical	Stable
Dependable	Methodical	Tactful
Diplomatic	Open-minded	Tolerant
Efficient	Organized	Trustworthy
Empathetic	Patient	Versatile
Enterprising	Persistent	

Exercise #10

For the following statements, write a 10 next to the ones that are usually true for you, a 5 next to the ones that are occasionally true, and 0 next to ones that are seldom or never true. Total your scores at the end. Be honest with yourself as you assess the relevance of each statement. Review the importance of each character trait and the impact it has on your life.

10 - usually true

5 - occasionally true

0 - seldom true

- _____ 1 I strive for perfection and excellence.
- _____ 2 I avoid unpleasant jobs
- _____ 3 I am eager to help others
- _____ 4 I like to be alone.
- _____ 5 I like others to do things my way.
- _____ 6 I follow the suggestions of others.
- _____ 7 I am concerned about what others think of me.
- _____ 8 My opinions and viewpoints are different from those of others.
- _____ 9 Getting the job done is more important to me than the opinions of others.
- _____ 10 I would rather not argue or debate.
- _____ 11 I try to do things better than others.
- _____ 12 I leave things unfinished.
- _____ 13 I am loyal to friends and organizations.
- _____ 14 I would rather do things for myself than for others.
- _____ 15 I get upset when others do not act the way I think they should.
- _____ 16 I want someone else to be the leader.
- _____ 17 I like to follow habit and tradition.
- _____ 18 I like to tell jokes and say things for the reaction of others.
- _____ 19 I am envious of others.
- _____ 20 I am easygoing.
- _____ 21 I stick to a job until it is done.

- _____ 22 I want more leisure time.
- _____ 23 I show affection easily.
- _____ 24 I don't like people to get too close to me.
- _____ 25 I want to be in charge.
- _____ 26 I want the advice of others before making up my mind.
- _____ 27 I like to talk about my personal viewpoints and achievements.
- _____ 28 I do things just for the principle involved.
- _____ 29 I get revenge for injustices or insults.
- _____ 30 I am reluctant to voice personal opinions.

Now add the total points for the questions listed below. How do you feel about the results? Do you think this is an accurate reflection of yourself? How so? You might want to write down your thoughts in your journal. Keep in mind that each of these traits has positive and negative aspects - none is better or worse than any of the others. The value of this exercise is to recognize your patterns and decide for yourself what are the benefits or disadvantages for your life.

- | | | |
|----------------------|-------|----------------|
| Questions 1, 11, 21 | _____ | Achievement |
| Questions 2, 12, 22 | _____ | Contentment |
| Questions 3, 13, 23 | _____ | Belonging |
| Questions 4, 14, 24 | _____ | Isolation |
| Questions 5, 15, 25 | _____ | Dominance |
| Questions 6, 16, 26 | _____ | Submissiveness |
| Questions 7, 17, 27 | _____ | Acceptance |
| Questions 8, 18, 28 | _____ | Individualism |
| Questions 9, 19, 29 | _____ | Aggression |
| Questions 10, 20, 30 | _____ | Passivity |

Work Content Skills

Work-content skills involve knowledge of a specific procedure, language or subject matter. Knowing how to use a specific type of word processing software is a work-content skill, whereas being able to operate a computer is a functional skill. You may be good at teaching others (functional skill), but to teach a French cooking class, you must have the necessary knowledge of recipes and preparation. Work-content skills tend to be specialized and apply to certain jobs. You acquire work-content skills as you move through different jobs. In many cases, work-content skills will help you get an entry-level job, whereas functional skills are more important for career advancement.

Functional Skills

Functional skills are those involved with the basic tasks of work and can be broken down into three areas: data, people, and things. These skills are generally transferable from one job to another. Once you have learned a functional skill, you take it with you and can apply it in a different setting. For instance, if you are good at supervising in one job, you will probably be good at supervising in another job.

Exercise #11

Put a + next to the functional skills you already have and a * next to the ones you would like to develop. Add to the list any other skills that you possess.

Arbitrate Disputes	Analyze data
Coordinate events	Appraise services
Counsel people	Audit financial records
Dramatize ideas	Budget expenses
Handle complaints	Calculate numerical data
Lead discussions	Compile statistics
Meet the public	Dispense information
Negotiate contracts	Inventory items
Persuade others	Maintain payroll records
Run meetings	Operate computers
Speak in public	Record scientific data
Teach class	
Administer programs	Create new ideas
Advise people	Design solutions
Confront problems	Develop marketing strategies
Coordinate events	Display artistic ideas
Delegate responsibility	Edit publications
Establish business goals	Exhibit plans
Implement proposals	Prepare materials
Interview and hire employees	Promote events
Manage organizations	Set up demonstrations
Motivate others	Visualize concepts
Organize people and tasks	Write reports
Plan agendas	
Review programs	Assess
Supervise others	Diagnose
Assemble apparatus	Evaluate
Construct buildings	Experiment
Distribute products	Investigate
Inspect equipment	Predict
Install machinery	Research
Manage natural resources	Test
Operate machinery	
Repair mechanical equipment	
Work with precision	

Exercise #12

Begin a list of the different activities you have been involved in. Write down everything you can think of, even activities you don't think are related to employments. You should include all paid, volunteer, and committee experiences as well as personal projects and interest. For each activity on your list, write a description of the duties you performed as part of your job. Then try to identify the functional skills you used to accomplish those duties. This exercise will give you some practice translating your job responsibilities into identifiable skills. Be as comprehensive as possible and use specific examples whenever you can. Leave yourself space to add things later.

Exercise #13

For each functional skill you identified in exercise #11, try to list some concrete examples of how you have used it in the past. This list will be useful when you begin to write your resume and interview for jobs. As you will see, many of these skills overlap.

Functional Skill

(Samples)

Examples

Develop marketing strategies

Designed and built new roadside market stand for sale of seasonal produce, developed advertising campaign which doubled annual sales, negotiated contract to supply local restaurants...

Coordinate Events

Organized annual farm safety demonstration at county fair, supervised 20 volunteers, solicited \$2,000 in financial support from local businesses...

Exercise #14

Make an asset statement for each functional skill you identified in the previous exercise. Start by writing a descriptive sentence about how you used the skill in the past. Next, add action words to make a stronger statement about yourself and your assets. This exercise will give you some practice in providing concrete examples of your success in using a particular skill. See the list of action words in Appendix 2 at the end of the workbook to help you. Keep these statements in mind when you are preparing your resume, writing cover letters, interviewing, or simply needing encouragement.

1)

2)

3)

These are the first steps in translating your farming experiences into marketable job skills. They also give you the opportunity to see how many skills were involved in the work you performed. These exercises should have given you some concrete ideas about what types of careers you might want to pursue. You should also be feeling a healthy boost in self-esteem and be ready to tackle the next part of your search: career exploration.

Exploring Career Possibilities

Now that you have thoroughly explored your dreams, skills, and values, it is time to begin to research potential employment opportunities. In an ideal situation, you would have the time and chance to closely examine every possibility you had come up with. If you do have some solid ideas about what kind of employment you want to pursue, talk to people who are already working in the field. This is also a good way to learn of available positions or upcoming hiring. If you are in a situation where off-farm employment is further down the road and you have time to more fully explore your options, consider trying out a volunteer position in the area of your career choice.

Whatever path you're now traveling, take into consideration everything you learned about yourself during the previous exercises. Now is the time to put your potential career choices to the test.

Exercise #15

Start by making a list of three or four career possibilities in which you are really interested. See the list of suggestions in Appendix 1 at the workbook's end, but feel free to add your own ideas.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

Exercise #16

Do some research. Go to the library, your local BOCES or community college adult education career counselor, and trade magazines to find more information on these occupations. Make a list of people who are already working in your area of interest and ask them what the work is really like. Before you start your research, make a list of the things you would like to know more about. Some important information to look for is listed below. Compare the information you collect with what you learned about yourself during the previous exercises. Does there seem to be a good match? What changes might you need to make in your life if you decided to pursue a particular career?

Occupation title	_____
Brief description	_____
Education/training required	_____
Skills required	_____
Salary range and benefits	_____

Work environment

Career ladder

Related occupations

Where to get more information

1)

2)

3)

Other questions

Exercise #17

Another important aspect to consider in searching for employment is your ultimate goal. Are you seeking employment simply to ease seasonal financial pressures and aren't interested in continuous employment? Or is this part of a larger life transition and must fit with a new personal or family lifestyle? You also may have uncovered some information in exercise #16 that will require you to look closely at your goals and how you might reach them.

Using the chart below, think about some of your immediate and long-range goals. Analyze how realistic these goals are and their impact on you and your family. Finally, consider alternatives. It can also be helpful to break down your larger goals into smaller, more easily achievable goals. Dividing bigger tasks into smaller ones can show you whether a goal that seems overwhelming can be reached by working on it one step at a time. In this way, you may want to start with your long-range goals and break them down into a series of short-range goals to better evaluate their feasibility. For example, one long-range goal may be to get a job teaching science in your local school. Some of the more immediate goals you can set might be 1) get a position as a teacher aide, 2) take refresher courses at your local college, and 3) get your teacher certification updated.

Goal	Steps to Goal	Time needed	Sacrifices	Benefits	Alternatives
<i>Teacher</i>	<i>substitute teach Finish certification</i>	<i>6 months 2 years</i>	<i>Less family time Cost of tuition</i>	<i>Paycheck Better job</i>	<i>Teacher aide Full-time vs. part-time</i>

1)

2)

3)

4)

The Next Step

The process of completing this workbook should have helped you define and explore some of your employment interests, goals, and opportunities. Additional resources are included to help you seek a job. These include information on resume writing, interviewing, and the job search. The next step is up to you. Discovering your best employment options and then securing a job are hard work. If this workbook has helped you in the first part of that process, then you are well on your way to a satisfying career. Resources and reference information have been provided to help you continue your employment search. Don't hesitate to make use of any resource you can find, no matter how unusual. Remember that persistence is your biggest asset. Good Luck.

Community Resources

Listed below and on the next page are some organizations that can provide additional assistance in your self-assessment, career exploration, and job search. You are encouraged to contact them, along with any others you think of, and ask how they might help you. If you reach an organization that doesn't feel it can help you, ask for suggestions of other sources of help. Remember, persistence pays off.

Alumni organizations:

these may offer a variety of employment assessment and job search services to former alumni. Contact high schools, technical schools, colleges, and other educational and professional organizations that you have attended or been a member of and ask what resources and services they can provide.

BOCES: many campuses offer assessment, employment counseling, and training services to adult community members. Check your phone book for the program nearest you.

Chamber of Commerce: can suggest additional resources, help you locate the nearest location of a resource listed here, or provide information useful for starting a new business.

Community and State colleges: can provide career and academic counselors, as well as assessment and placement services. These services may be limited to registered students, but call to find out what community services are available. College libraries can also provide additional employment resources.

Displaced Homemaker: provides counseling, training, support, and job placement services to

individuals who become displaced from occupations as homemakers or lose financial support. Check your phone book or ask your local department of labor for the office nearest you.

Green Thumb: provides employment services and information for individuals age 55 and older.

Job Training & Partnership Program: provides assistance in employment training and job placement for eligible workers. Check your phone book or ask your local department of labor for a referral. This office may also be referred to as the Employment and Training Office.

Libraries: usually carry a good selection of employment-related directories, how-to guides, professional magazines, civil service information, and other information. Ask at the reference desk for help in

locating these resources.

Office for the Aging: offers programs and information on employment services, assessment, and job training available to individuals age 55 and older. Check your phone book for the office nearest you.

Private career counselors and placement agencies: provide a range of services from assessment to the placement and may concentrate on specific occupations. These organizations usually charge a fee, which is either paid by the applicant or employer. There are few guidelines for these agencies; ask friends for suggestions of a good service and be sure you understand the fee you will be charged and the services you will be provided.

Private Industry Council (PIC): provides classroom training, on-the-job training, and other employment services.

Professional organizations, trade magazines, and unions: can provide information, listings and resources related to specific occupations.

State Department of Labor Job Service Office: provides listings of employment positions in state and local government, agencies, and businesses. Local offices may also offer workshops or individual counseling on resume building, interviewing, and the job search process. Check your phone book for your local office.

Vocational Education Services for Individuals with Disabilities (VESID): provides counseling and rehabilitation services to assist individuals with disabilities returning to work or making a transition from school to work. Check your local phone book for the office nearest you.

Written Resources

Bloomberg, Gerri M. *The Women's Job Search Handbook*. Charlotte, Vt: Williamson, 1991.

Bolles, Richard N. *What Color Is Your Parachute – a practical manual for job hunters and career changers*. Berkeley, Calif.: Ten Speed Press, 1984.

Dahlstrom, Harry S. *Job Hunting Handbook*. Franklin, Mass.: Dahlstrom & Co., 1989.

Figler, Howard. *The Complete Job Search Handbook*. New York, N.Y.: Holt, Rinehart & Winston, 1979.

Meade, Tom. *Opening a New Field with Skills*. Kirkwood Community College, 1987.

Kansas Rural Works Project. *Job Club: a job-seeking skills workshop*.

Kansas State University and Displaced Homemaker Program. *Preparing for Employment*, 1987.

New York State Department of Labor. *Your Winning Edge*.

Reed, Eunice P. *Creative Career Exploration Program*. Ithaca, N.Y.: Cooperative Extension Services of the Northeastern States, 1976.

Appendix 1 – Occupations List (see exercises #8 and #15)

A.

Appliance Repairer
Bricklayer
Building Inspector
Carpenter
Custodian
Electrician
Firefighter
Forester
Landscape
Machinist
Meat Cutter
Mechanical Drafter
Painter
Plumber
Postal Worker
Truck Driver
Veterinary Technician
Welder

B.

Biologist
Chemist
Computer Programmer
Dental Hygienist
Dietitian
Electronic Technician
Lab Technician
Math or Science Teacher
Pharmacist
Surveyor
Veterinarian

C.

Architect
Author
Chef
Dressmaker
Florist
Graphic Artist
Interior Decorator
Journalist/Reporter
Musician
Photographer
Radio/TV Announcer
Recreation Aide
Upholsterer

D.

Child Care Worker
Coach
Corrections Officer
Cosmetologist
Counselor
Guidance Counselor
Home Health Aide
Nurse
Occupational Therapist
Social Worker
Teacher
Vocational Instructor
Waiter
Youth Worker

E.

Appraiser
Auctioneer
Barber/Beautician
Caterer
Health Administrator
Hotel Manager
Police Officer
Public Official
Purchasing Agent
Real Estate Salesperson
Travel Agent

F.

Accountant
Appraiser
Bank Teller
Bookkeeper
Cashier
Court Reporter
Data Processor
Insurance Representative
Library Assistant
Paralegal
Receptionist
Secretary
Shipping/Receiving Clerk
Teacher Aide

Appendix 2 – Action Words *(see exercise #14)*

Accomplished	Eliminated	Mediated	Saved
Achieved	Equipped	Modified	Scheduled
Acted	Established	Monitored	Served
Adapted	Estimated	Motivated	Serviced
Administered	Evaluated	Negotiated	Sold
Advised	Examined	Observed	Spoke
Analyzed	Exceeded	Obtained	Streamlined
Appraised	Exhibited	Operated	Strengthened
Arranged	Expanded	Organized	Stimulated
Assembled	Explained	Originated	Supervised
Assisted	Facilitated	Participated	Supported
Attained	Formulated	Performed	Surveyed
Balanced	Founded	Persuaded	Synthesized
Built	Fathered	Planned	Taught
Calculated	Generated	Prepared	Trained
Chaired	Guided	Presented	Translated
Clarified	Handled	Preserved	Tutored
Collaborated	Helped	Prioritized	Updated
Collected	Hired	Processed	Utilized
Communicated	Identified	Procured	Verified
Compared	Implemented	Produced	Wrote
Compiled	Improved	Programmed	
Computed	Increased	Promoted	
Conducted	Influenced	Proposed	
Constructed	Informed	Provided	
Consulted	Initiated	Publicized	
Controlled	Inspected	Published	
Coordinated	Inspired	Questioned	
Corrected	Instructed	Raised	
Corresponded	Interacted	Recommended	
Counseled	Interpreted	Reconciled	
Created	Interviewed	Recorded	
Defined	Introduced	Recruited	
Delegated	Invented	Reduced	
Demonstrated	Investigated	Reinforced	
Designed	Judged	Reorganized	
Developed	Launched	Repaired	
Devised	Led	Researched	
Directed	Lobbied	Resolved	
Distributed	Located	Restored	
Diverted	Maintained	Restructured	
Documented	Managed	Revamped	
Drafted	Marketed	Reviewed	
Edited	Maximized	Revised	
Educated	Measured	Rewrote	