

## The World of Work

You are the Creator of Your Destiny!

Imagine taking a trip for 12,000 days. Imagine the sights you would see and the people you would meet. How would you prepare for that trip? What would you prepare for, read, and pack? You would only know what to do if you knew where you were going. Guess what? You are about to embark on a long and winding road (The Long and Winding Road, Beatles, 1965) because 12,000 days is about the average length of time that most of us spend working during our lifetimes. Most of us will spend between 45-50 years at some sort of work!

This journey will have many stops. Most of us stay at a job for about 4.2 years. That means that we will have about 10-15 jobs in our lives and may change careers 3 or 4 times. WOW!

How do we start the journey? We start it one step at a time or better yet - with good planning. Would you go on a trip to Alaska with just a pair of shorts and a tee-shirt? NOT! You would hopefully pack the appropriate clothes and equipment to protect your safety and provide you with the necessary tools to enjoy your trip and be a successful traveler.

Preparing for work is a similar adventure. Why wait until you are pushed to take a trip that you are not prepared for and to which you are not looking forward? Today begins your trip planning. Let's PLAN FOR SUCCESS.

### **STEP 1- Set your Goal!**

Let's go over some **common terms** of WORK.

Internship- Paid or unpaid experiences in which people "practice" on the job skills

Candidate- Someone applying for or being considered for a job

Employer- The person or company who hires you

Employee- The worker

Human Resources- The department within a company that hires and supports employees

Interviewer- The person or persons who ask the questions

Interviewee- The person who answers the questions

Resume- A brief summary of your work and personal accomplishments

Job market- The competitive pool of jobs to be applied for

Headhunter- A person who charges a fee for assisting another to get a job

Placement Agency- A company that charges to bring potential employers and employees together

Personnel- People who work for a company or organization

Policies and Procedures- The rules that employees and employers follow within individual companies



## Daydreamer Veronica Activity

- Veronica is a young adult. She lives with her mom and three little sisters. She is like most young people her age. She has the same types of dreams, goals, and difficulties as you. Sometimes school/work is hard and seems to take up too much of her time. It is also a place where she learns new things and has the opportunity to try new ideas such as computers, art, and drama. To her, the future and being an adult seem to be in the far distant future. Today we see that Veronica is getting ready to go to school. She is checking with the mirror one last time before leaving and suddenly wonders, ‘Where will I be in ten years? What will I be doing?’”
- I want each of you to close your eyes and make a mental picture of yourself as an adult. Picture yourself in your dream job. Keep these ideas to yourself so that each person can get his/her own picture of him/herself. Please keep this picture in your mind until I tell you to open your eyes.
- What great jobs did you have? What are these jobs? Do great jobs just happen? How do we get great jobs? What is the role of school? How does school help us get our dream jobs?

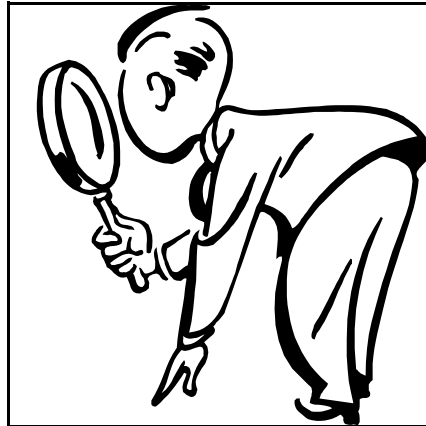
Prior to deciding on a job it is important to have a thorough understanding of the job and its long term prospects. The following are ways in which you can explore specific jobs and decide which one is right for you.

**REMEMBER THAT IT TAKES TIME TO GET THE RIGHT JOB—USUALLY ABOUT 3 MONTHS.**

**ALSO, REMEMBER THAT ALL OF US WILL CHANGE JOBS ACROSS OUR LIFETIMES.**

**DON'T BE DISAPPOINTED IF YOU DON'T GET HIRED THE FIRST DAY, WEEK, OR MONTH. THERE IS A JOB FOR ANYONE WILLING TO PUT THE TIME AND EFFORT INTO THE SEARCH!!**

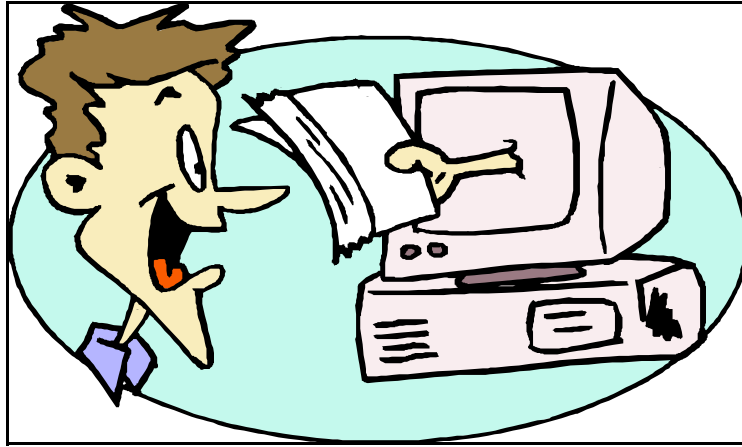
## PRE INVESTIGATE



- Read about the job you want (websites, books, trade magazines).
- Interview someone in that “perfect” job. See if you can shadow them for a day.
- Enroll in a course or seminar on that particular job such as a nursing fair, IT fair, or other job fair.
- Volunteer at a potential job site such as a school (teaching), hospital (medically related jobs), or museums (art related jobs).
- Apply for an internship (government jobs, law offices).
- Check the newspaper for jobs in your area and interest. Keep a list of these jobs.
- Call the human resource person at a potential job and discuss the qualifications, expectations, and functions of the job.

Now let’s describe the job that each of us wants based on our own aspirations and the results of our Self-Directed Search. What type of person does the SDS say that you are? What combination of Social, Enterprising, Artistic, Realistic, Conventional, or Investigative are you? What are the three jobs or careers that your profile indicates that you are best suited for? List these on the top of the **JOB PREFERENCE TABLE**.

Now let's answer the following questions. Put your answers on the table in the appropriate space.

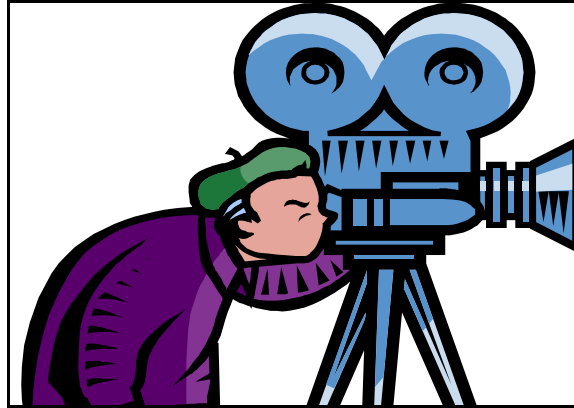


Each participant describes the job that he/she wants based on his/her own aspirations and the results of the Self-Directed Search.

- What kind of education/training is required for this position?
- What kind of experience is required for this job?
- What kinds of skills are necessary to do this job?
- Do you have these skills, experiences, and education?
- Where can you get this experience and skills?
- Where are these jobs located?
- Where in Phoenix/metro area would you find this work?
- Would you have to relocate?
- How much money do you expect to make at this job?
- What other jobs are related to this job?
- Will you be happy in 10 years doing this job?
- Where will this job take you in the future?

## JOB PREFERENCE TABLE

QUESTIONS	JOB 1	JOB 2	JOB 3
What kind of education/training is required for this job?			
What kind of experience is required for this job?			
Do you have these skills, experiences, and education?			
Where can you get this experience and skills?			
Where are these jobs located?			
Where in the Phoenix/Metro area would you find this work?			
Would you have to relocate?			
How much money do you expect to make at this job?			
What other jobs are related to this job?			
Where will this job take you in the future?			
Will you be happy in 10 years doing this job?			



**STEP 2- Identify the steps toward your goal!**

After you have completed the **JOB PREFERENCE TABLE**, you can begin planning to get the job.

This job plan is your PAR strategy.

1. Do you have the training, education, skills to get the job?      Yes      No

If Yes, go to Step 3 and begin writing your resume.  
If No, go to the next question.

2. Where can I get the education?

At what University, where? \_\_\_\_\_

Admission requirements met?      Yes \_\_\_      No \_\_\_      Need to find out \_\_\_\_\_

Program of study, do I have a copy? Yes \_\_\_      No \_\_\_      Need to get it \_\_\_\_\_

Cost? \_\_\_\_\_ Is Financial Aid Available?      Yes \_\_\_      No \_\_\_

Community College, where? \_\_\_\_\_

Admission requirements met?      Yes \_\_\_      No \_\_\_      Need to find out \_\_\_\_\_

Program of study; do I have a copy? Yes \_\_\_      No \_\_\_      Need to get it \_\_\_\_\_

Cost? \_\_\_\_\_ Is Financial Aid Available?      Yes \_\_\_      No \_\_\_

3. Where can I get the training?

On the job training, where? \_\_\_\_\_

Skills training (technical school ), where? \_\_\_\_\_



Admission requirements met? Yes \_\_\_ No \_\_\_ Need to find out \_\_\_

Program of study, do I have a copy? Yes \_\_\_ No \_\_\_ Need to get it \_\_\_

Cost? \_\_\_\_\_ Is Financial Aid Available? Yes \_\_\_ No \_\_\_

4. Where can I get experience? \_\_\_\_\_

Volunteering, are volunteer opportunities available? Yes \_\_\_ No \_\_\_

Where? \_\_\_\_\_

Volunteer coordinator Name: \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

Internships, are volunteer opportunities available? Yes \_\_\_ No \_\_\_

Paid \_\_\_ Unpaid \_\_\_

Internship coordinator Name: \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

**Step 3- Prepare to write your resume.**

Activity- Complete the Resume Preparation Sheet.



## Resume Preparation Sheet

Before writing your resume, collect the following information:

Legal Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone (home): \_\_\_\_\_ (work): \_\_\_\_\_ (cell): \_\_\_\_\_

Email: \_\_\_\_\_ (don't use a cutesy screen name)

Date of Birth: Month \_\_\_\_ / Day \_\_\_\_ / Year \_\_\_\_

Social Security Number: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

### Name of School and date of Graduation for High School

Did you graduate with honors or distinctions? \_\_\_\_\_

### Current Educational Activity

School name: \_\_\_\_\_

Grade/program of study/major: \_\_\_\_\_

Grade point average: \_\_\_\_\_

Anticipated Graduation date: \_\_\_\_\_

### Clubs or Organizations to Which You Belong

\_\_\_\_\_: Officer? \_\_\_\_\_

\_\_\_\_\_: Officer? \_\_\_\_\_

\_\_\_\_\_: Officer? \_\_\_\_\_

Honors or awards you have received:

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_



**Jobs You Have Had**

Job: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_ Rate of pay: \$\_\_\_\_\_/hr.

Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Job: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_ Rate of pay: \$\_\_\_\_\_/hr.

Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Job: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_ Rate of pay: \$\_\_\_\_\_/hr.

Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

**Volunteer Experiences/Internships**

Job: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_ Hours/wk: \_\_\_\_\_

Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Job: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_ Hours/wk: \_\_\_\_\_

Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_



**References** (the names of three people that know you well enough to recommend you for a job, usually a teacher, minister, guidance counselor, or former employer)

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

How long has this person known you? \_\_\_\_\_/yrs.

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

How long has this person known you? \_\_\_\_\_/yrs.

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

How long has this person known you? \_\_\_\_\_/yrs.

**About you**

**My greatest strength is ...**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What I would bring to an organization is ...**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My long term career goal ...**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My hobbies are ...**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ASSISTIVE TECHNOLOGY

**Assistive Technology (AT) device** is defined as any item or piece of equipment that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. AT devices include anything from computers, augmentative communication devices, and wheelchairs to pencil grips, magnifying glasses, and organizational aids.

**Assistive Technology Service** means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. AT services include training of consumers, their friends and family members, as well as professionals in the use of an AT device.

Individuals with disabilities of all ages can use assistive technology devices for a variety of reasons:

- To achieve maximum independent functioning**
- To increase mobility**
- To help with communication**
- To increase success or abilities in the job market**
- To improve educational performance**
- To increase functional abilities**
- To increase self esteem**

### MAKING INFORMED CHOICES ABOUT ASSISTIVE TECHNOLOGY

Making informed choices begin by evaluating your specific needs, gathering information about a product, and researching possible sources of funding. Analyzing a broad range of information will help you make the right decision about a device for you.

The judgment of an appropriate professional should be sought, and may be required by your AT funding source, when considering the purchase of any new assistive device. You may find it helpful to begin by consulting with your primary care physician, who may refer you to a specialist, therapist, or other appropriate professional to assess your needs and make recommendations about a new device.

Making informed choices starts with asking the right questions. Begin by clearly identifying and listing your abilities, limitations and the purposes, tasks and activities for which you need the assistive technology. Next, you may want to consider asking some of the following questions before purchasing an assistive device:

1. What types of devices might be helpful?
2. Are there devices that may help me to meet my needs independently or will someone need to assist me in using it?
3. In what settings will I use this equipment - at home, work, school, community?



4. Can my environment support the technology?
5. Are there people to assist me if needed?
6. Will the equipment need to be transported often? If so, is it lightweight and easy to handle?
7. What is the cost of the device?
8. Will my insurance cover it or are there sources within the community that may help with payment?
9. Will I be able to try the device before I buy it?
10. How long is the equipment expected to last?
11. Can equipment adjustments be made to accommodate growth and change?
12. If growth and change are a factor, what signs will tell me that the current size is no longer functionally appropriate?
13. How do I maintain the device and how much will it cost for maintenance? For example: what types of batteries are required for my wheelchair and how often will I need to purchase new batteries?
14. Is there a written warranty with the device? What are its limitations in coverage?
15. Who will I contact if the device malfunctions?
16. Will the dealer fix my device at the store or will it need to be sent away?
17. If the device will be out of service, will the dealer loan me a device in the interim?
18. Will someone train me in the use and maintenance of the device?

The more you know and understand about your personal assistive technology needs, the more prepared you will be to access services and devices through various resources in Arizona.

## ASSISTIVE TECHNOLOGY CHECKLIST

This checklist is intended to provide *examples* of assistive technology that can be used to increase participation and/or independence in various tasks. When selecting assistive technology the key questions to ask are (1) What I wish to be able to do, or to do more easily, and (2) in which environments?

### Activities of Daily Living (ADLs)

- Adaptive eating devices
- Adaptive drinking devices
- Adaptive dressing equipment
- Bathing and hygiene devices
- Raised toilet
- Bath or shower chair
- Roll in shower
- Grab bars
- 36" doors
- Cordless can opener
- Large handled kitchen utensils
- Shoes with Velcro
- Rubber mat to prevent sliding of items
- Wheelchair tray
- Pill minder
- Van with lift
- Personal digital assistant (e.g. Palm Pilot)
- Hands free phone
- Adjustable cabinets/counter tops/appliances
- Rubber name stamp
- Other \_\_\_\_\_

### Communication

- Communication board/book with pictures/ objects/ letters/words
- Eye gaze board/frame
- Single message voice output device
- Voice output device with levels
- Voice output device with icon sequencing
- Voice output device with dynamic display
- Device with speech synthesis for text-to-speech
- Communication software
- Artificial larynx
- Speech enhancer/amplifier
- Other: \_\_\_\_\_



## **Computer Access**

- Standard keyboard with Windows or Mac accessibility features
- Keyguard
- Arm support
- Track ball/touch pad/joystick with onscreen keyboard
- Alternate keyboards
- Alternative mice (commercial)
- Mouse alternatives (e.g. HeadMouse, Tracker, Eyegaze systems)
- Mouth stick/head pointer with on-screen keyboard
- Switch with Morse code
- Switch with built-in scanning
- Utility scanner
- Voice recognition software
- Word prediction, abbreviation/expansion software to reduce keystrokes
- Other: \_\_\_\_\_

## **Composing Written Material**

- Word cards/word book/word wall
- Pocket dictionary/ Thesaurus
- Electronic/ talking electronic dictionary/ thesaurus/ spellchecker
- Word processor with spell checker/grammar checker
- Word processor with word prediction to facilitate spelling and sentence construction
- Talking word processor
- Multimedia software for expression of ideas (assignments)
- Voice recognition software
- Other: \_\_\_\_\_

## **Electronic Aids to Daily Living**

- Use of ECU and switch to turn on devices
- Radio/ultra sound remote controlled devices
- Other: \_\_\_\_\_

## **EMPLOYMENT**

- Drawing/graphic program on computer
- Adjustable desk/chair
- Electric stapler
- Reachers
- Arm, wrist or foot rests
- Hands free phone
- Modified tools
- Light switch extension
- Lowered light switch or raised outlets

- Custom designed work station
- Other \_\_\_\_\_

### **Hearing**

- Pen and paper
- Computer/portable word processor
- TTY for phone access with or without relay
- Closed Captioning
- RealTime captioning
- Phone amplifier
- Computer aided note-taking
- Screen flash for alert signals on computer
- Personal/classroom amplification system
- Hearing aid
- FM system
- Loop system
- Infrared system
- Auditory trainer
- Captioning
- Visual alarms
- Signaling device (e.g. vibrating pager)
- TDD/TTY for phone access
- Loud and/or vibrating alarm clock
- Adapted telephone service
- Emergency equipment
- Other \_\_\_\_\_

### **Learning/Studying**

- Print or picture schedule
- Low tech aids to find materials (e.g., index tabs; color-coded folders)
- Highlight text (e.g., markers; highlight tape; ruler; etc.)
- Voice output reminders for assignments, steps of task, etc.
- Software for manipulation of objects/concept development – may use alternate input device (e.g., switch; touch window)
- Software for organization of ideas and studying
- Recorded material (e.g., books on tape; taped lectures with number coded index; etc.)
- Personal/classroom amplification system
- Other: \_\_\_\_\_

### **Math**

- Abacus/ Math Line
- Calculator /calculator with print out



- Talking calculator
- Calculator with large keys and/or large LCD printout
- On screen calculator
- Software with cueing for math computation (may use adapted input methods)
- Software for manipulation of objects
- Tactile/voice output measuring devices (e.g., clock; ruler)
- Graphing calculator software
- Large button calculator
- Other: \_\_\_\_\_

### **Mechanics of Writing**

- Adapted paper (e.g., raised line; highlighted lines)
- Slant board
- Portable word processor or computer
- Pencil/pen with adaptive grip
- Other: \_\_\_\_\_

### **Mobility**

- Walker
- Grab rails
- Manual wheelchair
- Power wheelchair with joystick, head switch or sip/puff control
- Prosthesis/orthotics
- Scooter
- Ramp
- Transfer board
- Hoyer lift
- Other: \_\_\_\_\_

### **Positioning & Seating**

- Non-slip surface-on chair to prevent slipping
- Bolster, rolled towel, blocks for feet, footrest
- Adapted/alternate chair, sidelyer, stander
- Custom fitted wheelchair or seat insert
- Adjustable table
- Other: \_\_\_\_\_

### **Reading**

- Changes in text size, spacing, color, background color
- Book adapted for page turning
- Use of pictures with text
- Talking electronic device/ software to pronounce

- challenging words
- Scanner with OCR and talking word processor
- Electronic books
- Text Reader, scanning and reading system
- Other: \_\_\_\_\_

### **Recreation & Leisure**

- Use of battery interrupter and switch to operate a toy
- Universal cuff to hold crayons, markers, paintbrushes
- Adapted toys and games (e.g., toy with adaptive handle)
- Modified utensils (e.g., rollers; stampers; scissors)
- Arm support for drawing/painting
- Drawing/graphic program on computer
- Playing games on the computer
- Music software on computer
- Adaptive sporting equipment
  - Adapted toys and games
  - Puzzles with knobs
  - Bowling ramp
- Braille or large print cards
- Card holder
- Adapted radio/TV
- Email access
- Internet access for shopping, etc.
- Other: \_\_\_\_\_

### **Vision**

- Eye glasses
- Magnifier
- Large print books
- CCTV (closed circuit television)
- Screen magnifier (mounted over screen)
- Screen magnification software
- Screen color contrast
- Screen reader, scanning and reading system
- Braille translation software
- Braille embosser
- Enlarged or Braille/tactile labels for keyboard
- Alternate keyboard with enlarged keys
- Braille keyboard and note taker
- Personal way-finding system (GPS System)
- Other: \_\_\_\_\_



**Notes:**

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**For more information about assistive technology in Arizona, contact:  
The Arizona Technology Access Program (AzTAP)**

**602-728-9534 (v)**

**602-728-9536 (TTY)**

**1-800-477-9921**

**jill.oberstein@nau.edu**

**www.nau.edu/ihd/aztap**

*\*This material has been adapted from Arizona center for disability Law, Lynch, K.J. (1997), Wisconsin Assistive Technology Initiative and Louisiana Assistive Technology Network.*

## Interviewing

### Step 1- Get Ready for the Interview

#### **ACTIVITY- DRESS FOR SUCCESS**

Given a set of pictures, rank order those who look most prepared for an interview.

Why/Why Not

Dressing and personal hygiene

Guys shave,

Gals and guys shampoo,

Gals- easy on the make-up

Guys- fresh haircut, make sure to brush those teeth and use mouthwash

Check you hands and nails- no bright polish or funky decorations

If you have a tattoo cover it during the interview

Conservative clothes, no labels or logos- no hats

Professional- skirt or dress or guys coat and tie

Comfortable- don't add to your anxiety by wearing uncomfortable clothes

Forget the aftershave or cologne (some people are allergic others just might not share your taste)

Activity- Given your own wardrobe what will you wear?

Outfit\_\_\_\_\_

Shoes\_\_\_\_\_



## **Step 2- Mentally prepare your self for a great interview**

Learn about the company that is interviewing you. Go to their website and find out:

What do they make or do?

Who is their primary audience? Who do they serve?

Do you know anyone in the company?

Visualize yourself in this company:

What might you be doing there?

What is the work environment likely to be?

Does your resume fit their needs?

Is it up to date?

Does it reflect your most current skills and experience?

Is it neat and free of errors?

Do you have a cover letter with the correct name and position of the person with whom you will be interviewing?

### **Step 3 - Getting There, Timeliness**

Prepare your route- if going by bus or dial-a-ride, make sure that you know the exact address and suite number.

Be at least 15 minutes early.

Give yourself enough time to visit the restroom and comb your hair etc.

Give yourself a positive mood!

1-Close your eyes.

2-Picture yourself at your very best- you know the answers, you are a good candidate, you can have this job.

3- Hold this image of yourself for about one minute.

4- Open your eyes- you are a confident, strong candidate!

5- Smile!



## **Step 4- The interview**

Look directly at the person interviewing you and smile.

Keep/maintain eye contact during the interview (don't stare).

Hand your resume and cover letter to the interviewer with PRIDE.

Be prepared to tell the interviewer:

A little about yourself

Why you want to work for this company

How you can contribute to the company

Social talk-

How much is enough and how much is too much-

Topics to avoid- Employers do not have the right to ask your age, how you acquired your disability, questions related to your disability or your marital status

Stay away from discussions of religion, your social life, or your family.

Be ready and willing to talk about your work related experience, your skills, your work aspirations/goals/plans, and your educational successes.

### Step 5- Follow-up

- If other information such as references is required, provide it within 24 hours.
- Write a brief thank you note or email to the interviewer for the time spent on you and ask if any other information is required. Make sure that you indicate when and how you can be reached for call-back interviews or to come to work!
- Don't get upset if you do not hear immediately from an employer. You may need to call back in a week to 10 days to find out the status of the job. Two calls is probably enough. These calls indicate that you are interested and persistent. After two calls you probably have not gotten the job and should move on to your next prospect.

**REMEMBER- THERE IS A JOB OUT THERE FOR EVERYONE. WE USUALLY DON'T GET THE FIRST JOB FOR WHICH WE HAVE APPLIED. SOMETIMES, IT TAKES A WHILE TO LAND THE JOB THAT'S RIGHT FOR YOU. BE PERSISTENT- DON'T GIVE UP AND REMEMBER- YOU ARE A VALUABLE, CAPABLE INDIVIDUAL WHO WILL BE AN ASSET TO THE FIRM THAT HIRES YOU!**