

Student's Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Job Keeping Skills: Lesson One

1. Welcome to lesson one in the Job Keeping Skills module. During this session, we will discuss five principles to help job seekers \_\_\_\_\_ and \_\_\_\_\_ their jobs. These principles are the foundation for \_\_\_\_\_ and \_\_\_\_\_. (slide 2)
2. This module introduces basic \_\_\_\_\_ skills, as well as essential \_\_\_\_\_ skills that workforce professionals can offer as advice while working with customers in various programs. This will require workforce professionals, like yourself, to \_\_\_\_\_ \_\_\_\_\_ to where your customers are in the career building process and help customers continue to build \_\_\_\_\_ and \_\_\_\_\_. (slide 2)

### Principle One: Job Keeping

3. As a workforce professional, you will work with a variety of customers. Some individuals will have worked their whole lives and may have lost a long-term job during the economic downturn. While others will have never worked before or have jumped from job to job. Regardless, once our job seeker customers have been \_\_\_\_\_ a job, we have to help them get \_\_\_\_\_ to go to work. **Principle \_\_\_\_\_ requires workforce professionals to help job seekers \_\_\_\_\_ to start working.** After all, the \_\_\_\_\_ towards advancement is \_\_\_\_\_ to work. (slide 3)
4. So, how can we help customers \_\_\_\_\_ to go to work? Let's take Anny for example. Anny secures a job as a Unit Clerk at a local hospital. During her job search, she took \_\_\_\_\_ on each employer she \_\_\_\_\_. She also took notes after each interview. She collected information on what services and goods each employer offers, as well as what the employer values. Anny's first step is to \_\_\_\_\_ her \_\_\_\_\_ on her new employer. This will be a good refresher on the employer's values and work place expectations. Anny may have learned a lot of information during the \_\_\_\_\_, including what to wear, work hours, and who she would report to. If Anny learned this information during the \_\_\_\_\_, she should review those

\_\_\_\_\_. If Anny did not learn this information during the interview, she will have to determine what details are needed for her \_\_\_\_\_ day of work. (slide 4)

5. What \_\_\_\_\_ do you think may be important for Anny's \_\_\_\_\_ day of work? (slide 5)

- How about, what should Anny \_\_\_\_\_ to work? (slide 5)
- Where should Anny \_\_\_\_\_ on her first day? (slide 5)
- Does Anny know how \_\_\_\_\_ it will take to get to her new job, as well as park and get in the building? (slide 5)
- Does Anny know \_\_\_\_\_ to report to on her first day of work?
- What \_\_\_\_\_ will Anny work? (slide 5)
- Does she need to take any \_\_\_\_\_, like lunch, a notebook, pen or paper? After all, she will learn a lot of new information during her first weeks at work. She may even have to attend an orientation. Taking a notebook and pen would be a good idea. (slide 5)

6. Let's tackle each one of these elements. (slide 6) **Clothing-**

- Job seekers should plan what \_\_\_\_\_ they will wear on their first day of work \_\_\_\_\_ their first day of work. Waiting until the \_\_\_\_\_ minute could create a lot of problems. (slide 6)
- The outfit should be \_\_\_\_\_ out in \_\_\_\_\_. The outfit should be clean and pressed to demonstrate \_\_\_\_\_ and \_\_\_\_\_. (slide 6)
- Some jobs will require the job seeker customers to report for an \_\_\_\_\_: and, the dress requirements for the \_\_\_\_\_ may be very different than the dress requirements of the job. For example, when Anny was offered the job, she was told that she will attend an \_\_\_\_\_ on her first day. Not knowing what to wear, she asked the hiring manager, "what should I wear to the \_\_\_\_\_". The hiring manager simply replied, "dress comfortably. We will tell you more about your required uniform at the \_\_\_\_\_." What does Anny wear to her first day at work? (slide 6)



### *What Does This Mean?*

Anny should be prepared to dress \_\_\_\_\_, as well as \_\_\_\_\_, or what is generally called business casual. Anny **should not** wear \_\_\_\_\_, tank tops, \_\_\_\_\_ or short \_\_\_\_\_. Like the interview, Anny should make sure her clothes are \_\_\_\_\_. She should make sure that she does not wear a lot of make-up, \_\_\_\_\_ or jewelry. Anny should also be well \_\_\_\_\_. When in doubt, Anny should dress up rather than dress down. (slide 7)

7. In this situation, Anny asked \_\_\_\_\_ to get the information she needed. Our job seekers need to be \_\_\_\_\_ to ask questions when they are \_\_\_\_\_ the job. Workshops and counseling can help job seekers learn when to ask questions and what questions are \_\_\_\_\_ during the job \_\_\_\_\_ and job \_\_\_\_\_ process. If Anny had not asked this question, she may have purchased clothes for work that were \_\_\_\_\_ appropriate. Additionally, she may have reported to her unit instead of to the orientation, and would not have been dressed appropriately for the orientation. (slide 8)
8. What happens if the job requires a \_\_\_\_\_ but the customer has not been given the information about what to wear \_\_\_\_\_ the first day of work? (slide 9)
- Let's take Anny for example again. Let's say she was offered the job, and she was so excited, she did not think to ask any \_\_\_\_\_. She was \_\_\_\_\_ and felt that asking questions would show she was not prepared for work. She calls you and states she got the job. First, you \_\_\_\_\_ her because you are excited for her as well. While you are talking with her, you ask, "So what do you have to wear on your first day of work?" Anny stumbles for a minute. "Well, I guess I'll wear scrubs." You are concerned because she used the word "\_\_\_\_\_." You ask Anny if the hiring manager told her what to wear on her first day, and Anny states that the hiring manager did \_\_\_\_\_ tell her what to wear. What do you do? (slide 9)
9. Hiring managers and employers \_\_\_\_\_ to get questions from new employees. It is better to be \_\_\_\_\_ than to \_\_\_\_\_. Anny should \_\_\_\_\_ a list of questions in advance. You may have to \_\_\_\_\_ Anny identify and draft the types of questions she should ask. (slide 10)
- Anny has a few options: one of those options would be to call the individual who interviewed her to find out if there is a dress \_\_\_\_\_ for the \_\_\_\_\_ day at work. If the information regarding her ongoing dress \_\_\_\_\_ is available, the employer may simply tell her what to get and where to get it. (slide 10)
10. Once customers are on the job, they will have a better idea of employer' \_\_\_\_\_ about work attire. Customers should be \_\_\_\_\_ to look for mentors that are doing well on the job and garner a lot of \_\_\_\_\_ from managers. Our customers should pay attention to what those mentors wear to work.

Regardless, our customers should ensure their clothes \_\_\_\_\_ the requirements outlined by the employer in the employee \_\_\_\_\_. (slide 11)

- Let's take Anny for example again. After her first week of work, she realizes that a lot of the clerks and nurses wear fun scrubs that add bright colors to the Pediatric Intensive Care Unit. After her first pay check, she decides to purchase her next set of scrubs that also add a bit of fun to her wardrobe. When checking out, the uniform store clerk asks if she would like red socks to match her new scrubs. Anny states that her \_\_\_\_\_ requires she wear white socks, so she \_\_\_\_\_ the offer. (slide 11)

11. Next, our customers should be prepared to \_\_\_\_\_ to their new jobs. This may require our job seekers to conduct a \_\_\_\_\_ run so they can navigate traffic or bus lines during the \_\_\_\_\_ time of day. For example, if Anny is to report to work on Monday at 8:00 a.m., encourage Anny to wake up one weekday morning and try to get the job by 7:45 a.m. This will allow Anny to see how long takes to travel from home to work on Monday. Anny must be prepared to leave early enough to arrive at work and troubleshoot any potential problems. This means she has to be \_\_\_\_\_! (slide 12)



12. As workforce professionals, we have to work with our customers to think through the minor details \_\_\_\_\_ the first day of work. These minor details can become a \_\_\_\_\_ when our customers are preparing to start their new job. (slide 13)

- For example, if Anny wakes up in the morning and gets ready for work and realizes she does not have lunch, a notebook or a pen, she may feel overwhelmed. Stopping at the store will make her 30 minutes \_\_\_\_\_, setting a bad \_\_\_\_\_. Our customers should make sure that they have all supplies ready for their first day of work \_\_\_\_\_ their \_\_\_\_\_ day of work. (slide 13)

13. Often times, the first day on the job is used take care of important Human Resource functions. If customers did not meet with Human Resources prior to their first day of work, they will probably have to provide a copy of their \_\_\_\_\_ identification and \_\_\_\_\_ security \_\_\_\_\_, proving that they can \_\_\_\_\_ in the United States. Customers who are not citizens



but are authorized to work in the United States will have to take appropriate documents on the first day of work. (slide 13)

14. If customers will take their lunch or dinner to work, depending on their shift, the meal should be prepared in \_\_\_\_\_ so that it can be eaten during the customer's lunch or dinner break. (slide 14)

15. Our customers will learn a lot of information in their first weeks on the job. They should arrive to work prepared to \_\_\_\_\_. Unless it is inappropriate, customers should take with them a notebook and pen. (slide 15)

16. Customers with children must be prepared to work their \_\_\_\_\_ shift. (slide 16)

- This will require parents to make sure that their \_\_\_\_\_ arrangements are secured in \_\_\_\_\_. (slide 16)
- Children will need to be dropped off or picked up with enough \_\_\_\_\_ for the parents to \_\_\_\_\_ to work. (slide 16)
- Parents should plan for travel time \_\_\_\_\_ their workplace and the day care facilities. Employers do not want employees arriving \_\_\_\_\_ or leaving \_\_\_\_\_ because of childcare issues. In fact, arriving late and/or leaving early because of childcare issues are among the top ten reasons that lead to employee \_\_\_\_\_. Therefore, customers with children need to ensure that childcare is secured \_\_\_\_\_ the first day of work. (slide 16)

17. Childcare is very \_\_\_\_\_, especially for young children. During summer breaks, school-aged children may need full-time care. Working customers should not wait until the last minute to make sure they will have care for children during the \_\_\_\_\_ break. Parents must make arrangements for childcare well in advance. (slide 17)

- Several \_\_\_\_\_ programs may be able to help paying for some of the costs associated with childcare. For example, the regional workforce board may opt to pay some childcare costs through the Workforce \_\_\_\_\_ Act (WIA) program as a support service if the customer is both \_\_\_\_\_ and \_\_\_\_\_ in the WIA program. (slide 17)
- Customers who are receiving temporary cash assistance and participating in the Welfare \_\_\_\_\_ program may also be able to receive a childcare referral through the program to offset some of the costs of childcare. (slide 17)

- If parents are not eligible to receive childcare through the WIA or Welfare Transition program, they may have to find an alternative arrangement. As the workforce professional, it is important for you know what programs are available in the community that may help parents pay part of their childcare costs to encourage employment and advancement in the workplace. (slide 17)

## Principle Two: Job Keeping

18. **Principle two, customers must be “\_\_\_\_\_” at work.** This means that customers have to show up to work \_\_\_\_\_ day and be prepared to get the work \_\_\_\_\_. (slide 18)
19. It is not enough for customers to be present \_\_\_\_\_, they must be ready to \_\_\_\_\_ each day they are scheduled. (slide 18)
20. This requires our customers to maintain a positive \_\_\_\_\_ and focus. This also requires job seekers to refrain from calling in sick when they are not sick or \_\_\_\_\_ work. Customers should have a back-up plan in the event \_\_\_\_\_, such as a car problems or child illnesses. (slide 18)
- Helping customers walk through various \_\_\_\_\_ and action plans for each scenario could mean the difference between job loss and job success. (slide 18)

## Principle Three: Job Keeping

21. **Principle three is “Like the Job.”** You may even be asking yourself, “Really...we have to work with our customers on maintaining a positive \_\_\_\_\_?” Think about it. Have you ever worked with someone that has a \_\_\_\_\_ attitude? Did you \_\_\_\_\_ being around them? Did they get all of their work done? Was their work done \_\_\_\_\_ and \_\_\_\_\_? A \_\_\_\_\_ attitude towards the job will impact how \_\_\_\_\_ the job seeker is at maintaining the job, as well as advancing. (slide 19)

22. After all, \_\_\_\_\_ plays a huge role in “\_\_\_\_\_.” It is natural for individuals to become bored at work or even so busy they are overwhelmed. It is natural for individuals to want more. It is also natural for individuals to have issues that seem frustrating or to become “stressed out.” This happens to \_\_\_\_\_. (slide 19)

23. What we do with that energy \_\_\_\_\_ our success. (slide 20)

- If our customers get \_\_\_\_\_, customers should be encouraged to speak up and take on new \_\_\_\_\_. (slide 20)
- If customers are having trouble managing various projects, they should work with managers to \_\_\_\_\_ their work, offering customers an opportunity to work closely with supervisors. (slide 20)



24. Attitude is very important. A person can only climb as high as his or her attitude will allow. Keeping a positive attitude will help our customers \_\_\_\_\_ up the career \_\_\_\_\_. While a \_\_\_\_\_ attitude will prevent them from succeeding and may lead to termination. (slide 20)

25. Even if our customers are having a hard time, \_\_\_\_\_ them to refrain from \_\_\_\_\_. Remember, there is a difference between a concern and complaining. If your customer has a valid concern that needs to be addressed, your customer may need to be \_\_\_\_\_ to report that concern according to the employee handbook or guidelines outlined in law. For frustrations that do not rise to the level of a formal complaint, customers should establish social networks where they can discuss issues \_\_\_\_\_ without bringing negativity into their workplaces. You, the workforce professional, may have to work with customers to establish action plans, which will help them \_\_\_\_\_ issues and \_\_\_\_\_ problems without \_\_\_\_\_. Empower your customers to \_\_\_\_\_ issues and become workplace \_\_\_\_\_. (slide 21)



## How Can I Help My Customers Maintain A Positive Attitude?

Remember, many of our customers will be leaving long-term unemployment. If former job seekers see a large number of \_\_\_\_\_ standing between them and their first day of work, they may give up or become mired in negativity. So, our \_\_\_\_\_ step is to help our customers \_\_\_\_\_ to \_\_\_\_\_ issues. We can help our customers \_\_\_\_\_ actions plans to manage barriers to success.



26. For example, Anny is very excited about her new job. She starts her job and things are going well for her. One morning, she is getting ready for work when she realizes that she has a flat tire. Anny does not have a \_\_\_\_\_ of \_\_\_\_\_. She does not know what to do and becomes \_\_\_\_\_. Instead of dealing with the problem and getting to work, she calls her boss and states she cannot go to work. (slide 23)



27. If Anny had a \_\_\_\_\_ of \_\_\_\_\_, she could have \_\_\_\_\_ the plan. Instead of calling in, she could have still gotten to work and fixed her car. So, how do we help Anny create a plan to \_\_\_\_\_ issues? (slide 23)

- The regional workforce board may offer workshops for customers who have secured employment to help them prepare for jobs. (slide 23)
- This is a great opportunity to \_\_\_\_\_ customers to community resources, counseling and other opportunities. (slide 23)
- Customers can write down emergency \_\_\_\_\_ that they can use in the event of a \_\_\_\_\_. (slide 23)
- Additionally, the regional workforce board can approach common issues, such as managing \_\_\_\_\_ with a difficult customer or manager to help newly hired customers prepare for the inevitable. (slide 23)



28. For example, Anny announces to you that she secured a job as a Unit Clerk in the Pediatric Intensive Care Unit. ***You are excited to hear about her new job opportunity and tell her that planning ahead is the key to success. You tell her that if she plans for emergencies or problems now, she can tackle them with a positive attitude and avoid becoming overwhelmed.***

- You invite her to come to a workshop where she is provided a journal created locally to address common issues. Inside this book is a wealth of community resources that she can use.
- The first few pages list common phone numbers, such as United Way and Community Action Agency. In the second chapter of the journal lists “common issues” that keep customers from moving forward. Each page has space for an action plan.

Your Name: Anny Today's Date: \_\_\_\_\_

First, congratulations on your job! You are one step closer to reaching your career goals. Getting a job is the first step in climbing the career ladder. Our goal is to help you stay employed so that you can get a better job with better pay down the road. Below are common phone numbers for community resources. Use these numbers to contact our partners: do not be afraid to ask for help. On the next page is a budget. Make sure that you fill out the budget to help you plan how you will spend your money. Finally, this journal has several scenarios that happen to everyone: like, what do you do if you get a flat tire. On these pages, we write out action plans that you can implement in the event of an emergency. The goal is to think ahead to help you become more successful!

Emergency: 911

United Way: \_\_\_\_\_

Community Action Agency: \_\_\_\_\_

- On page 10, it asks, “What would you do if you had a flat tire?” The instructor works with Anny to write out her steps. First, she states that she will call her boss and let her boss know that she has a flat tire.

- It has a space for Anny to write in her supervisor’s name and phone number. She states to her boss, I will make sure that I get to the office right away. She indicates that she does not have a spare tire, but she knows several people that could take her to the office.

What will you do if you get a flat tire?

1. First do you have a spare tire?  Yes  No

If you have a spare tire, your plan is as follows:

a. Call your boss. Supervisor’s Name: \_\_\_\_\_ Number: \_\_\_\_\_

b. Tell your boss that you have a flat tire, but you are changing your tire to get to work as soon as possible. Provide your boss an estimate as to how fast you think you get to the office.

c. Go back into the house and change out of your dress clothes. Put on clothes that may get dirty. If you cannot change the tire yourself, who can you call to come and help you?

Name: \_\_\_\_\_ Number: \_\_\_\_\_

- So, she lists those people and their phone numbers as well. As a last resort, she calls the local taxi company to find out how much it would cost to travel to and from work until she could get her tire fixed.
- Because Anny has a plan, she is ready to face those tough issues. Additionally, she has decided that she will buy a spare tire with her first pay check just to make sure she is not “caught between a rock and a hard place” later on.

*Principle Four: Job Keeping*

29. *Principle four requires our customers to get along with their* \_\_\_\_\_. As much as we would like for this to be the automatic product of a great working relationship, the reality is that we often have to \_\_\_\_\_ at making relationships \_\_\_\_\_. This includes relationships in the \_\_\_\_\_. (slide 25)

30. One of the top ten reasons that individuals become unemployed is because they do not get along well with \_\_\_\_\_. Additionally, they fail to take \_\_\_\_\_ or constructive \_\_\_\_\_ without becoming \_\_\_\_\_ or disrespectful. (slide 25)

31. A positive relationship with a manager can help propel an individual into a \_\_\_\_\_ or a better job opportunity. Regardless of the \_\_\_\_\_ behavior, employees should work hard to remain \_\_\_\_\_ and take instructions and constructive \_\_\_\_\_ from managers and supervisors. (slide 25)

### Principle Five: Job Keeping

32. *Principle five requires our customers to get along well with other \_\_\_\_\_.* Conflicts will arise; however, employees who are able to manage their \_\_\_\_\_ and work with others in a \_\_\_\_\_ manner are more likely to be successful in the workplace. (slide 26)

33. Our customers have to be prepared for what they will face on the job. Customers have to be ready for both positive and \_\_\_\_\_ experiences alike. Once again, the regional workforce board can offer customers an opportunity to connect with professionals and prepare for engaging others in the workplace in a \_\_\_\_\_ manner. (slide 26)



## Ready For a Quiz?

1. What are the five principles of helping customers keep the jobs?
2. The five principles are designed to help the job seekers \_\_\_\_\_ a job and \_\_\_\_\_ a job (slide 2).
3. What is the first principle of Job Keeping Skills?
4. When the individual is offered a job, what information should (s)he review?
5. How does the individual know what to wear to work?
6. What if the individual did not learn what to wear in the interview?
7. What is the most effective method for learning how long it will take to travel to work?
8. What are some of the items the individuals should take to work the first day?
9. The second principle requires individuals to be at work both \_\_\_\_\_ and \_\_\_\_\_.
10. Principle three states that attitude is \_\_\_\_\_.
11. Even if our customers are having difficulty at work, principle three requires workforce staff to encourage job seekers to refrain from \_\_\_\_\_.
12. Principle four requires that employees get along with the boss. Customers have to work on creating a positive working relationship with managers by following \_\_\_\_\_ and taking constructive \_\_\_\_\_.
13. The last principle requires that individuals are able to remain \_\_\_\_\_ regardless of other staff members' behavior.

## Job Keeping Skills: Lesson Two

1. Welcome to lesson two in the Job Keeping Skills module. Career \_\_\_\_\_ means something different for each person. For example, one person may believe that \_\_\_\_\_ means becoming a nurse, while another may believe that \_\_\_\_\_ means climbing the corporate ladder until he or she reaches an executive position. Regardless of their goals, there are principles that will help our customers advance in their careers. During this lesson, we will discuss five of those principles which are designed to help job seeker customers get \_\_\_\_\_ as a \_\_\_\_\_ and advance. (slide 2)



### Principle One: Job Advancing

2. The first principle should sound very familiar. After all, ***it is also a principle of starting and retaining a job.*** It also seems like a “no brainer,” but the reality is that ***many individuals lose their jobs because of excessive tardiness and/or absenteeism.***
  - ***The first step to advancing is being at work each day*** so the management structure of the company \_\_\_\_\_ the customer as a \_\_\_\_\_ and \_\_\_\_\_ worker. (slide 3)
  - This requires our customers to get up and be at work \_\_\_\_\_ or early each day. This also requires our customers to be “\_\_\_\_\_” and \_\_\_\_\_ throughout the workday. If customers want to be seen as reliable and dependable, they will need to return from all breaks, including lunch, \_\_\_\_\_ or on-time. (slide 3)
3. Why is \_\_\_\_\_ at work so important? The \_\_\_\_\_ way to get a good job or \_\_\_\_\_ in a career is to be \_\_\_\_\_ and demonstrate reliability and dependability to employers. Sometimes, individuals who are working do not see their current jobs as a stepping stone to their career goals but rather roadblocks to moving forward. We have to help \_\_\_\_\_ their way of \_\_\_\_\_ and prepare customers to \_\_\_\_\_ their jobs once employed. (slide 4)



4. Sometimes, we work with customers who lose the ability to go to work each day because their managers reduce the number of hours the customers are scheduled to work. This is often an indication of a \_\_\_\_\_. If you, the workforce professional, are assisting a customer whose hours have been reduced or cut, work with the customer to identify \_\_\_\_\_ areas and address those areas with a renewed opportunity to meet the needs of the employer. The reality is, the employer will schedule those who work \_\_\_\_\_ and are \_\_\_\_\_.  
(slide 6)

## Principle Two: Job Advancing

5. ***A majority of individuals are terminated because they do not get along well with others.*** When individuals lose or lack \_\_\_\_\_, they fail to demonstrate \_\_\_\_\_ and respect for those they work with. Customers who want to excel in the workplace will have to demonstrate they are \_\_\_\_\_, cool and \_\_\_\_\_ regardless of the situation or behavior of \_\_\_\_\_ colleagues.  
(slide 8)
6. One method for helping customers implement principle number two is to teach workforce customers to “R-E-S-P-E-C-T” those with whom they work. (slide 9)
- R = Those who want to advance hold their colleagues in high regard or hold their coworkers in “\_\_\_\_\_.” (slide 9)
  - E = Job seekers should encourage their coworkers to share ideas and learn to take \_\_\_\_\_ from coworkers in a \_\_\_\_\_ manner. This does not mean that our workforce customers need to change to please everyone, this element simply means that workforce customers will hear what others have to say with the goal of growing as a team member.  
(slide 9)
  - S = Workforce customers must learn to \_\_\_\_\_ praise so they are seen as \_\_\_\_\_ players and not wanting all of the \_\_\_\_\_.  
(slide 9)
  - P = Workforce customers must demonstrate they are \_\_\_\_\_ keepers. Remember the rule, “If you cannot say anything nice, then do not say anything at all.” (slide 9)

- E = Customers who want to be seen as leaders will \_\_\_\_\_ their behaviors with a goal of becoming a better teammate.
- C= criticizing others does not actually lead to anything \_\_\_\_\_. (slide 9)
- T = Finally, workforce customers will also learn to \_\_\_\_\_ others as they want to be \_\_\_\_\_. (slide 9)

***In all, this simply demonstrates that workforce customers who want to grow into better jobs will learn to respect those they work “for” and work “with.”***

### Principle Three: Job Advancing

7. ***Principle three requires our workforce customers to become the \_\_\_\_\_ in their fields.*** (slide 10)

- This requires our customers to \_\_\_\_\_ as much as they can about their jobs. It does not matter what the job is, the individual should \_\_\_\_\_ as much as possible. The customers should become the \_\_\_\_\_ who can answer the \_\_\_\_\_ of others. (slide 10)
- Subject matter experts are seen as workers \_\_\_\_\_ beyond their current roles. They are also seen as leaders. Workforce customers should know the names of the people they work with, as well as be able to address those individuals in polite conversation when they see them. Workforce customers should know their colleagues needs with a goal of helping address those needs using \_\_\_\_\_ that comes from doing their jobs well. (slide 10)

### Principle Four: Job Advancing

8. Principle four requires workforce customers to \_\_\_\_\_. There are two components associated with this principle. (slide 11)

- First, our customers must be prepared to take classes and \_\_\_\_\_ skills beyond what they know. This does not mean that all customers will have to go to college or get degrees to advance in their careers. Customers can learn \_\_\_\_\_ skills for free on the Internet. Customers may have access to

classes through their workplace, which completing could demonstrate to employers a \_\_\_\_\_ to \_\_\_\_\_. (slide 11)

- Component two requires our customers to take on \_\_\_\_\_ that are bigger than their current position to show managers they are willing to get outside of their comfort zone and \_\_\_\_\_ the \_\_\_\_\_. (slide 11)
- Customers need to become the \_\_\_\_\_ at their jobs and then learn \_\_\_\_\_ jobs with a goal of growing beyond their positions. (slide 11)

## Principle Five: Job Advancing

9. Principle five requires customers to \_\_\_\_\_ employed. Even customers who are tired of their jobs should work to maintain a \_\_\_\_\_ attitude and look forward to the opportunity of gaining \_\_\_\_\_ skills and \_\_\_\_\_ on a daily basis. Sometimes jobs do not work out. Other times, individuals are simply ready for change or growth. This is normal. However, we must encourage our customers to stay on the job until a \_\_\_\_\_ job is secured. We do not want our customers to walk away from employment. Our customers should \_\_\_\_\_ employed while looking for work. Simply stated, "The easiest way to find a \_\_\_\_\_ or different job is to be \_\_\_\_\_." (slide 12)

### Are You Ready For a Quiz?

1. What are the five principles of job advancement?
2. The five principles of job advancement are designed to help job seekers get recognized as \_\_\_\_\_ and \_\_\_\_\_ in their careers.
3. What is the first principle of advancing in the job place?
4. Why is "being at work" so important?
5. What is the fastest way to secure a promotion?
6. How do we help or empower customers to manage their relationships at work successfully?
7. What does RESPECT stand for?
8. Principle five requires that customers remain \_\_\_\_\_.