

Priming Strategies – Looking for a Job

*Consider creating a graphic organizer that portrays **My Strengths** and **My Needs** with regard to “Looking for a Job.” Consider using the self-assessments under this heading as a starting point to define the student’s self knowledge with regard to skills of online research, making contact (email, phone) & site visits, networking, references and resumes. You may need to compare the student’s self-assessment with the instructor’s assessment, completed after 1-3 searches.*

How many skills can the student consider at one time?

For instance, one individual may be able to deal with multiple features, such as sharing contact information, qualifications, & resume by email, developing questions for potential employers regarding job positions and setting up an appointment for a visit. Another individual may need to focus only on what to share by email or setting up an appointment. The instructor is encouraged to review groups of questions, such as the ‘making contact’ questions within the self-assessment, to determine how much to address at one time with the student. Consider whether the student can look at only one part of a self-assessment, a whole self-assessment or multiple self-assessments at one time.

Can I compare the student’s self-assessment with the instructor/coach’s assessment?

The next step is visually setting up a comparison of self-assessment vs. instructor assessment. After a student completes even 1 search or possibly even one element of the search, such as developing a resume, the instructor may want to provide relevant portions of the self-assessment (questions on the resume) to the student and also answer the relevant questions from the instructor assessment. Then the instructor and the student can meet to compare their impressions. If there are differences and the student disagrees with the instructor, can the instructor encourage the student to ask someone else to review the resume and make suggestions (a trusted member of the student’s network, an employer, etc.)? Your goal is to set up comparison that supports the student in recognizing what he needs to do differently. Getting agreement on a goal involves self-assessment, comparison with trusted experts and re-assessment of what to do next.

Define clearly the areas of need

*Does the graphic organizer of **My Strengths** and **My Needs** help the student agree on his target for skill development? One key is to identify multiple strengths within the organizer so that the student develops confidence. Just as importantly, limit the number of needs and narrow your focus so that the student can embrace the targeted goal.*

Consider creating a social narrative that defines for the student in his own words what he will work on, why it is important and how he will do it. Does the narrative state:
I need to work on _____
This is important to me because _____
Here is what I can do to improve: _____

***Consider such tools as scripts, role-playing, lists of instructions, and video models that will help address the “how” in developing the new skill.**