

# Facilitation Suggestions

## Module 16: Obtain a Job or Apprenticeship In Your Desired Trade

### What Students Should Gain from this Module

At the end of this module, student should be able to:

- Explain how apprenticeship differs from non-apprenticeship employment in construction
- Explain concepts that are common to construction apprenticeships
- Describe the typical construction apprenticeship career path
- Explain the differences between union and open shop construction workplaces
- Identify resources and strategies for finding openings for apprenticeships or other jobs in construction
- Conduct an informational interview
- Build a resume that will encourage construction apprenticeships or employers to interview you
- Identify the main components of a resume for apprenticeships or other jobs in construction
- Identify the characteristics of a strong resume for apprenticeships or other jobs in construction



## Note to the Instructor

Instead of a detailed lesson plan, this document provides suggestions for facilitating the activities and using the materials in this module. The suggestions are organized around the four primary areas of focus in this module:

- Career planning
- Apprenticeships
- Resumes
- Interviewing

Some of the materials refer to specific individuals, organizations, or locations in the Portland, Oregon metropolitan area. Instructors using these activities and materials in other communities should replace those references with information specific to your own community.

## Career Planning

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"><li>• <i>How to Research a Trade</i> handout</li><li>• <i>Trades Career Planning Guide</i> handout</li><li>• <i>Trades Opportunities</i> handout</li><li>• <i>Speed Mentoring Process</i> guidance for instructors</li></ul>	<ul style="list-style-type: none"><li>• Many students might not be familiar with the variety of trades available to them, so it will be helpful to provide at least a brief overview of the trades opportunities in your community. The <i>Trades Opportunities</i> handout will be useful for that purpose. It includes some acronyms that will need to be explained.</li><li>• Students should follow the guidance in the <i>How to Research a Trade</i> handout to learn about trades that are of interest to them. They will use that information as they complete their <i>Trades Career Planning Guide</i>. Students might benefit from an opportunity to share information about relevant</li></ul>



Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> <li>• <i>Informational Interviews</i> handout</li> </ul>	<p>individuals, organizations, or resources that could be helpful to their classmates. They will also benefit from learning about your own path to and through the trades.</p> <ul style="list-style-type: none"> <li>• The <i>Trades Career Planning Guide</i> prompts students to think through the many factors that can help or hinder their ability to get and keep a job in the trades. Some parts of the, Guide, such as My Financial Plan will be personal and students might not want to discuss that information with others. However, they could benefit from sharing ideas about transportation and child care resources as they complete those parts of the plan. As they develop their plan, encourage students to consider how it will help them accomplish the goals they set during the Grit and Growth Mindset module.</li> <li>• The <i>Speed Mentoring Process</i> document provides you with guidance on facilitating the process, in which tradeswomen share their experience and insight about their trade. The document also offers tips for preparing the mentors.</li> <li>• Informational interviews are essential. They provide students with an opportunity to learn about specific trades, and the trades in general, before they commit to a particular trade. Selecting a trade that is a good “fit” supports students’ success. Informational interviews also provide students with networking opportunities. The <i>Informational Interviews</i> handout provides students with a brief description of informational interviews, tips on how to secure an informational interviews, and a template students can use to plan and conduct their informational interviews.</li> </ul>



## Apprenticeship

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> <li>• <i>Apprenticeship</i> handout</li> <li>• <i>Union Apprenticeship Career Hierarchy</i> handout</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>Apprenticeship</i> handout provides basic information about apprenticeships, what it means to be in a union, and the variety of capacities and organizations in which tradesworkers work. As a way to engage their interest, ask students to share the questions they have before you review the document with them. Keep a “parking lot” for questions that are not addressed in the document and might require additional research or time to answer.</li> <li>• The <i>Union Apprenticeship Career Hierarchy</i> handout will be useful to review with students to give them a sense of the traditional career progression within a trade. Students will benefit from hearing about your own experience, and the experiences of your colleagues, as you progressed through the “ranks.”</li> </ul>

## Resumes

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> <li>• <i>Building Your Resume</i> handout</li> <li>• <i>Building Your Trades Resume</i> handout</li> <li>• <i>Resume Template Qualifications</i> handout</li> </ul>	<ul style="list-style-type: none"> <li>• Each student should develop and submit a first draft and a final resume for your feedback. Your feedback about specific strengths and opportunities for improvement on their first draft (and, ideally, their second draft) will be critical to their ability to graduate from the course with a high quality resume that will benefit their job search.</li> <li>• As you begin to help students develop their resumes, ask them to share what they would want to see on a resume if they were reviewing resumes for an</li> </ul>



Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> <li>• <i>Resume Samples</i> handouts</li> </ul>	<p>opening in a trade. The handouts and samples in this module will build on their initial ideas.</p> <ul style="list-style-type: none"> <li>• The <i>Building Your Trades Resume</i> handout provides students with guidance on how to develop a resume for the trades, and how such a resume differs from a standard resume.</li> <li>• The <i>Building Your Resume</i> handout provides guidance for students on how best to describe their job site experience on their resume.</li> <li>• The <i>Resume Template Qualifications</i> handout provides students with guidance on crafting the introductory, qualifications section of their resume.</li> <li>• Students can use the resume samples as guides for developing their own resume. It would be helpful to share your own resume as another example.</li> </ul>

## Interviewing

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> <li>• <i>Interviewing</i> handout</li> <li>• <i>Practice Interview Questions</i> handout</li> <li>• <i>Interview Speed Dating Activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• The <i>Interviewing</i> handout provides students with a great deal of guidance on how to prepare for and conduct a job interview. It includes typical interview questions so that students can craft and practice responses in advance. This is an important and lengthy document, so it will be worth taking the time to review it with students to ensure that they have the information they need to be successful when they interview. As with resumes, you might begin this part</li> </ul>



Materials and Activities	Notes and Facilitation Suggestions
	<p>of the module by asking students to identify what they would look for if they were interviewing candidates for a position in the trades.</p> <ul style="list-style-type: none"> <li>• The <i>Practice Interview Questions</i> handout provides students with general and trade-specific interview questions they can use to prepare for job interviews.</li> <li>• The <i>Interview Speed Dating Activity</i> document provides you with instructions for facilitating a fun and helpful activity in which students practice their “elevator speech” about their skills and interest in the trades.</li> </ul>

