

Instructions for Tutors

These benchmarks directly correspond to the activity manuals on the corresponding web page where you found these benchmarks. These benchmarks provide our students with abilities needed to navigate the modern world and successfully attain and keep a job. Never hesitate to ask for additional help from Literacy Mid-South staff.

Using These Benchmarks to Ensure Progress

Each sub-listing below the preceding standards has a correlating activity in the activity manuals. We recommend you start from the beginning of the activities manual to ensure their ability. If you do not know your student's reading/math level, please contact staff to receive information about their most recent TABE assessment scores.

Who Should Use the Benchmarks?

Tutors with students who would like to get a job can use these benchmarks to measure student progress. Students on the basic literacy level (0.0-1.9) are encouraged to use the Reading and Language Arts activities first. Typically, a student needs *at least* 100 hours of basic reading and language instruction before using these benchmarks. *We urge you not to just use the activity manual alone to display mastery of job readiness.* Use additional materials available online and in the libraries to help the student master each standard.

Reporting These Benchmarks

We ask that you submit a progress report about your student *each month* to Literacy Mid-South through our online Tutor Lounge. (<http://literacymidsouthtutor.weebly.com/>). Let us know what standard your student is on and any challenges you may have encountered along the way. Also, be sure to report your hours while you are there.

Next Steps After Completion

Keep these benchmarks as your guide to helping your student progress. When you have finished all the benchmarks below, send in this checklist to Literacy Mid-South staff. This assessment will ensure that your student has adequately progressed.

Workplace Readiness Checklist

Student _____ Tutor _____

Identify ways to plan for employment

The student will be able to:

- Identify reasons people work.
- Describe the relationship among jobs, careers, family life, and leisure activities.
- Conduct a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market.
- Develop a career plan for future career options to include job preferences, training requirements, and tasks/responsibilities.
- Understand the knowledge and skills required for a variety of careers of interest to the student.
- Compare occupations based on entry-level requirements and benefits associated with employment.

Date completed _____

Identify ways to search for a job

The student will be able to:

- Locate, select, and process classified ads.
- Identify and locate government and private employment agencies and/or computer-assisted job search programs.
- Identify and locate personal resource materials, e.g., birth certificate, diplomas, training certificates, driver's license, and social security card.
- Understand the importance of personal/professional networking to obtain job search information.
- Develop a portfolio.
- Develop a job card file to record specific job leads, requirements, employer names, interview information, and personal notes.
- Practice telephone etiquette when calling an employer for job information.

Date completed _____

Understand how to apply for a job, and/or applies for a job

The student will be able to:

- Describe and give examples of effective interviewing situations, including, prepared questions to ask the interviewer.
- Identify appropriate behavior and attitudes in interview situations.
- Demonstrate competence in job interview techniques to include grooming, dress, and verbal/nonverbal communication.
- Develop a personal fact sheet to include, but not limited to, personal references, work history, educational information, and other pertinent data.

- Interpret and complete job applications.
- Compose a resume with a cover letter.
- Write a follow-up letter after an interview.

Date completed _____

Demonstrate understanding of wages, benefits, taxes, and concepts of employee organizations, or identify resources to assist in this interpretation

The student will be able to:

- Interpret wages, deductions, benefits, and taxes.
- Interpret timekeeping forms, such as, timecards/timesheets.
- Interpret pay schedules.
- Identify fringe benefits, employee assistance programs, employee benefit packages, medical insurance, and retirement plans.
- Understand the importance of contract and union agreements.
- Demonstrate knowledge of employee handbooks, personnel policies, and worker's compensation.

Date completed _____

Understand the importance of safety standards and procedures in the workplace

The student will be able to:

- Identify safety signs found in places of employment training and in public buildings.
- Identify safe work procedures.
- Wear safe work attire.
- Understand the importance of reporting training and job-related hazards, accidents, injuries, and/or damages to the appropriate person(s).
- Demonstrate acceptable employee health habits.

Date completed _____

Demonstrate understanding of concepts and materials related to job training, performance, retention, promotion, and changes

The student will be able to:

- Discuss realistic career goals.
- Identify positive and negative feelings that affect success at work and elsewhere.
- Identify factors the employer considers when promoting/retaining employees.
- Interpret general work-related vocabulary.
- Demonstrate the ability to apply or transfer skills learned in one job situation to another.
- Interpret job-related signs, charts, diagrams, forms, and procedures.

- Identify appropriate computer skills that affect job retention and advancement.
- Recognize job responsibilities.
- Interpret and write work-related correspondence, including, notes, memos, and letters.
- React appropriately to constructive criticism.
- Demonstrate a knowledge of how and when to make job changes or to resign from a job.
- Analyze and solve workplace problems.
- Identify and maintain appropriate attire and hygiene standards for employment situations.
- List probable stress factors of various occupations

Date completed _____

Understand and/or utilize common workplace technology

The student will be able to:

- Identify common tools, equipment, machines, and materials required for one's job.
- Demonstrate simple keyboarding skills.
- Demonstrate ability to use a filing system.
- Identify common business machines, e.g., a fax machine, a copy machine, and a computer.
- Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts.
- Leave messages on answering machines.
- Demonstrate appropriate use of the telephone in a workplace setting.
- Demonstrate awareness of the importance of word processing and computer skills in the workplace.

Date completed _____

Demonstrate ability to effectively utilize common interaction techniques in employment situations

The student will be able to:

- Demonstrate the ability to work cooperatively with others as a member of a team, to contribute to team efforts, to maximize the strengths of team members, to promote effective group interaction, and to take personal responsibility for accomplishing goals.
- Demonstrate effective communication skills in working with customers and clients.
- Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers.
- Demonstrate effective body language and its influence on the observer.
- Identify sexual harassment issues in the workplace.

- Identify and use effective approaches to working within a multicultural workforce; including, respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups.
- Identify techniques for handling stress and time management problems on the job.

Date completed _____

Utilize the computer to enhance personal, academic, vocational, and social communication

The student will be able to:

- Identify basic terminology associated with computers.
- Identify the parts of a computer.
- Identify hardware.
- Identify software.
- Demonstrate appropriate use and care of computer hardware and software.
- Demonstrate the steps necessary to “boot up” a computer system, e.g., Windows or Macintosh.
- Utilize computer directories to locate files.
- Identify the basic components of a computer system.
- Understand utilization possibilities.
- Understand advantages and disadvantages of computers.

Date completed _____