
Module 2

The Job Hunt

The Search

Applications

Interviews

ADA Rights and Responsibilities



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Purpose



The purpose of this Module is for students to understand and practice the steps involved in seeking employment.

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

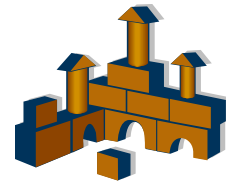
Module Objectives



Students will:

- Understand the purpose of employment
- Understand and practice the search for job openings, internships, and other work opportunities that match skills and abilities
- Understand and practice the job application and interview process
- Become familiar with job and career possibilities
- Understand components of the Americans with Disabilities Act and other legislation that protects the rights of individuals with disabilities

Alignment with NYS Learning Standards



Career Development and Occupational Studies (CDOS)



Standard 1: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

(Elementary)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (b) demonstrate an awareness of their interests, aptitudes, and abilities
- (e) explore the preferences for working with people, information, and/or things

(Intermediate)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (a) continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing
- (b) demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
- (c) understand the relationship of personal interests, skills, and abilities to successful employment

Continued



Standard 2: *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

(Elementary)

- 1) Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
 - (a) identify academic knowledge and skills that are required in specific occupations

Standard 3a: *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

(Elementary)

Key Idea 3a-2: (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (b) demonstrate the personal qualities that lead to responsible behavior

(Intermediate)

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) understand the material, human, and financial resources needed to accomplish tasks and activities

Continued

Family and Consumer Science/Health/ Physical Education



Standard 3: *Students will understand and be able to manage their personal and community resources.*

Key Idea 3-1: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

(Elementary)

- (a) Students understand the kinds of resources available in their community and make informed decisions related to their own use
- (b) Students understand how people acquire, use, and protect money and recognize some factors that influence spending
- (c) Students know the different jobs in their communities and the contributions made by individuals performing those jobs

(Intermediate)

- (f) Students identify their own abilities and interests as possible guides to career choice.

(Commencement)

- (c) Students analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward those goals
- (d) Students understand the concept of entrepreneurship as it exists in today's economy
- (e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

Background Information



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 2**.

- **Transitioning from high school to the work world can be an intimidating process.**

Before diving into the steps of the process of pursuing employment, the Instructor should provide an overview of the multiple paths that students can follow to obtain jobs. Any opportunities that students can have to visit job sites, volunteer, job shadow, and intern will assist them in understanding the concept of employment.

- **All students should have the following paperwork up-to-date and in a safe storage place.**

Although not all of this information will be asked for on a job application, the information may be used for filling out benefit forms once hired. The papers are always valuable resources when establishing an independent life.

- Social Security card
- Birth certificates
- Proof of residency
- Tax records
- Past paycheck stubs
- SSI paperwork
- Green card
- Medications list
- Medical records
- Transcripts and Certificates
- DMV Photo ID
- Auto-related paperwork, if relevant (driver's license, insurances, registration)

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 2.

▪ **The job application is usually the first impression.**

Job applications can be a challenge to students because even though the same information is generally asked on applications, the formats are different. Students should have a card or folder with their personal information handy. (See the handout My Job Application Record in Activity #2 in this Module.)

No matter what the application asks, it should be:

- Neat
- Complete
- Accurate
- Organized
- Spelled correctly.

If the application is completed on-line students need to carefully check their responses before submitting.

▪ **A resumé can be submitted with a job application or cover letter.**

The resumé which summarizes education, volunteering, goals, and work history can be organized in any order, but should always be:

- Neat
- Informative
- Chronological
- Clear – key words, short phrases, east to read
- Organized
- Succinct
- Spelled correctly

Resumés and job applications should have chronological dates with a description of tasks and responsibilities.

Former employers and references should be spelled correctly with complete phone numbers and addresses.

“References available upon request” can be written at the bottom of a resumé, or the names and phone numbers of references can be listed. Make sure all references have granted approval to be contacted.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 2.

Students can start building a resumé immediately by volunteering, job shadowing, or interning.

Encourage students to think about activities that they have done in their personal lives that demonstrate responsibility and unique skills and interests, even if the activities were not paid employment. For example:

- Helping out in the kitchen at a religious center
- Clearing trails for hiking and snowmobiling
- Growing up on a farm and helping neighboring farmers
- Sewing and tailoring clothes for family members
- Participating in fund-raising activities at a local VFW
- Raking leaves for a neighbor

▪ **Preparing for a job interview involves the following components:**

- Select clean, neat clothing, even for jobs in the trades, such as construction, carpentry or assembly-line work. If the job provides a uniform, it is still important to wear presentable clothes to the interview.

Dressing up for an interview shows pride and respect. Candidates do not have to wear a suit and tie, but should pay attention to hygiene, and wear clothes that are clean and neat. T-shirts, especially those with drawings and words on them, are not appropriate. Dresses that are too short or low-cut and shoes that have very high heels are not appropriate.

- Practice handshakes. Most candidates do not realize that their handshake makes an immediate impression on the interviewer. They also may not know whether their handshake shows confidence. By practicing a handshake and getting feedback on it, candidates can be prepared to shake the hands of the interviewers as soon as they enter the interview room.
- Consider possible interview questions and practice answering them. Practice, practice, practice.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 2.

- The candidate should think about the three messages that they want to get across regardless of what the questions may be. For example:

Responsible – I have shown responsibility by volunteering every Sunday at church, knowing that families are counting on me.

Organized – I am very organized – my friends always comment on how efficient and organized I am.

Motivated – I am very interested in this type of job. I think that I have the skills, but I also have the motivation and interest.

- Consider how “nerves” will affect performance in the interview, and plan ahead about how to cope with nervousness. Everyone gets nervous in an interview. If it’s apparent, the candidate can say, “I apologize for being nervous, but I’m very interested in this job and I want to make a good impression!”
- Be prepared to bring requested paperwork, such as the application form and a list of references. Put the papers in a neat folder.
- Be prepared by knowing about the organization. Bring questions to ask, showing interest in the organization and the job.
- **A successful candidate during an interview:**
 - Arrives early for the interview
 - Shakes hands at the beginning of the interview
 - Makes eye contact with *all* of the interviewers, even if only one is the boss
 - Gives short answers, to the point, talking clearly
 - Asks for clarification if the question is not clear
 - Tells what they have to offer, even if it feels like bragging
 - Asks questions about the organization and the job (but not questions about salary, benefits, schedules, etc., unless the job has been offered, or it seems appropriate to clarify the information)

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 2.

- Mentions important points that they want to get across when the interviewer asks if there are any questions. For example:
 - This is the type of work that I have always wanted to do.
 - I have researched your business and would look forward to working here.
 - I would prefer the day shift, but could work nights until an opening is available on the day shift.
- **Applicants are sometimes asked questions that are illegal:**
 - The Americans with Disabilities Act (ADA) was designed to protect individuals with disabilities as they go through the process of applying for jobs and working on the job.

The Instructor should be familiar with the contents of the publications found on the next page:

- What is Allowed?
- Americans with Disabilities Act
- Handling Illegal Questions
- Handling Disclosure
- Disclosing a Disability to Employers



What is Allowed



Americans with
Disabilities Act

WHAT IS ALLOWED?

What questions are off-limits on an employment application or when conducting a job interview?

Employers must give careful consideration to the questions used in an employment application. A number of problem areas have arisen concerning questions which are included in an employment application or asked during the course of a job interview.

- (1) **Age/date of birth:** Generally, age is considered not to be relevant in most hiring decisions, and therefore, date-of-birth questions are improper. Age is a sensitive pre-employment question, because the [Age Discrimination in Employment Act](#) protects employees 40 years old and above. It is permissible to ask an applicant to state his or her age if it is less than 18. If you need the date of birth for internal reasons, i.e., computations with respect to a pension or profit-sharing plan, this information can be obtained after the person is hired.
- (2) **Race, religion, national origin:** Generally, questions should not be asked about these matters, either on employment applications or during job interviews. The requirements that an applicant furnish a picture has been held to help support a claim for race discrimination when it was demonstrated that an employer never hired a minority applicant, the theory being the picture was required so that an employer would remember which applicants were members of minorities. A sexual harassment plaintiff might similarly argue that the employer pre-screened applicants for physical attractiveness. Ordinarily, [Title VII of the Civil Rights Act of 1964](#) requires that employers make reasonable accommodations for their employees' religious practices, thus eliminating the necessity for asking whether an applicant's religious beliefs would prohibit his or her working at certain times and on certain days in most situations.
- (3) **Physical traits, disabilities:** Height and weight requirements have been found to violate the law in situations where such requirements have eliminated disproportionate numbers of female, Asian-American, and Spanish-surnamed applicants when in such cases, the employer could not show that the physical standards were directly-related to job performance.

- (4) **Education:** If a job for which an application is being made does not require a particular level of education, it is improper to ask questions about an applicant's educational background. Applicants can be asked about educational background, schools attended, degrees earned, and vocational training when the performance of a job requires a particular level of education. For example, inquiring into the English language proficiency and educational background of a secretarial candidate is proper, while the same inquiry would probably be improper for a janitorial applicant. The EEOC and some courts have looked closely at an employer's educational requirements to determine whether they are being used to exclude from employment minorities who, generally-speaking, have obtained lesser levels of education.
- (5) **Arrest, conviction records:** The EEOC takes the position that questions concerning arrests are improper unless the applicant is being considered for a "security sensitive" job and the employer does an investigation to determine, in effect, whether the applicant was likely to have committed the crime for which he or she was arrested. The EEOC also says that questions about an applicant's conviction record are improper unless the employer can show that the conviction is in some way related to the position being applied for. The EEOC takes these positions because of statistics which show that minorities are arrested and convicted at considerably higher rates than whites.
- (6) **Garnishment:** Questions concerning whether an applicant has been the subject of garnishment proceedings should be eliminated from employment applications. Using the garnishment history of an applicant in determining whether he or she will be hired is probably discriminatory, because more minority members have their wages garnished than do with whites.
- (7) **Citizenship:** The anti-discrimination provision of the Immigration Reform and Control Act provides that an employer cannot discriminate because an applicant is not a U.S. citizen. Therefore, in order to avoid charges of discrimination under this Act, citizenship questions should probably be deleted from employment applications. The Form I-9 is the appropriate place to determine citizenship status instead of the employment application.

- (8) **Drugs, smoking:** It is permissible to ask an applicant if he or she uses drugs or smokes. The application also affords an employer the opportunity to obtain the applicant's agreement to be bound by the employer's drug and smoking policies. The application also affords an employer an opportunity to obtain the applicant's agreement to submit to drug testing.
- (9) **Other problem areas:** Questions concerning whether an applicant has friends or relatives working for the employer may be improper, if the employer gives a preference to such applicants. Questions concerning credit rating or credit references have been held to be discriminatory against minorities and women. Questions concerning whether an applicant owns a home have been held to be improper as being discriminatory against minority members, since a greater number of minority members do not own their own homes. While questions about military experience or training are permissible, questions concerning the type of discharge received by an applicant have been held to be improper, because a high proportion of other than honorable discharges are given to minorities. The Americans with Disabilities Act prohibits general inquiries about disabilities, health problems, and medical conditions.

Americans with Disabilities Act

A Guide for People with Disabilities Seeking Employment

Social Security
Administration

Equal Employment
Opportunity Commission

U.S. Department of
Justice
Civil Rights Division

There are more opportunities now than ever before for people who are receiving SSDI and SSI benefits to learn job skills and find permanent employment.

If you are seeking a job or are new to the workforce, you should become familiar with the **Americans with Disabilities Act of 1990 (ADA)**, a federal civil rights law designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspects of society. One fundamental principle of the ADA is that individuals with disabilities who want to work and are qualified to work must have an equal opportunity to work. This brochure answers questions you may have about your employment rights under the ADA.

How do I know if I am protected by the ADA?

To be protected, you must be a qualified individual with a disability. This means that you must have a disability as defined by the ADA. Under the ADA, you have a disability if you have a physical or mental impairment that substantially limits a major life activity such as hearing, seeing, speaking, thinking, walking, breathing, or performing manual tasks. You also must be able to do the job you want or were hired to do, with or without reasonable accommodation.

What are my rights under the ADA?

The ADA protects you from discrimination in all employment practices, including: job application procedures, hiring, firing, training, pay, promotion, benefits, and leave. You also have a right to be free from harassment because of your disability, and an employer may not fire or discipline you for asserting your rights under the ADA. Most importantly, you have a right to request a reasonable accommodation for the hiring process and on the job.

What is a "reasonable accommodation"?

A reasonable accommodation is any change or adjustment to a job, the work environment, or the way things usually are done that would allow you to apply for a job, perform job functions, or enjoy equal access to benefits available to other individuals in the workplace. There are many types of things that may help people with disabilities work successfully. Some of the most common types of accommodations include:

- physical changes, such as installing a ramp or modifying a workspace or restroom;
- sign language interpreters for people who are deaf or readers for people who are blind;
- providing a quieter workspace or making other changes to reduce noisy distractions for someone with a mental disability;
- training and other written materials in an accessible format, such as in Braille, on audio tape, or on computer disk;
- TTYs for use with telephones by people who are deaf, and hardware and software that make computers accessible to people with vision impairments or who have difficulty using their hands; and
- time off for someone who needs treatment for a disability.

What should I do if I think I might need a reasonable accommodation?

If you think you might need an accommodation for the application process or on the job, you have to request one. You may request a reasonable accommodation at any time during the application process or any time before or after you start working.

How do I request a reasonable accommodation?

You simply must let your employer know that you need an adjustment or change because of your disability. You do not need to complete any special forms or use technical language to do this. For example, if you use a wheelchair and it does not fit under your desk at work, you should tell your supervisor. This is a request for a reasonable accommodation. A doctor's note requesting time off due to a disability or stating that you can work with certain restrictions is also a request for a reasonable accommodation.

What happens after I make a request for a reasonable accommodation?

Once you have made a request for a reasonable accommodation, the employer should discuss available options with you. If you have a disability that is not obvious, the employer may request documentation from you demonstrating that you have a disability and explaining why you need a reasonable accommodation. You and the employer should work together to determine an appropriate accommodation.

What should I do if I think my ADA rights have been violated?

You should contact the nearest office of the Equal Employment Opportunity Commission (EEOC). Someone will help you determine whether you should file a charge of discrimination. Charges may be filed with the EEOC in person, by mail, or by telephone.

There are strict time frames for filing charges of employment discrimination. In most states, you have 300 days from the time the alleged discrimination occurred to file a charge, but in some states you may have only 180 days. The EEOC field office nearest you can tell you which time period applies to you. However, you should file a charge as soon as possible after you believe the discrimination occurred.

To contact the EEOC, look in your telephone directory under U.S. Government or call 1-800-669-4000 (voice) or 1-800-669-6820 (TTY).

Is there any cost to file a charge?

No. There is no cost to file a charge.

Do I need a lawyer to file a charge?

No. You may file a charge on your own without a lawyer, though some people do choose to retain one. Your local bar association may be able to help you locate a lawyer, and many communities have organizations that can provide free legal services or legal services at a reduced rate to people who qualify for them.

What happens after I file a charge with the EEOC?

- First, the EEOC notifies your employer that a charge has been filed.
- In some instances, the EEOC will suggest mediation as a way of resolving the charge. Mediation is a process by which an impartial party tries to help people resolve a dispute. Mediation is voluntary, free, and completely confidential.

- If a charge is not referred to mediation or if mediation is unsuccessful, and the EEOC determines that a violation has not occurred, your charge will be dismissed and you will be sent a letter telling you that you may file your own lawsuit.
- If the EEOC concludes that you were discriminated against, it will attempt to settle the claim informally. If this is unsuccessful, the EEOC will decide whether to bring a lawsuit or issue you a letter giving you the right to file a lawsuit on your own.

For more information about work support, contact the Social Security Administration at:

1-800-772-1213 (voice)
1-800-325-0778 (TTY)
www.ssa.gov/work

For more information about the ADA, contact the Equal Employment Opportunity Commission (EEOC) and the Department of Justice (DOJ) at:

EEOC

1-800-669-4000 (voice)
1-800-669-6820 (TTY)
www.eeoc.gov

DOJ

1-800-514-0301 (voice)
1-800-514-0383 (TTY)
www.usdoj.gov/crt/ada

For free information about many types of reasonable accommodations, contact the Job Accommodation Network at: 1-800-526-7234 (voice/TTY)
<http://janweb.icdi.wvu.edu/>

The following background information should be useful to Instructors as they advise students in preparing for interviews.



Handling Illegal Questions



Handling Disclosure



Disclosing a Disability to Employers

University Academic & Career Advising Center



HANDLING ILLEGAL QUESTIONS

By Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers. She specializes in employment law and in legal issues pertaining to recruitment and employment.

Various federal, state, and local laws regulate the questions a prospective employer can ask you, the job candidate. An employer's questions—whether on the job application, in the interview, or during the testing process—must be related to the job you're seeking. For the employer, the focus must be: "What do I need to know to decide whether this person can perform the functions of this job?"

If asked an illegal question, you have three options:

- You can answer the question—you're free to do so, if you wish. However, if you choose to answer an illegal question, remember that you are giving information that isn't related to the job; in fact, you might be giving the "wrong" answer, which could harm your chances of getting the job.
- You can refuse to answer the question, which is well within your rights. Unfortunately, depending on how you phrase your refusal, you run the risk of appearing uncooperative or confrontational—hardly words an employer would use to describe the "ideal" candidate.
- You can examine the question for its intent and respond with an answer as it might apply to the job. For example, the interviewer asks, "Are you a U.S. citizen?" or "What country are you from?" You've been asked an illegal question. You could respond, however, with "I am authorized to work in the United States." Similarly, let's say the interviewer asks, "Who is going to take care of your children when you have to travel for the job?" You might answer, "I can meet the travel and work schedule that this job requires."

Below are examples of some illegal questions and their legal counterparts.

Inquiry Area	Illegal Questions	Legal Questions
National Origin/ Citizenship	Are you a U.S. citizen? Where were you/your parents born? What is your "native tongue"?	Are you authorized to work in the United States? What languages do you read/speak/write fluently? (This question is okay only if this ability is relevant to the performance of the job.)
Age	How old are you? When did you graduate? What's your birth date?	Are you over the age of 18?
Marital/	What's your marital status? With whom	Would you be willing to relocate if

Family Status	do you live? Do you plan to have a family? When? How many kids do you have? What are your child-care arrangements?	necessary? Would you be able and willing to travel as needed for the job? (This question is okay if it is asked of all applicants for the job.) Would you be able and willing to work overtime as necessary? (This question is okay assuming it is asked of all applicants for the job.)
Affiliations	What clubs or social organizations do you belong to?	List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Personal	How tall are you? How much do you weigh? (Questions about height and weight are not acceptable unless minimum standards are essential for the safe performance of the job.)	Are you able to lift a 50-pound weight and carry it 100 yards, as that is part of the job?
Disabilities	Do you have any disabilities? Please complete the following medical history. Have you had any recent or past illnesses or operations? If yes, list them and give dates when these occurred. . What was the date of your last physical exam? How's your family's health? When did you lose your eyesight? How? Do you need an accommodation to perform the job? (This question can be asked only after a job offer has been made.)	Are you able to perform the essential functions of this job? (This question is okay if the interviewer has thoroughly described the job.) Can you demonstrate how you would perform the following job-related functions? As part of the hiring process, after a job offer has been made, you will be required to undergo a medical exam. (Exam results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations, based on exam results.)
Disabilities	Why do you use a wheelchair and will we have to make any accommodations for the wheelchair?	Will you need any accommodation to participate in the recruiting process?
Disabilities	Tell me all of your disabilities	What are your job skills, educational background, and prior work experiences?
Arrest Record	Have you ever been arrested?	Have you ever been convicted of _____? (The crime named should be reasonably related to the performance of the job in question.)
Military	If you've been in the military, were you honorably discharged?	In what branch of the Armed Forces did you serve? What type of training or education did you receive in the military?

University Academic & Career Advising Center
Lancaster G08A
395-2063; career@longwood.edu
www.longwood.edu/career/

Disclosure

Disclosure of disability is very much a personal decision by the job seeker. However, two basic guidelines are extremely useful:

- 1) Disclose disability-related information only as necessary.
- 2) Disclose to as few people as necessary.

Additionally, One-Stop system staff should abide by the following:

- Always get permission from the customer before disclosing any information about a job seeker's disability to an employer
- Always abide by the customer's decision about disclosure
- Do not share personal information about the customer with supervisors and co-workers at the person's job site
- Within the One-Stop Center, do not discuss personal and sensitive customer information and issues in public areas or with people who do not "need to know."

Disclosure: Before or During the Interview

In most cases, if an individual can complete the hiring process without having to disclose, it is probably best to wait until at least after the job offer has been made (if disclosure is going to occur at all). However, there are situations in which earlier disclosure may make sense.

- Is the disability obvious? - In cases where the disability is readily apparent (such as an individual who uses a wheelchair, or who is blind), disclosure will occur the first time the potential employer meets the individual. Should disclosure occur when the interview is being set up or should it occur "naturally" when the interview takes place? There is no right or wrong answer. If the job applicant would rather provide some information about his/her disability to the employer prior to the interview, a potential strategy is to provide basic information and request accommodations (if necessary) after the applicant has a confirmed appointment for a job interview.
- Less obvious disabilities - An individual may display behavior or have physical characteristics that could be perceived as "unusual" and misinterpreted. Is it better to leave unanswered questions in the employer's mind, or to try and clear up the misconceptions and/or unfounded fears that the employer may have that relate to the disability?

Interview Accommodations

- Typical interview accommodations - Some of these are obvious. If a person uses a wheelchair, the interview location, including the rest room, must be accessible. If the job seeker has difficulty communicating due to a hearing impairment or speech impediment, some alternative method of communication must be used, such as an interpreter. Having materials in accessible formats for someone who is blind or visually impaired is also typical.
- Other interview accommodations - What if the person simply interviews poorly, possibly due to cognitive limitations? What if testing is a standard part of the interview process for the job, and the person tests poorly? Will typical hiring procedures allow the employer to fully evaluate whether the applicant can perform the essential functions of the position? If not, then possible accommodations could be:
 - having an advocate (such as One-Stop staff) accompany the individual to the interview

- using an alternative testing format (if tests are involved)
- using a situational assessment (i.e. allowing the applicant to try out a job for a day or two before a final hiring decision is made)
- being hired on a trial basis.

The One-Stop staff or job seeker will have to advocate for this type of accommodation with the employer, requesting it as a reasonable accommodation under the ADA. Such strategies should be used judiciously, and only in cases where the standard interviewing and hiring procedures put the individual at a disadvantage for equal consideration.

- **Explaining Interview Accommodations to the Employer:** There are always pluses and minuses to using any type of accommodation for interviews. The decision of whether to request an interview accommodation should depend on how the accommodation will positively impact the chances of the individual getting the job versus the potential negative impact of using such an accommodation. If an interview accommodation is necessary, the One-Stop staff or job seeker should explain the accommodation to the employer. For example, if an interpreter is to be used, interpreter etiquette (such as directing questions at the individual and not the interpreter) should be discussed ahead of time. Remember that an employer may have never used such an accommodation before. It is important to emphasize how an accommodation will assist the employer in making an educated hiring decision, and to ensure that the employer is completely comfortable with the accommodation so that it does not become a distraction to the hiring process.

Non-Apparent Disabilities & Disclosure

When dealing with a non-apparent or “hidden” disability (i.e., a disability that is not readily apparent to most people), the issues are less clear. Is it a good idea to disclose? Not disclose? Such a complicated decision requires consideration of the following:

- **Personal ethics of the job seeker.** How does the person view the issue of non-disclosure? Do they view it as possible deception of the employer, or as “none of the employer’s business”? For some individuals, disclosure is a part of honest interactions, and they are too uncomfortable to carry the burden of non-disclosure around.
- **Ability to hide the facts.** Is the disability going to become obvious to the employer during the process of checking references and employment verification? For example, if an individual tries to hide a past felony conviction when applying for a position within a company where security checks are standard procedure, the cover-up may be judged harshly when the truth comes out.
- **Is the truth better?** Will the individual give off signals that cause the employer to wonder “what’s going on,” perhaps causing the employer not to hire the individual?
- **Is the truth relevant?** If the disability has no impact on the individual at work there is no reason to share the information. The Americans with Disabilities Act (ADA) makes the assumption that the presence of a disability is irrelevant unless it clearly affects the person’s ability to do the essential parts of the job.
- **Consequences.** What are the ramifications of disclosing vs. not disclosing? While some employers are fearful of hiring people with previously non-apparent disabilities, some are not. Some non-apparent disabilities are more discriminated against than others (e.g., mental illness is often feared and misperceived).

Remember, it is not the One-Stop staff's job to decide for people what to do about disclosure, but rather help job seekers weigh the above factors and arrive at their own decisions. Once the customer decides, respect that decision, and work with the individual on how to implement it. Should the choice be made to disclose, the individual may need advice as to how, when, and to whom to disclose.

Dealing Openly with Disability

If disclosure is decided upon, it is crucial that the job seeker project an image of capability. An employer will be concerned with the individual's ability to perform the necessary job functions. The job seeker must explain a disability so that

- the employer can understand it
- it is not perceived as negatively impacting the workplace.

The manner in which a disability is explained and/or accommodations are requested, including the words used, can have an enormous impact on the employer's perception of the person's capabilities. Instead of using a "disability label", describe it in functional terms that explain the impact of the disability. Simply stating, "I have an anxiety disorder" could create significant questions. A better alternative would be to say, "I have a condition that causes me to become anxious at times. When it happens I am unable to focus on what I am doing at that moment, but it does not affect others. In past jobs, I have been able to manage it effectively with minimal impact on my work. This condition does require that I have a quiet work space, with minimal outside noise. If you hire me, I would work together with you to set up my work space so that it would be mutually satisfactory."

When an Employer Makes Inappropriate Inquiries

While the ADA clearly states that a potential employer cannot ask questions concerning a person's disability prior to an offer of employment, this does not necessarily stop employers from making such inquiries, even if inadvertently. How should a job seeker act if an employer asks, "What's wrong with you?"

- "You can't ask me that, it's illegal under the ADA." This is correct, but might result in the person not being hired.
- A better response: "I'll tell you what - let me tell you all the things I can do," and then go on to describe why they are eminently qualified for the job.

Obviously if an employer is persistent in asking about a person's disability, and the person chooses not to disclose, the employer should be gently

Guiding Principles for Job Seekers in the Disclosure Process

- ◆ Describe yourself by job qualifications, not by disability
- ◆ Articulate and demonstrate how you can perform the essential functions of the job
- ◆ Do not volunteer negative information
- ◆ Avoid medical terms or human service/disability jargon as they can confuse and potentially scare the employer.
- ◆ Stress current, positive activity rather than dwelling on past negative experiences or issues
- ◆ If possible, connect past problems and issues with significant life event(s)
- ◆ Stress that you are in charge and control

informed that such inquiries are illegal. It is important that people with disabilities know and exercise their legal rights, but such rights are best used in a proactive way to promote the individual for the position. While people with disabilities should certainly pursue legal action when they have been clearly discriminated against, the ADA should be used more as an education tool, not a sledge hammer: the goal is to get jobs, not file lawsuits. When developing interview strategies, determine the best course of action so that the person not only gets the job, but succeeds on the job.

Disclosure After The Job Offer

After the job offer has been made, the timing of disclosure will depend on the need for accommodations as well as the preferences of the worker. One consideration is whether the information will be better received after the employer has had the opportunity to get to know the employee independent of the disability label. If there is a probationary period for the position, the individual may wish to disclose only after that period ends. Should there be no need for immediate accommodation, there is no rush and potentially no need to disclose.

Whom to disclose to:

If the person decides to inform the employer, careful consideration should be given to whom the recipient of this information should be, and how much they should be told. Possible recipients include co-workers, supervisors, managers, human resources staff, or an Equal Employment Opportunity officer. Should they all be told or only a few of them? There are very few situations where everyone in the workplace needs to know. Generally, it is best to begin by disclosing only to those who need to know. Many employees opt to tell their supervisor or manager, and/or a human resources representative. They later decide who among their co-workers to tell. This allows relationships to develop prior to disclosure and thus diminishes stigma.

Final Thoughts on Disclosure

There is no one right answer for every situation, and dealing with disclosure requires making the “best guess” concerning the impact a particular situation will have on the hiring decision and the person’s success on the job. The ultimate determinant is the preference of the job seeker, but One-Stop staff should assist the job seeker in weighing the pros and cons of pursuing various strategies. Even in cases where some level of disclosure will occur, there is no reason to provide extensive details beyond what is necessary for individuals to have an understanding of the situation. As Joe Marrone of the Institute for Community Inclusion says, “it’s disclosure, not confession.”

Based in part on material from:

Hoff, D., Gandolfo, C., Gold, M., Jordan, M., (2000). Demystifying Job Development, TRN, St. Augustine, FL. Web site: www.trninc.com; e-mail: trn@aug.com; voice: (800) 280-7010

Disclosure Of A Non-Apparent or Hidden Disability

Some Pros

- Reduced stress. Many people report that “hiding is more stressful than telling.” Disclosing also makes it easier, if the need arises, to discuss accommodations.
- Immediate knowledge of the work environment. You will have “cleared the air” and will know what to expect.
- Release from the worry that a past employer or reference might inadvertently “drop” the fact that you have a disability.
- Full freedom to question health insurance and other benefits. If a medical examination is required, you will not have to worry about passing it (a concern with certain disabilities).
- Freedom to communicate with your employer should you face changes in your condition.
- Disclosure may make you feel more “comfortable.” That word is the real key to the issue of disclosure.

The Bottom Line: you and the employer must both feel comfortable.

Some Cons

- Bad past experience(s): rejection or loss of a job because of the disability.
- Fear of being placed in a “dead-end job.”
- Fear of being an object of curiosity.
- The concern that if something doesn’t go right, it will be blamed on the disability.
- Fear of being “different.”
- Mostly, just fear of not getting the job.
- Raises other questions for employers.
- May trigger stereotyping.

Rules For A Good Disclosure

- 1) Script your disclosure. Write it down and have it critiqued. Run through it with friends who are employers and with other people in the working world.
- 2) Rehearse your disclosure script until you feel comfortable and good about it, not only with your lips, but with your body language.
- 3) When you prepare your script, avoid being too clinical or too detailed. It may be of great interest to you, but the interviewer wants to know only three things:
 - Will you be there?
 - Can you do the job as well as or better than anyone else?
 - Will you be of value to the company?
- 4) Remember your script and be positive about your skills and abilities. The more positive you are, the more you will convey that you are you and “just happen to have a disability.” Conversely, the more you discuss your disability, the more important it will become in the employer’s mind.

(Modified from the Summer 1985 issue of “Inside MS,” Multiple Sclerosis Society.)

Academic & Career Advising Center



DISCLOSING A DISABILITY TO EMPLOYERS

It is ultimately *your* decision whether or not to disclose information about your disability to an employer. Many factors can play into whether or not to disclose such as the visibility of the disability, your comfort level, and whether or not your disability might impact your job performance. However, the decision to disclose shouldn't be made until you have given it a good amount of thought and developed an action plan.

Things to think about before deciding whether to disclose

- How do you feel about your disability? Is it something that you are comfortable talking about? Would it be more stressful to hide your disability than it would to be disclosing information?
- Have you reviewed the Americans with Disabilities Act to determine your rights and responsibilities of being an employee with a disability?
- Do you know the expectations of the job you are applying for and what limitations your disability might present?
- Do you know what accommodations (if any) you may need to go through the hiring process or to perform the job successfully?
- If you choose not to disclose, can you perform the job expectations successfully?
- What are the benefits and risks of disclosing your disability?
- If you decide to disclose, who will you tell, when will you tell them and what will you say?

Who might you tell?

- Human Resources Officer
- EEO/Affirmative Action Officer
- Your interviewer
- Your supervisor or manager

When might you tell them?

- Before your interview
- During your interview
- After the interview

- Before a job offer
- After a job offer but before you start working
- After you start working

What might you say?

- It may be helpful to create a script of what you want to say and practice going over the script with someone you trust and are comfortable with. Remember to focus on your strengths and qualifications for the position.
- Decide how specific you will be. Will you provide information in very general but informative terms or will you provide your exact diagnosis and other details about your disability?
- Describe the skills you have that make you able to perform the main job expectations. What qualifications, strengths and skills do you possess that will allow you to be successful in this position?
- Describe why you are disclosing your disability and how your disability might affect your ability to meet the job expectations. Are you disclosing because certain behaviors/symptoms may be seen, because you will need accommodations, etc.
- Describe any accommodations that have allowed you to be successful in the past as well as any accommodations you would need to meet the current job expectations.
- Be ready to answer any questions the employer may ask you. Review the Handling Illegal Questions handout (<http://www.longwood.edu/career/Handouts.htm>).

There is no “right” time or way to disclose your disability. However, be sure to focus on your ability to perform the job expectations, not on your limitations. Try to avoid being too clinical or detailed. Employers only want to know whether you can perform the job as well as or better than other candidates and whether you will be valuable to their organization.

Additional Disability Disclosure Information

- **“The Americans with Disabilities Act: A Brief Overview”** Job Accommodation Network
<http://www.jan.wvu.edu/links/adasummary.htm>
- **“The 411 on Disability Disclosure: A Workbook for Youth with Disabilities”**
National Collaborative on Workforce and Disability,
http://www.ncwd-youth.info/resources_&_Publications/411.html
- **“Youth, Disclosure, and the Workplace: Why, When, What, and How”**
Office of Disability Employment Policy
<http://www.dol.gov/odep/pubs/fact/ydw.htm>

Academic & Career Planning Center
Longwood University
Lancaster Hall G08-A
395-2063; career@longwood.edu
www.longwood.edu/career

Module Vocabulary



Before conducting job readiness activities in this module, review the following key vocabulary words with the students:

- ❖ Apply
- ❖ Application
- ❖ Resumé
- ❖ Job
- ❖ Career
- ❖ Interview
- ❖ Employment
- ❖ Employee
- ❖ Reference
- ❖ Experience
- ❖ Internship
- ❖ Volunteer
- ❖ Probation
- ❖ Shift

Module Journal Topics



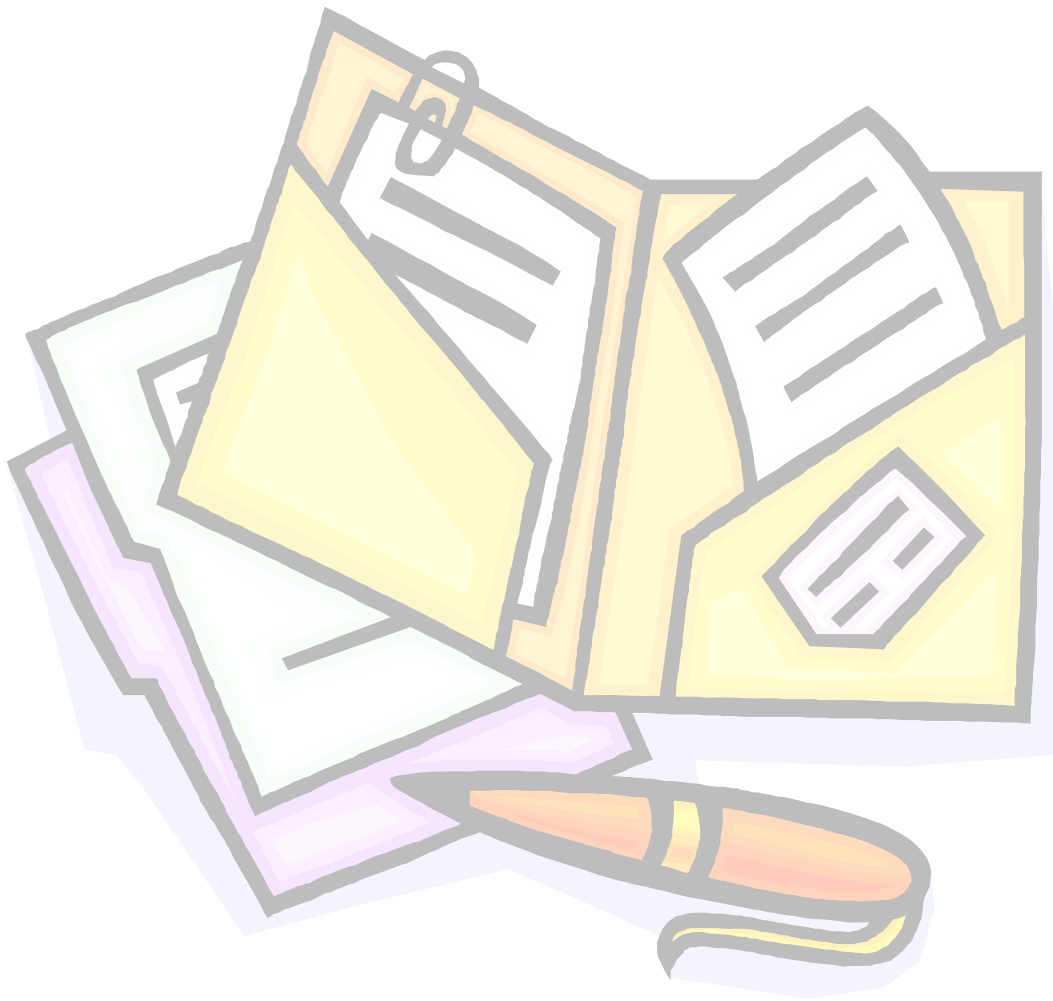
Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”

Suggested journal topics:

- Who can help me find a good job?
- What will I do when I am interviewed?
- What will I do when I visit my job site for the first time?

Activities

Module 2



Activity #1 –The Path to Jobs

Description of Activity

In this Activity students will see that there are several routes to employment and adults will assist them in following the best path.



Handouts



- ❖ ***Paths to Jobs***
- ❖ ***Paths to Jobs (Guide)***

Activity Directions

- **Distribute the handout** Paths to Jobs to the students. (The handout Paths to Jobs Guide can be distributed to students who are readers, and can be used as a reference for the Instructor.)

Discuss the many ways that students can find out about jobs. Explain that teachers and school guidance counselors know about jobs that the students might be interested in.

Relatives, neighbors, and friends may know about jobs. Local newspapers and employment websites and One Stop Job Centers are other examples of sources of job information.

If relevant, describe volunteer and internship opportunities.

Stress that everyone has to **apply** for a job and meet their new (or potential) employer for an **interview**, even if the job has been pre-arranged.

Explain that different schedules of jobs including part-time, full-time, and work shifts.

ASK: What will be the best part of having a job?

Discuss:

- employment is a sign of maturity, moving into adulthood
- income can contribute to independence, or the freedom to expand decisions based on personal choices
- income can help to fulfill needs for both the student and family
- employment widens the scope of friendships
- employment widens the scope of real-life experiences
- employment facilitates learning new skills

ASK: What new things would you learn how to do if you worked...

- in a grocery store?
 - in a restaurant?
 - in a Wal-Mart?
 - in a mall?
- Review the handout and discuss how the students will obtain jobs.



Paths to Jobs



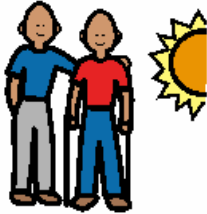
An illustration of two people standing together. The person on the left is wearing a blue shirt and grey pants, and the person on the right is wearing a red shirt and blue pants and is using a cane. A sun is visible to the right.	An illustration of a person in a blue shirt pointing at a green chalkboard.	An illustration of a family consisting of a man, a woman, and a child.
An illustration of a computer monitor and keyboard on a desk, enclosed in a large, stylized bracket.	An illustration of a yellow sign with the words "Help Wanted" written in red, pinned to a wall with two yellow pushpins.	An illustration of a stack of newspapers.
An illustration of two people shaking hands, symbolizing an agreement or partnership.	An illustration of a person sitting at a desk with stacks of papers, talking to another person who is holding a blue folder.	An illustration of a person sitting at a desk with stacks of papers on either side.



Paths to Jobs Guide



Friends



Teachers



Family



On-Line



Signs



Newspaper



Internship



Job Application



Interview



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #2 – Job Applications

Description of Activity

In this Activity students will work with an adult to practice completing job applications.



Supplies



- ❖ Sample job application forms from local businesses
- ❖ Sample paperwork related to job applications such as Social Security card, DMV Photo ID, certificates, diploma, etc.
- ❖ Optional: Additional practice application forms can be found in More Resources, including Signature Practice Forms



Handouts



- ❖ *My Job Application Record*
- ❖ *Skills (4 pages)*

Activity Directions

- Students should work with adults to complete the handout My Job Application Record

ASK: What skills and activities have you done that show that you are a good worker?

- Describe a job application and when it might have to be completed. (For some students, the school will arrange employment and a job application may not be necessary.)
- **Distribute copies of job applications** from local businesses to use as examples.
- Refer to Background Information for suggested experiences.
- Explain to students that volunteer and leisure activities, clubs, sports, and other experiences can be listed on a job application.
- Explain when a resumé might be necessary (e.g., required by employer, no room on the application, provides further information).
- For each student, identify one or two skills or experiences that can be listed on an application. It may be necessary to keep asking question such as:
 - What do you really love to do?
 - How do you spend your time when you are not in school?
 - What do you do in school besides take required classes?
 - What do people say that you are good at – what do YOU think you do well?
- **Distribute the handout Skills** (4 pages)
 - (The Instructor can refer to Module 1: Setting Goals for activities that will assist students in identifying skills and interests.)

Optional Activity for Students who are Readers:

- Sample application forms are located in More Resources in this module. Ask the students to circle the questions that will require research or referring to the handout My Job Application Record. With adult assistance, they can practice completing the applications.

MY JOB APPLICATION RECORD

Keep this in a secure place!

Full name: _____ Date of birth: _____

Address: _____

Phone: _____ Email address: _____

Driver's License Number or DMV Photo ID: _____

Social Security Number: _____

Previous employers or work experience, with address and phone number or contact:

Employer	Address	Phone
----------	---------	-------

Employer	Address	Phone
----------	---------	-------

Internship entered and/or completed:

Education programs entered and/or completed, including GED and high school:

Volunteer activities: _____

Unpaid skills and interests: _____

Background information that may be job-related:

References with address and phone numbers:

Skills

Hobbies



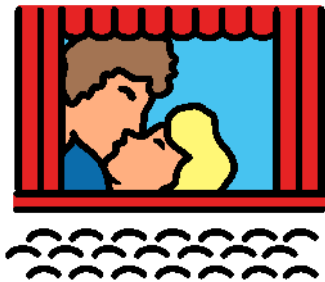
Gardening



Dance



Movies



Games



Skills

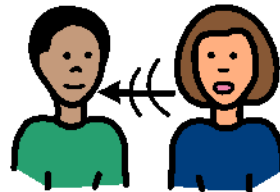
Restaurants



Cleaning



Talk



Cooking



Friends



Skills

Friday

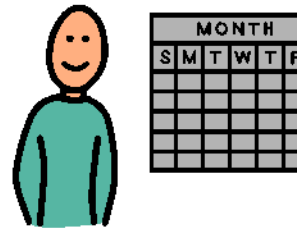
Su M T W Th **F** S



Relaxing Music



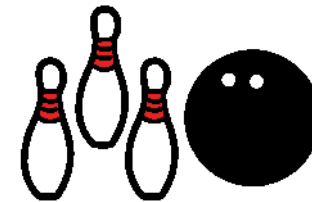
Calendar



Religion

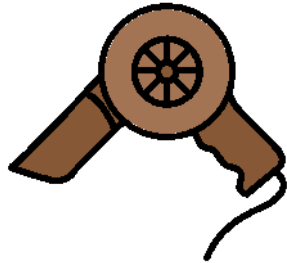


Sports

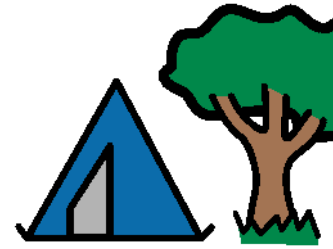


Skills

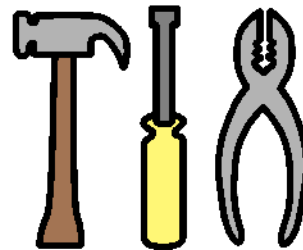
Cut Hair



Camping



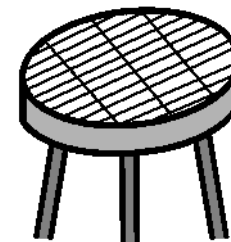
Building



Computer



Barbecue



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #3 – Job Interviews

Description of Activity

The purpose of this Activity is for students to understand and practice the components of a successful job interview.



Supplies



- ❖ Sample interview outfits
- ❖ Sample inappropriate clothing and jewelry for job interviews


Handouts

- ❖ Clean Clothes
- ❖ Shine Shoes
- ❖ Clean body
- ❖ Shampoo
- ❖ Brush Teeth
- ❖ Comb Hair
- ❖ Simple Jewelry
- ❖ Look in Mirror
- ❖ On Time
- ❖ Shake Hands
- ❖ Work Papers
- ❖ Listen
- ❖ Thank You
- ❖ Can You Answer These?


Activity Directions

- Using the information provided in of the Background Information in this Module, discuss with the class:
 - why employers have interviews, even if it is for an arranged internship or job experience
 - how employers draw conclusions about a potential employee based on the interview
 - first impressions
 - the way to make the best impression is to be prepared (paperwork, clean clothing, transportation)
 - dressing for an interview
 - handshakes
 - questions to answer
 - questions to ask
 - the importance of practicing interviews.

- Discuss the following handouts showing what should be done before going to an interview:



Show Handouts



<ul style="list-style-type: none">❖ <i>Clean Clothes</i>❖ <i>Shine Shoes</i>❖ <i>Clean Body</i>❖ <i>Shampoo</i>❖ <i>Brush Teeth</i>❖ <i>Comb Hair</i>❖ <i>Simple Jewelry</i>	<ul style="list-style-type: none">❖ <i>Look in Mirror</i>❖ <i>On Time</i>❖ <i>Shake Hands</i>❖ <i>Work Papers</i>❖ <i>Listen</i>❖ <i>Thank you</i>
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ASK: What clothes do you need for an interview?

Discuss places to get free or inexpensive clothing. Describe what is appropriate. Show sample interview outfits.

ASK: What do you think happens in a job interview?

Review typical steps, emphasizing that the employer just wants to get to know the student.

ASK: What would you say about yourself to show that you can do the job?

The Instructor can refer to Activity #1 in the Module where students identify their skills.

ASK: Do you think that you will get nervous?

Explain that it is only natural to be nervous at a job interview. If the student has practiced and remembers to smile and be polite, the employer will get a good impression.

- Discuss strategies for relaxing before the interview.

ASK: What can make the employer pleased?

Review the components of a good impression: handshake, eye contact, clean appearance, friendly, answer questions.

Role play a series of typical interviews, alternating the *right* thing to do and the *wrong* thing to do. (See next page for instructions.)

ROLE PLAY INTERVIEWING

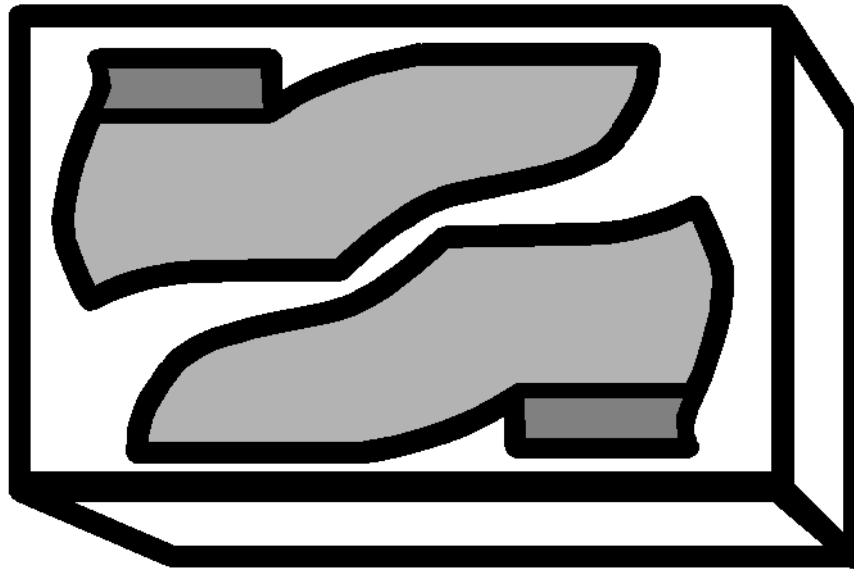
- ❖ Before asking the students to practice interviews with adults in the classroom, role play interviewing in front of the entire class. The Instructor and another adult can pretend to be employer and candidate.
- ❖ **Begin with the candidate doing everything wrong.** The candidate should arrive late, wear messy clothes, forget paperwork, give a sloppy handshake, look around when the employer is talking, interrupt, etc.
 - Discuss everything that was done wrong.
 - Review the right things to do in an interview.
 - Then repeat the interview role play doing everything appropriately.
 - The “employer” actor can ask questions that would be typical in an interview:
 - Tell me about yourself.
 - What skills do you have?
 - What work do you want to do?
 - What shift can you work?
- ❖ **Discuss the questions on the handout Can You Answer These?** For students who are readers, they can pair off and practice answering the questions.
- ❖ **If appropriate, discuss the following topics**, using the Background Information provided in the beginning of this Module. The level of detail provided will depend upon the needs and interests of the students. The Instructor will have to determine if the students may encounter sensitive situations in job interviews where they may be asked illegal questions. The topics are:
 - What can be asked in an interview
 - Disclosure of a disability
 - Reasonable accommodations.
- ❖ **Practice interviews with adult volunteers**, from beginning to end. Practice coming into the room, shaking hands, greeting the employer, answering questions, asking questions, and saying good-bye.
- ❖ **Remind** the students that they should look at the interviewer and listen carefully to the question. They should always try to emphasize what they are able to do, and stick to the point. No long stories!
- ❖ **Remind** them to ask questions about the job.
- ❖ If the student is accompanied by an adult to the interview, the student is still responsible for responding to the bulk of the questions and asking the employer about the job.

Clean Clothes



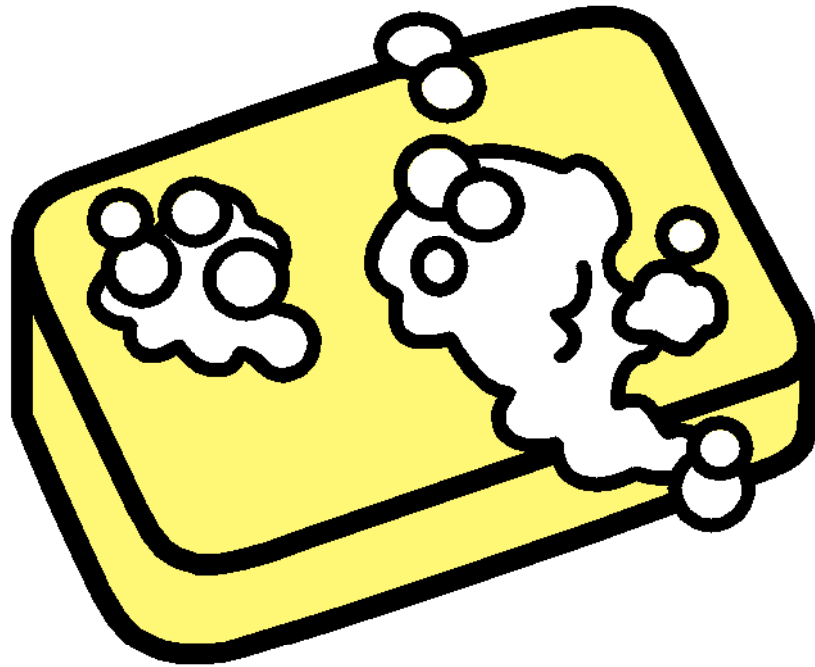
Module 2 CleanClothes

Shine Shoes



Module 2 ShineShoes

Clean Body



Module 2 CleanBody

Shampoo



Module 2 Shampoo

Brush Teeth



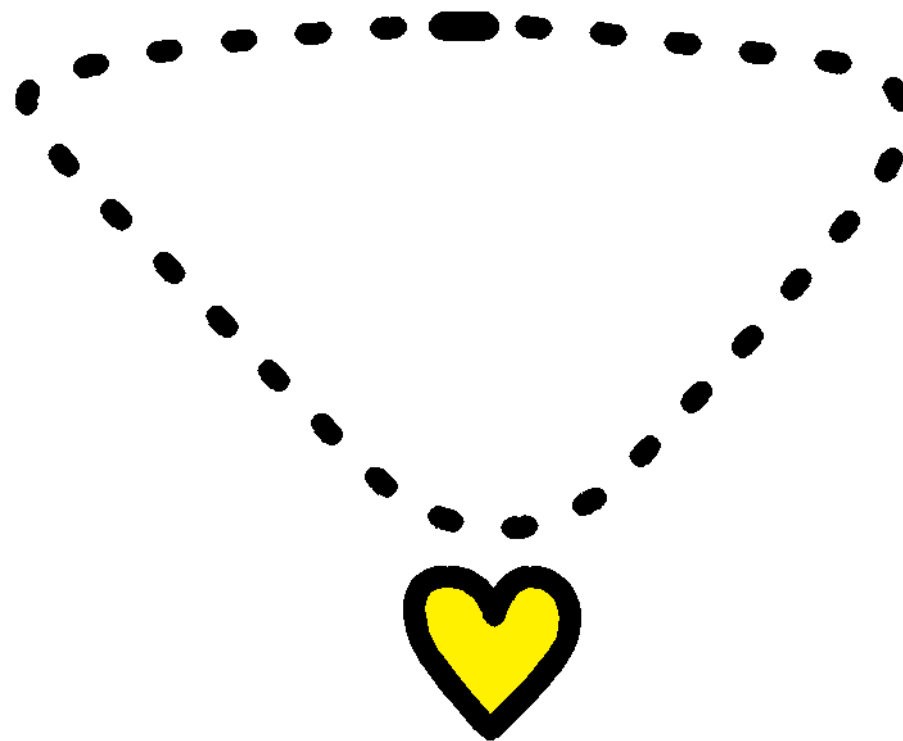
Module 2 BrushTeeth

Comb Hair



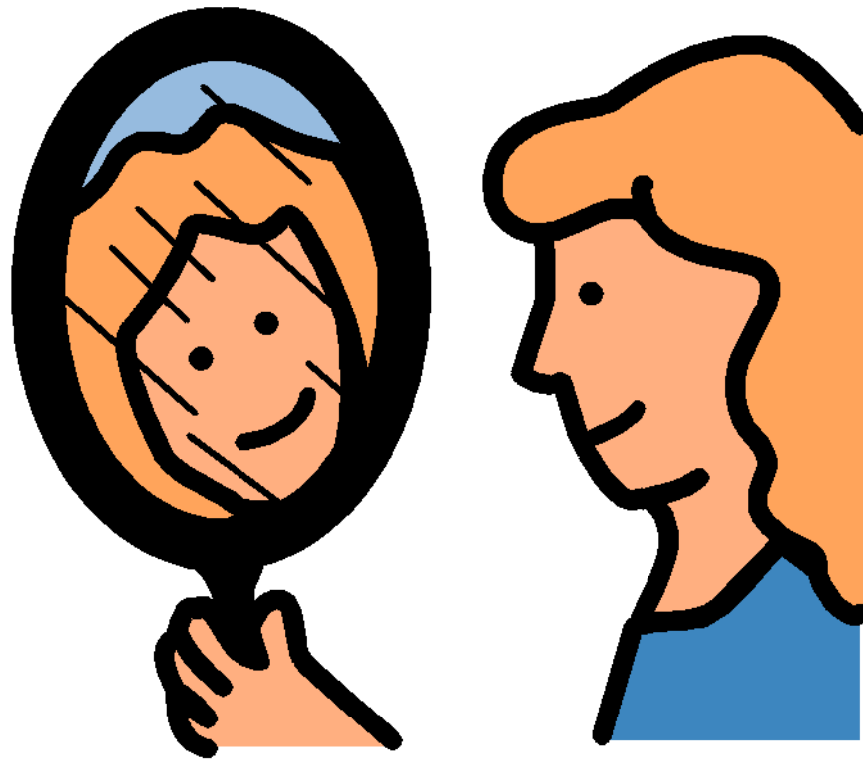
Module 2 CombHair

Simple Jewelry



Module 2 SimpleJewelry

Look In Mirror



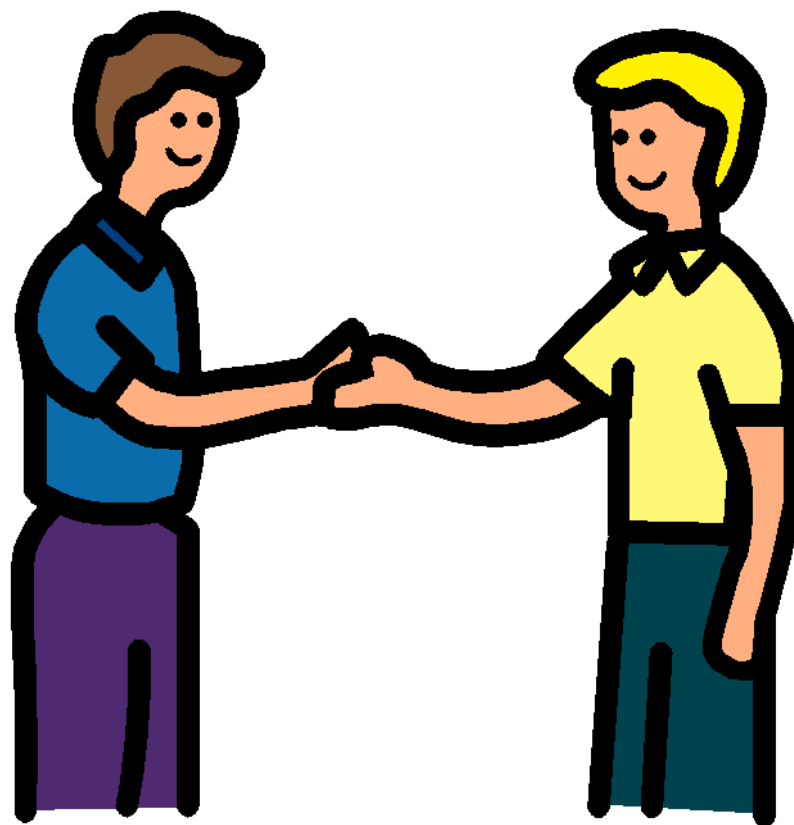
M2 LookInMirror

On Time



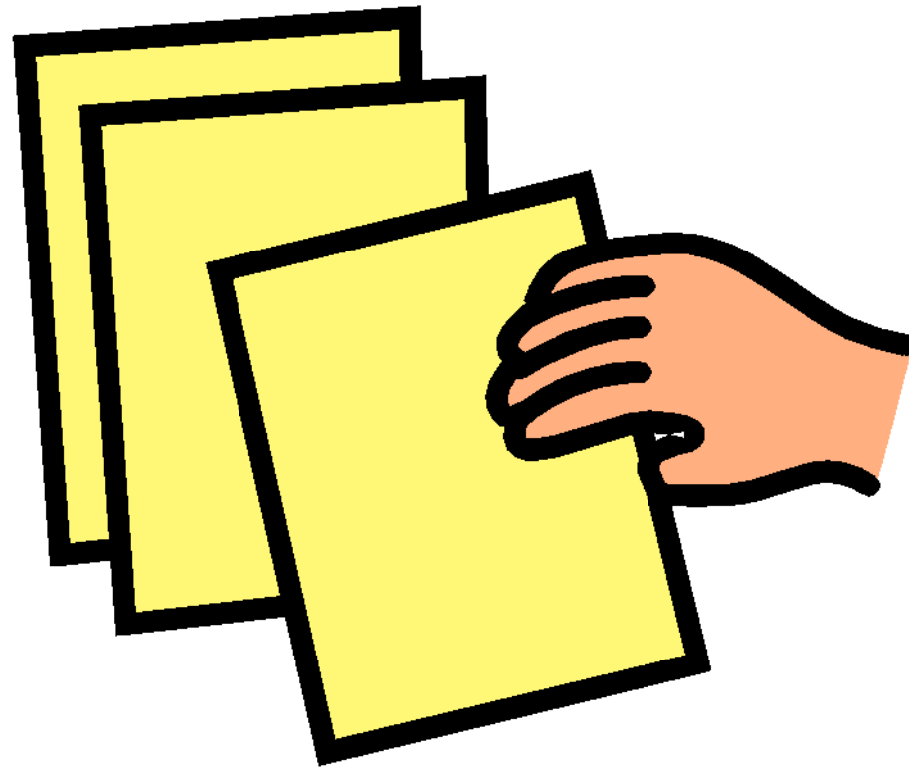
Module 2 OnTime

Shake Hands



Module 2 ShakeHands

Work Papers



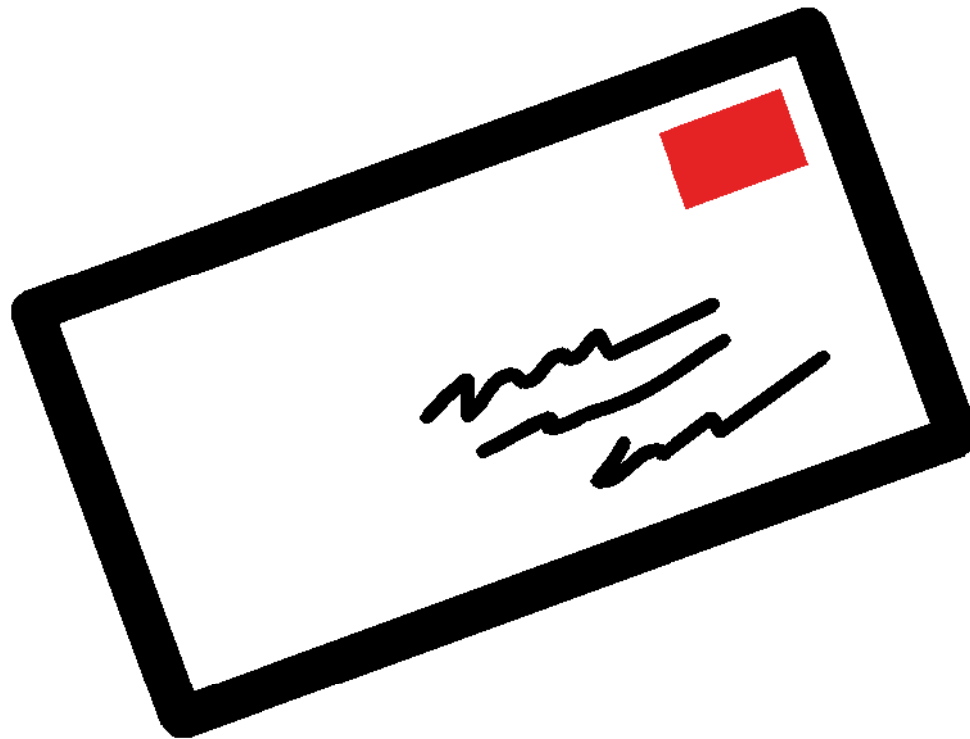
Module 2 WorkPapers

Listen



Module 2 Listen

Thank You



Module 2 ThankYou

CAN YOU ANSWER THESE?

Think through possible responses to the following interview questions so that you can present yourself as calm, collected, and qualified.

If you are unsure how to answer, talk to your counselor, class instructor, friends, family, and classmates for ideas.

Tell me about yourself.

What are your skills?

Have you ever done a job like this before?

What do you know about our business?

Why should we hire you?

What did you like best about your previous (job, internship, volunteer work?)

Do you prefer to work alone or with a group?

Give examples of how you are a team player.

How do you get along with people?

Who can we contact as a reference?

Why are you interested in this job?

POSSIBLE QUESTIONS TO ASK THE INTERVIEWER:

What would I do every day?

Would I be trained?

What would my hours be?

Would I work evenings or weekends?

Is there anything else you need to know about me, because I'm very interested in this job!

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

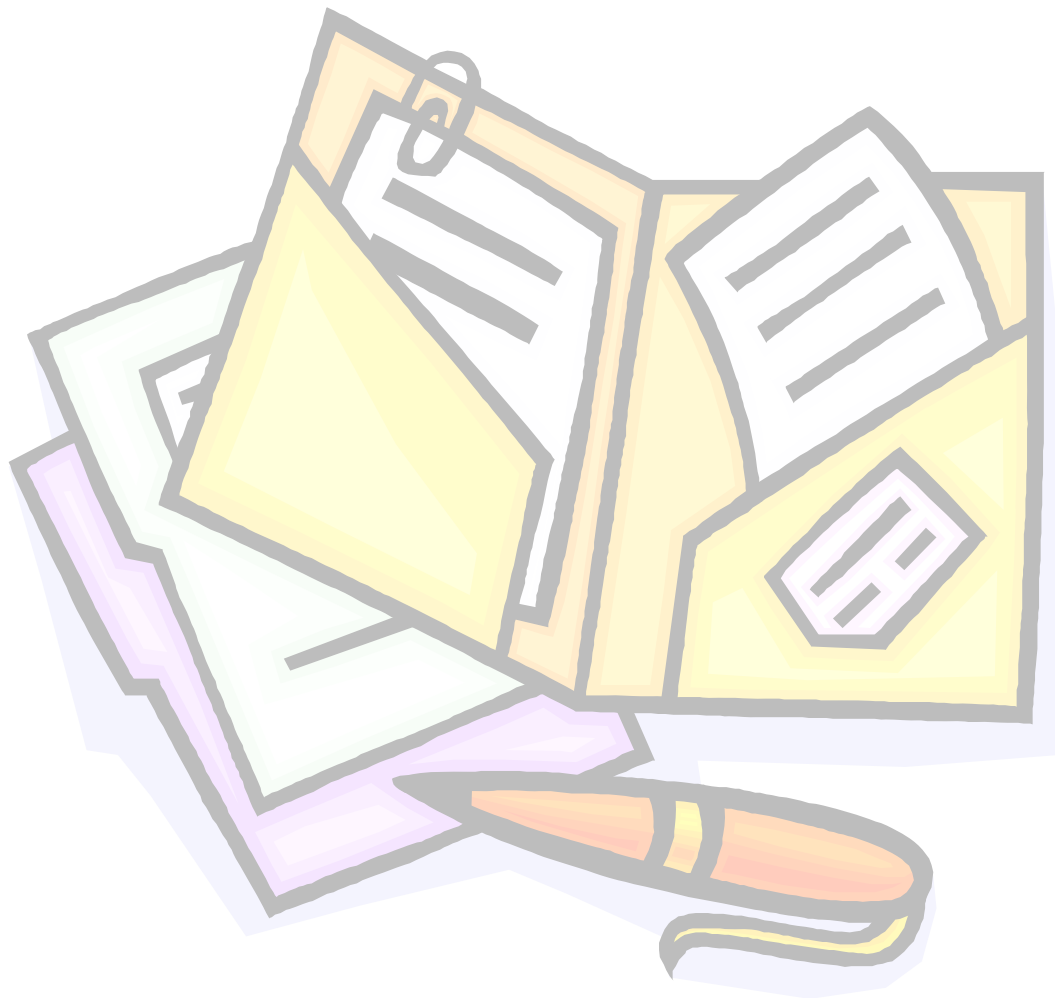
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Module 2

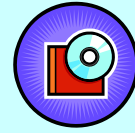
Additional Resources



Note that all website addresses are current as of December 2008.



Instructional Resources in the Job Readiness Kit



- **MP3 CD: Job Readiness Situations: Can You Solve the Problem?**
A series of short problem-solving situations organized by Module. Students can work individually, in pairs, or in groups, depending upon the availability of computers. The students listen to a short scene that describes a problem, stop the CD and discuss the possible solutions, then listen to the suggested answers.

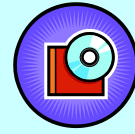
Note: The CD script is provided in the Instructor's Guide and 5 copies of the CD are provided in the Job Readiness kit.

▪ WAVE Job Readiness Curriculum	Page
Terminology in Employment Advertisements	62
Words Used in Classified Advertisements	64
for Employment	
Sample Employment Advertisements	68
Using Labor Market Information	70
Employment Terms in Review	72
Telephone Book as a Job Search Tool	74
Informational Interviews	77
Telephone Informational Interviews	79
Making a Business Call	81
Visible and Hidden Job Loads	83
Following up on Job Leads by Telephone and	88-98
in Person	
Resumés, Work Experience, Applications	99-128
Sample Application for Employment	129-136
Interviewing	137-159

Continued...



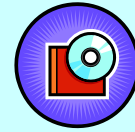
Instructional Resources in the Job Readiness Kit



▪ <i>Job Smarts – 12 Steps to Success Workbook</i>	<u>Page</u>
Step-by-Step to the Interview	69
Asking and Answering Interview Questions	70-71
20 Points to Remember in Job Hunting	72-73
Interview Checklist	75
Sample Job Hunt Cards	56
Job Hunt Worksheet	58
Working Papers	59
My Networking Groups	60
Job Hunting Online and Off	61
I Shall Overcome	55
20 Points to Remember in Job Hunting	42
Interview Checklist	43
Interview Self-test.....	44-45
Interview Tips	40
Interview Questions.....	41
Pre-Resumé Worksheet.....	18-19
Functional Resumé Format	20
Words that Describe Me.....	21
Cover Letter Format	22
Your Success Story.....	23
Application For Employment	24
Employer Contact Worksheet.....	30



Related Resources



- ***New York State Department of Labor “Your Winning Edge: Your Complete Job Search Guide from Self-Assessment to Resumés to Interviews” (Publication 678)***

Includes:

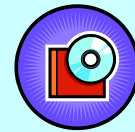
- Work Values Checklist
- Sample Resumés for high school students
- Tips for Filling out Application Forms
- Know Your Legal Rights When Job Searching
- 25 Commonly Asked Questions
- Interview Tips
- After Interview Checklist

<http://www.labor.state.ny.us/workforceindustrydata/PDFs/winningedge.pdf>

- ***Transition Stories:*** Youth and Young Adults with Special Health Care Needs tell stories about their transition in short videos. Honest, personal stories about life in school, transition, ambitions, and gaining independence. [<http://depts.washington.edu/healthtr/story/default.html>]
- ***Career Activities and Vocational Lesson Plans – Vocational Information Center.*** Several websites related to the job hunt. [<http://www.khake.com/page94.html>]
- ***New York State Career Zone***
Lists occupations with detailed information such as job descriptions, wages, job outlook. Students can search by interests, career clusters and other factors. More than 400 videos of people working. [www.nycareerzone.org]
- ***Finding a Job in New York State***
New York State Department of Labor publication. Download this new (2008) handbook that includes advice and contracts on a variety of employment topics, including the Job Search, Getting the Job (Application, Interviews) and Advice and Assistance.. [www.labor.state.ny.us/workforceindustrydata/pdfs/findajob.pdf]
- ***Mock Job Interview Activity***
A detailed guide to conducting a role play activity, complete with an Interviewer’s Script and responses from “good” and “bad” candidates. Information is also provided on critiquing the interviews and tips for a successful interview. From the Montana Career Resource Network [www.ourfactsyourfuture.org/admin/uploadedpublications/2746_Interview_Act.pdf]



Related Resources



- **Job Accommodation Network**
Accommodation information by disability and by occupation
[<http://www.jan.wvu.edu/soar/index.htm>]
- **Resources on the American Disabilities Act and Accommodations information in Spanish**
[<http://www.jan.wvu.edu/espanol/index.htm>]
- **National Collaborative on Workforce and Disability High School/High Tech Program Guide**
A comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities.
[http://www.ncwd-youth.info/resources_&_Publications/hsht_guide.html]

411 on Disability Disclosure – A Workbook for Youth

This workbook is designed for youth, and adults working with them, to learn about disability disclosure. It helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives. Based on the premise that disclosure is a very personal decision, the workbook helps young people think about and practice disclosing their disability. This workbook guides adults as they help young people disclose. The workbook can be used in one-on-one situations or in classrooms and group settings. [http://www.ncwd-youth.info/resources_&_Publications/411.html].

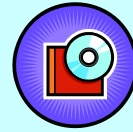
Online Resources to Consider - Below are some links that can assist HS/HT students as they prepare resumés, write cover letters, prepare for job interviews, and think about disclosing their disabilities:

Career City: Ten Key Ingredients of the Cover Letter provides assistance in developing a cover letter.
[<http://www.careercity.com/hot/index.asp?f=getinter/cvltr/10keys.asp>]

Guide to Resumé Writing takes the user through the preliminary steps to building and writing a resumé with the following online “teaching” tools: how to prepare an effective resumé; action words; sample resumés; and what employers want. [http://www.jobweb.com/Resumes_Interviews/resume_guide/restips.html].



Related Resources



Job Accommodation Network (JAN) is a service of the Office of Disability Employment Policy of the U.S. Department of Labor. JAN's mission is to facilitate the employment and retention of workers with disabilities by making information on job accommodations, self-employment, and small business opportunities readily available to interested parties. The website includes information on disability disclosure. [<http://www.jan.wvu.edu/>].

Jobsmart: Resumés & Cover Letters provides assistance in developing a resumé. [<http://jobsmart.org/tools/resume/index.htm>].

Life Skills for Vocational Success (LSVS) contains over 60 lesson plans for educators, counselors, job coaches, and other professionals working to increase the employability of people with disabilities. Lessons focus on social skills, decision-making skills, employability, money management, transportation, health, family responsibilities, basic understanding of the law, and telephone skills. [<http://www.workshopsinc.com/manual/index.html>].

So You Wanna Write a Cover Letter? provides assistance in developing a cover letter. [<http://www.soyouwanna.com/site/syws/coverletter/coverletter.html>].

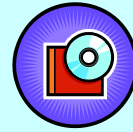
Using the Internet to Get a Job provides instruction on how to create an electronic resumé. [<http://www.oakton.edu/resource/stuserv/netjobs/resumes/>].

Workability IV is a pre-employment program for San Jose State University students with disabilities. The website includes rules for a good disclosure. [<http://www.work4.sjsu.edu/jobsearchtips/disclosure/disclosure.html>].

- **Case Life Skills Assessment:**
Free and easy on-line life skills assessments to assist students in developing job readiness skills. [<http://www.caseylifeskills.org/index.htm>]



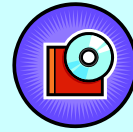
Related Resources



- **Success at Work – Transitions to Employment Video**
Six high school students/graduates with learning disabilities and/or ADHD discuss their successful transition to work. In an unscripted interview format, they talk about their learning strengths and needs, the power of acceptance, how they prepared to enter the workforce, and the importance of self-advocacy at work. An inspiring and motivational resource. [www.proedinc.com]
- **Barriers to Employment Success Inventory**
A 20-minuted inventory designed to assist in conducting a more effective job search and in succeeding on the job. The inventory is self-scoring and suggests ways to overcome barriers and develop an Action Plan. Useful for job readiness classes and individual job counseling sessions. Career Consulting Corner. [http://www.careercc.com]
- **Jobseeker Tips**
Several suggestions including the basics of online applications, including following the steps of the “Application Two-Step”
[http://employmentwebsites.org/?q=views/jobseeker]
- **Life-Centered Career Education (LCCE)**
An educational system designed to provide students with daily living and social skills, as well as occupational guidance and preparation. Covers work habits, seeking and maintaining employment, and specific job competencies. Council for Exceptional Children (888) 232-7733
[www.cec.sped.org]
- **Action Words for Resumés**
http://www.labor.state.ny.us/workforceindustrydata/publications/winning_edge/winnedge_actionwords.shtm
- **Program Development Associates**
Extensive information on the job search and interviewing, specifically for individuals with disabilities.
Topics include:
 - Disabilities/Different Abilities: A New Perspective for Job Hunters
 - Getting Good Answers to Tough Interview Questions
 - Interview Techniques
 - Interviewing Edge for Job Seekers with Disabilities
 - Job Search Tactics for People with Disabilities[http://www.pdassoc.com/intjob.html]



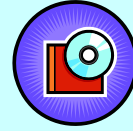
Related Resources



- ***Young Person's Guide to Getting and Keeping a Good Job (plus Workbook)***
208 pages of job search topics for students. PCI Education
[<http://www.pcieducation.com>]
- ***Job Placement for People with Disabilities***
Extensive guide containing information on how to assist individuals with disabilities in obtaining employment. Chapters include contacting employers, interviewing, job placement tools, and disclosure.
<http://www.communityinclusion.org/onestep/section7.pdf>
- ***Pikes Peak Learning***
Online interactive library of modules on real-world readiness for young people and adults. Life Skills, job readiness, interpersonal skills. (Requires strong reading skills.) [www.pikespeaklearning.com]
- ***Your Employment Selections***
Internet video program for youth and adults with disabilities – little or no reading skills required to watch videos of jobs, listen to key job tasks for 120 different jobs.
[<http://www.yesjobsearch.com/index.cfm>]
Also available from Trisped [http://www.trisped.org/transition/index.cfm]]
- ***Hire Disability Solutions, LLC***
A national organization that specializes in job services and placement for individuals with disabilities, in collaboration with the online job search site Monster.com. The career resources section of their website contains information for job seekers with disabilities and contains information on workplace accessibility and various pieces of legislation that impact the employment and education of individuals with disabilities.
[<http://hireDS.com>]
- ***Life Skills for Vocational Success***
Contains in **Unit 8 Lesson 2** basic background on laws related to the workplace and **Lesson 4** on the Americans with Disabilities Act.
[<http://www.workshipsinc.com/manual/index.html>]



Related Resources

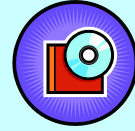


The following websites are useful for informing students about career fields.

- ***What Do You Like?:***
Bureau of Labor Statistics website for students provides introductory career information adapted from the Bureau's Occupational Outlook Handbook that describes the occupation, what workers do, training needed and job hunt tips. [<http://www.bls.gov/k12>]
- ***Teacher's Guide to Occupational Outlook Handbook:***
[http://www.bls.gov/oco/teachers_guide.htm]
- ***CareerShip:***
An on-line career exploration adventure for young students.
[<http://mappingyourfuture.org/planyourcareer/careership>]
- ***O'Net Online:***
The Occupational Information Network, a comprehensive database of job characteristics, a key source of occupational information.
[<http://online.onetcenter.org>]
- ***Career Clusters:***
Sixteen broad categories that encompass all occupations with brochures that can be downloaded. Organized by jobs and states.
[www.careerclusters.org]
- ***Career Aisle – Career Videos:***
Contains interactive simulations, virtual field trips about life after high school; includes videos at job sites.
[<http://knowitall.sctv.org/careerisle/students/hs/index.cfm>]
- ***Job Hunter's Bible:***
Designed as a supplement to What Color is Your Parachute with tons of useful career planning information.
[<http://www.jobhuntersbible.com>]
- ***World of Work Map – What Kind of Work Is For You?***
Organizes occupations into six clusters and 26 career areas with all levels of jobs (Counselor and student versions)
[<http://www.act.org/wwm/index.html>]



Related Resources



Sources for Writing Resumés for High School Graduates

The following books and websites provide valuable information about the purpose, content, and layout of a resumé. Some of the sources also cover how to submit a resumé on-line, how to write a cover letter, alternative formats for resumés, and developing a history when transitioning from high school to an entry-level job.

- Job-Hunting for So-Called Handicapped or People Who Have Disabilities:
Richard Nelson Bolles, Dale Brown (Ten Speed Press)
- Resumés for High School Graduates:
Editors of VGM Career Books

<http://www.ewc.wy.edu/services/jobsearch/resume/index.html>

<http://jobsearch.about.com/library/samples/blhsresume.htm>

<http://www.collier.k12.fl.us/nhs/lmc/resume.doc>

<http://img.icbdr.com/images/js/articles/ResumeTemplate.pdf>

<http://www.collegeboard.com/student/plan/high-school/36957.html>

<http://high-school-resume.com/>

www.write-a-resume.org

http://jobsearch.about.com/od/resumewriting/Resume_Writing.htm

http://www.how-to-write-a-resume.org/resume_writing_tips.htm

<http://www.provenresumes.com/reswkshps/electronic/inresbnk.html>

Module 2

More Resources

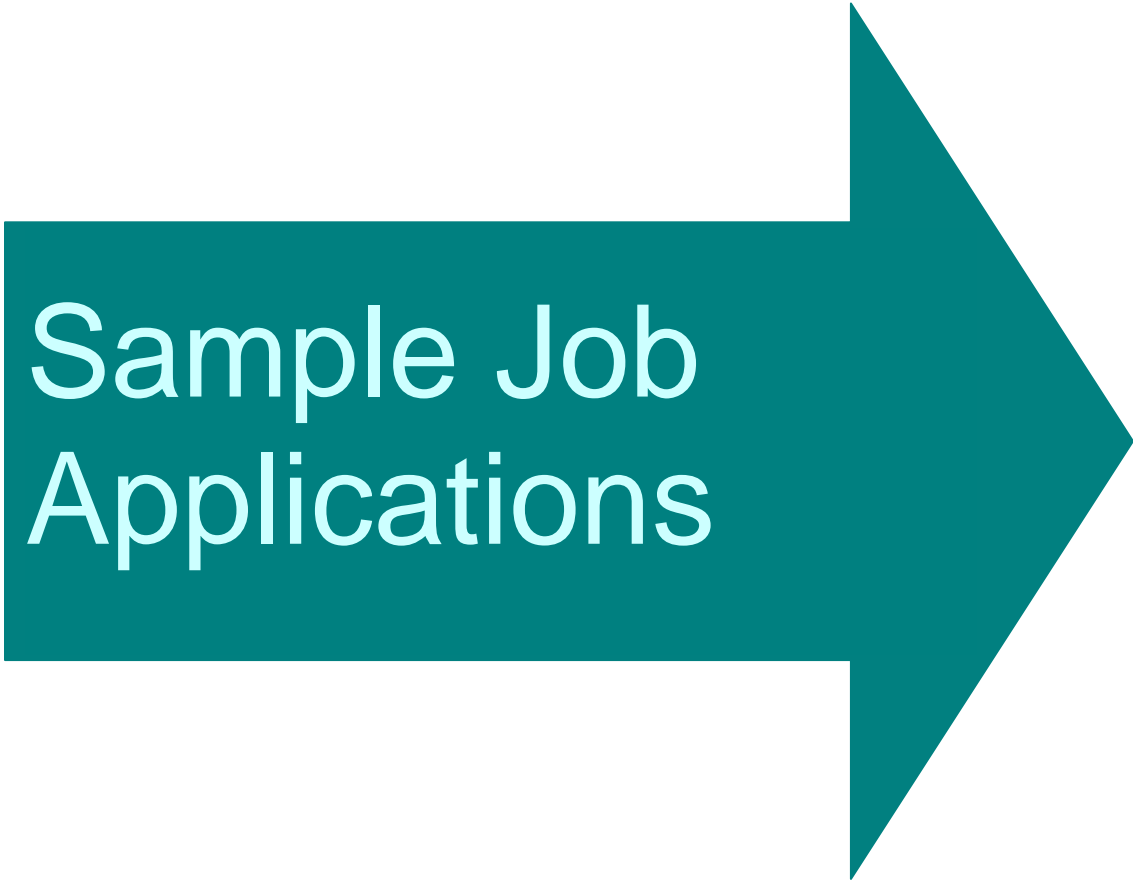


More Resources



The following resources can be used to supplement the activities in this Module. The Instructor can select the activities or handouts based on the interests and academic levels of the students.

- ❖ Sample job Applications
- ❖ Reading Job Advertisements
- ❖ Sample Resumés
- ❖ Getting Ready for the Interview
- ❖ Entrepreneurship Resources
- ❖ The Job Hunting Cycle (Job Hunter's Guide)
Detailed 30-page guide from Texas Workforce also available on-line at [<http://www.twc.state.tx.us/news/tjhg/cycle.html>]
- ❖ Dictionary of Strengths
- ❖ Thinking About Me
- ❖ Preference Checklists (6 handouts)
- ❖ Blank employment application forms can be purchased in bulk from office supply stores such as Staples



Sample Job Applications

EMPLOYMENT HISTORY: (START WITH PRESENT OR LAST POSITION)

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

Position Title: _____

From: _____ To: _____

Duties: _____

Salary: _____ (first) _____ (last)

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

Position Title: _____

From: _____ To: _____

Duties: _____

Salary: _____ (first) _____ (last)

Employer: _____

Address: _____

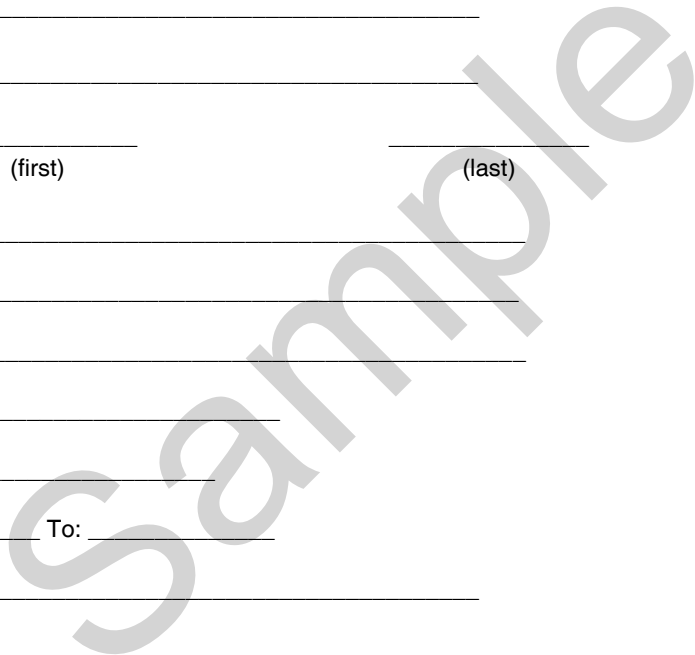
Supervisor: _____

Phone: _____

Position Title: _____

From: _____ To: _____

Duties: _____





1001 Main Street, Fortuna, CA 95540-2008 Phone: 707-725-9000 FAX: 725-9060

Thank you for your interest in C. Crane Company, Inc.

Attached is our application form. Please fill this out in your own handwriting and return to us at your convenience.

Your application will be kept on file for one calendar year, starting in January and ending in December.

When we have an opening, current applications on file are reviewed for possible candidates.

When a candidate is selected, we call them in for an interview. Please do not call and ask about your application. If your qualifications fit the job we have open, we will call you for an interview.

After the first interview, the candidate list is narrowed down and a 2nd interview is scheduled.

After the 2nd interview the remaining candidates will be subject to a background check. At that time they will be asked to fill out and sign "Request, Authorization, Consent and Release for Background Information" form.



1001 Main Street, Fortuna, CA 95540-2008 Phone: 707-725-9000 FAX: 725-9060

An Equal Opportunity Employer

Employment Application

Please complete this application in your own handwriting. Do not type.

Date _____

Name _____
Last First Middle

Business Telephone (____) _____ Home Telephone (____) _____

Present Address _____
No. Street
City State Zip

Permanent Address (if different from present address) _____
No. Street City State Zip

Employment Desired

Position applying for: _____

Are you applying for:

- Regular full-time work? Yes ____ No ____
- Regular part-time work? Yes ____ No ____
- Temporary work, e.g., summer or holiday work? Yes ____ No ____

What days and hours are you available for work? _____

If applying for temporary work, during what period of time will you be available?

From _____ To _____

Are you available for work on weekends? Yes ____ No ____

Would you be available to work overtime, if necessary? Yes ____ No ____

If hired, on what date can you start work? _____

Salary desired: _____

Personal Information

Have you ever applied to or worked for C. Crane Company, Inc. before? Yes _____ No _____

If yes, when? _____

Do have any friends or relatives working for C. Crane Company, Inc.? Yes _____ No _____

If yes, state name(s) and relationship _____

Why are you applying for work at C. Crane Company, Inc.? _____

If hired, would you have a reliable means of transportation to and from work? Yes _____ No _____

Are you at least 18 years old? Yes _____ No _____
(If under 18, hire is subject to verification that you are of minimum legal age.)

If hired, can you present evidence of your U.S. citizenship or proof of your legal right to live and work in this country? Yes _____ No _____

Are you able to perform the essential functions of the job for which you are applying, either with or without reasonable accommodation? Yes _____ No _____

If no, describe the functions that cannot be performed _____

(Note: We comply with the ADA and consider reasonable accommodation measures that may be necessary for eligible applicants/employees to perform essential functions. Hire may be subject to passing a medical examination, and to skill and agility tests.)

Have you ever been convicted of a criminal offense (felony or serious misdemeanor)? ... Yes _____ No _____
(Convictions for marijuana-related offenses that are more than two years old need not be listed.)

If yes, state nature of the crime(s), when and where convicted and disposition of the case

(Note: No applicant will be denied employment solely on the grounds of conviction of a criminal offense. The nature of the offense, the date of the offense, the surrounding circumstances and the relevance of the offense to the position(s) applied for may, however, be considered.)

Are you currently employed? Yes _____ No _____

If so, may we contact your current employer? Yes _____ No _____

Education, Training and Experience

School	Name and Address	No. of Years Completed	Did You Graduate?	Degree or Diploma
High School			Yes _____ No _____	
College/ University			Yes _____ No _____	
Vocational/ Business			Yes _____ No _____	
Health Care			Yes _____ No _____	

Many of our customers (clients) do not speak English. Do you speak, write or understand any foreign languages? Yes _____ No _____

If yes, which languages _____

Do you have any other experience, training, qualifications or skills which you feel make you especially suited for work at C. Crane Company, Inc.?
If so, please explain _____

Answer the following questions if you are applying for a professional position:

Are you licensed/certified for the job for which you applied? Yes _____ No _____

Name of license/certification _____

Issuing state _____

License/certification number _____

Has your license/certification ever been revoked or suspended? Yes _____ No _____

If yes, state reason(s), date of revocation or suspension and date of reinstatement _____

Employment History

List below all present and past employment starting with your most recent employer (last 10 years is sufficient). Account for all periods of unemployment. You must complete this section even if attaching a resume.

Name of Employer _____

Address _____
No. Street City State Zip

Type of Business _____

Telephone (____) _____ Your Supervisor's Name _____

Your Position and duties _____

Date of Employment: From _____ To _____

Weekly Pay: Starting _____ Ending _____

Reason for Leaving: _____

Name of Employer _____

Address _____
No. Street City State Zip

Type of Business _____

Telephone (____) _____ Your Supervisor's Name _____

Your Position and duties _____

Date of Employment: From _____ To _____

Weekly Pay: Starting _____ Ending _____

Reason for Leaving: _____

Employment History

Name of Employer _____

Address _____
No. Street City State Zip

Type of Business _____

Telephone (____) _____ Your Supervisor's Name _____

Your Position and duties _____

Date of Employment: From _____ To _____

Weekly Pay: Starting _____ Ending _____

Reason for Leaving: _____

Name of Employer _____

Address _____
No. Street City State Zip

Type of Business _____

Telephone (____) _____ Your Supervisor's Name _____

Your Position and duties _____

Date of Employment: From _____ To _____

Weekly Pay: Starting _____ Ending _____

Reason for Leaving: _____

Note: Attach additional page(s) if necessary.

Military Service

Have you obtained any special skills or abilities
as the result of service in the military? Yes _____ No _____

If so, describe: _____

References

List below three persons not related to you who have knowledge of your work performance within the last three years.

Name _____
Address _____
 No. Street City State Zip
Occupation _____
Telephone (_____) _____ Number of Years Acquainted _____

Name _____
Address _____
 No. Street City State Zip
Occupation _____
Telephone (_____) _____ Number of Years Acquainted _____

Name _____
Address _____
 No. Street City State Zip
Occupation _____
Telephone (_____) _____ Number of Years Acquainted _____

Please Read Carefully, Initial Each Paragraph and Sign Below

_____ I hereby certify that I have not knowingly withheld any information that might adversely affect my chances for employment and that the answers given by me are true and correct to the best of my knowledge. I further certify that I, the undersigned applicant, have personally completed this application. I understand that any omission or misstatement of material fact on this application or on any document used to secure employment shall be grounds for rejection of this application or for immediate discharge if I am employed, regardless of the time elapsed before discovery.

_____ I hereby authorize the company to thoroughly investigate my references, work record, education and other matters related to my suitability for employment and, further, authorize the references I have listed to disclose to the company any and all letters, reports and other information related to my work records, without giving me prior notice of such disclosure. In addition, I hereby release the company, my former employers and all other persons, corporations, partnerships and associations from any and all claims, demands or liabilities arising out of or in any way related to such investigation or disclosure.

_____ I understand that nothing contained in the application, or conveyed during any interview which may be granted or during my employment, if hired, is intended to create an employment contract between me and the company. In addition, I understand and agree that if I am employed, my employment is for no definite or determinable period and may be terminated at any time, with or without prior notice, at the option of either myself or the company, and that no promises or representations contrary to the foregoing are binding on the company unless made in writing and signed by me and the company's designated representative.

Date _____

Applicant's Signature _____

MRS. CLEAN, INC.

APPLICATION FOR EMPLOYMENT

MRS. CLEAN, INC. IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE IN HIRING OR EMPLOYMENT ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, DISABILITY, VETERAN STATUS OR ANY OTHER PROHIBITED BASIS. NO QUESTION ON THIS APPLICATION IS INTENDED TO SECURE INFORMATION TO BE USED FOR SUCH DISCRIMINATION.

Position Applying For: _____

Date _____

Full Name:	
Address:	
City, State, Zip:	
Home Phone	Cell Phone
Email:	Date of Birth
SS Number	State of Birth
City of Birth	Maiden Name
County of Birth	Name:: Also known as
Note: Not required unless hired. This information is used to run a background check and is kept strictly confidential	

In case of emergency, please contact:

Do you have the legal right to live and work in the U.S.?	Yes	No
If hired, can you provide the documentation required by U.S. law?	Yes	No
Do you have a legal and current Washington State driver's license?	Yes	No
Do you have an automobile?	Yes	No
If you answered 'No' to any of the above questions, please explain here:		

PO Box 12001, Mill Creek, WA. 98082
Phone: 425-881-8411 / 425-357-3432 / 1-888-clean-07
info@mrsclennw.com / mrsclennw@msn.com
www.mrsclennw.com

HAVE YOU: Since the age of 18, ever been convicted of a misdemeanor or felony? If so, please provide information on the nature and date. NOTE: Background checks are run on all employees prior to employment. A conviction will not necessarily bar you from employment. Each conviction will be judged on its own merits with respect to circumstances and seriousness

SKILLS AND QUALIFICATIONS

Summarize special skills and qualifications acquired from employment or other experience relevant to this position

Are you currently employed?

If so, may we contact your present employer?

If you are accepted for employment, when would you be available to start?

Mrs. Clean, inc. hours are usually from 8 AM to 3 PM. However, the actual hours vary due to the number of jobs that have been booked by clients. If needed, are you willing to work additional hours?

If so, which days and time frame(s) would you be willing to work?

EXPERIENCE: (Enter present / last job first)- Please attach resume if available

NAME, ADDRESS AND PHONE # OF COMPANY	DATE		POSITION & DUTIES	PAY RATE	REASON FOR LEAVING
	TO	FROM			
1.					
Supervisor:					
2.					
Supervisor:					
3.					
Supervisor:					

REFERENCES:

NAME/CURRENT COMPANY	PHONE NO.	OCCUPATION

EDUCATION:

	NAME AND ADDRESS OF SCHOOL	COURSES STUDIED	LAST YEAR COMPLETED	MONTH AND YEAR GRADUATED
HIGH SCHOOL			9 10 11 12	
COLLEGE OR TECHNICAL			1 2 3 4	
OTHER				

APPLICANT CERTIFICATION

1. I certify that the answers and information given in this application are true and complete. I understand that any false or misleading information provided, or omitted, on this application, in my resume, or during any interview is grounds to disqualify me for consideration for employment and, if discovered after my hire, is grounds for discharge.
2. Except where indicated above, I authorize you to contact my present and former employers, references, schools, and other sources to investigate my background and to verify any of the information contained in this application, in any accompanying resume, or in any interview. I further

PO Box 12001, Mill Creek, WA. 98082
 Phone: 425-881-8411 / 425-357-3432 / 1-888-clean-07
 info@mrsclennw.com / mrsclennw@msn.com
 www.mrsclennw.com

authorize those employers, references, schools, and other sources to give Corsco, Inc DBA Mrs. Clean, Inc any and all information concerning my previous employment, education, conduct, and any other relevant information they may have, personal or otherwise.

3. I hereby release and forever discharge all such persons, companies or other sources, and their agents and employees, and Corsco, Inc DBA Mrs. Clean, and its agents and employees, from any and all claims, known or unknown, which may result from the disclosure or collection of the requested information.
4. I understand that this application for employment is not a contract of employment and that if I am hired, my employment with Corsco, Inc DBA Mrs. Clean, is at-will and can be terminated without cause and without notice at the option of the company or myself.
5. I certify that no representations have been made to me, written or oral, that alter the at-will nature of the employment relationship. I further understand that the at-will nature of the employment relationship may not be changed unless specifically acknowledged in writing by the President of Corsco, Inc DBA Mrs. Clean, in a document signed by both me and the President.
6. By signing this document below, I hereby give my permission for Corsco, Inc. DBA Mrs. Clean, Inc. to obtain information relating to my criminal history record. The criminal history record, as received from the reporting agencies, may include arrest and conviction data as well as plea bargains and deferred adjudications. I understand that this information will be used, in part, to determine my eligibility for an employment position with this organization. I also understand that, as long as I remain an employee with Corsco, Inc., the criminal history records check may be repeated at any time. I understand that I will have an opportunity to review the criminal history and a procedure is available for clarification if I dispute the record as received.

I acknowledge by my signature that I have read and understand the above.

DATE: _____ SIGNATURE: _____

This area is reserved for comments you wish to make that is not covered in the application. Completion of this area is optional

About.com Job Searching

Employment Application Form

Sample Employment Application

By [Alison Doyle](#), About.com

Print this blank employment application form, and fill it in, so you know what information you'll need to provide when applying for a job.

Company Name

Employment Application

An Equal Opportunity Employer

Company is an equal opportunity employer. This application will not be used for limiting or excluding any applicant from consideration for employment on a basis prohibited by local, state, or federal law. Applicants requiring reasonable accommodation in the application and/or interview process should notify a representative of the organization.

Please print and fill out all sections

Applicant Information

Applicant Name _____

Home Phone _____

Other _____

Email Address _____

Current Address:

Number and street _____

City _____

State & Zip _____

How were you referred to Company?: _____

Employment Positions

Position(s) applying for: _____

Are you applying for:

- Temporary work – such as summer or holiday work? [] Y or [] N
- Regular part-time work? [] Y or [] N
- Regular full-time work? [] Y or [] N

What days and hours are you available for work? _____

If applying for temporary work, when will you be available?

If hired, on what date can you start working? ___ / ___ / ___

Can you work on the weekends? [] Y or [] N

Can you work evenings? [] Y or [] N

Are you available to work overtime? [] Y or [] N

Salary desired: \$ _____

Personal Information:

Have you ever applied to / worked for Company before? [] Y or [] N

If yes, please explain (include date): _____

Do you have any friends, relatives, or acquaintances working for Company? [] Y or [] N

If yes, state name & relationship: _____

If hired, would you have transportation to/from work? [] Y or [] N

Are you over the age of 18? (If under 18, hire is subject to verification of minimum legal age.) [] Y or [] N

If hired, would you be able to present evidence of your U.S. citizenship or proof of your legal right to work in the United States? [] Y or [] N

If hired, are you willing to submit to and pass a controlled substance test? [] Y or [] N

Are you able to perform the essential functions of the job for which you are applying, either with / without reasonable accommodation? [] Y or [] N

If no, describe the functions that cannot be performed

(Note: Company complies with the ADA and consider reasonable accommodation measures that may be necessary for eligible applicants/employees to perform essential functions. It is possible that a hire may be tested on skill/agility and may be subject to a medical examination conducted by a medical professional.)

Have you ever been convicted of a criminal offense (felony or misdemeanor)? [] Y or [] N

If yes, please describe the crime - state nature of the crime(s), when and where convicted and disposition of the case. _____

(Note: No applicant will be denied employment solely on the grounds of conviction of a criminal offense. The date of the offense, the nature of the offense, including any significant details that affect the description of the event, and the surrounding circumstances and the relevance of the offense to the position(s) applied for may, however, be considered.)

Education, Training and Experience

High School:

School name: _____
 School address: _____
 School city, state, zip: _____

Number of years completed: _____
 Did you graduate? Y or N
 Degree / diploma earned: _____

College / University:

School name: _____
 School address: _____
 School city, state, zip: _____

Number of years completed: _____
 Did you graduate? Y or N
 Degree / diploma earned: _____

Vocational School:

Name: _____
 Address: _____
 City, state, zip: _____

Number of years completed: _____
 Did you graduate? Y or N
 Degree / diploma? : _____

Military:

Branch: _____
 Rank in Military: _____
 Total Years of Service: _____
 Skills/duties: _____
 Related details: _____

Additional Information

Do you speak, write or understand any foreign languages? Y or N

If yes, describe which languages(s) and how fluent of a speaker you consider yourself to be.

Do you have any other experience, training, qualifications, or skills which you feel should be brought to our attention, in the case that they make you especially suited for working with us?
 Y or N

If yes, please explain _____

Employment History

Are you currently employed? Y or N

If you are currently employed, may we contact your current employer? Y or N

Below, please describe past and present employment positions, dating back five years. Please account for all periods of unemployment. **Even if you have attached a resume, this section must be completed.**

Name of Employer: _____

Name of Supervisor: _____

Telephone Number: _____

Business Type: [_____]

Address: _____

City, state, zip: _____

Length of Employment (Include Dates): _____

Position & Duties: _____

Reason for Leaving: _____

May we contact this employer for references? Y or N

Name of Employer: _____

Name of Supervisor: _____

Telephone Number: _____

Business Type: _____

Address: _____

City, state, zip: _____

Length of Employment (Include Dates): _____

Position & Duties: _____

Reason for Leaving: _____

May we contact this employer for references? Y or N

Name of Employer: _____

Name of Supervisor: _____

Telephone Number: _____

Business Type: _____

Address: _____

City, state, zip: _____

Length of Employment (Include Dates): _____

Position & Duties: _____

Reason for Leaving: _____

May we contact this employer for references? Y or N

References

List below three persons who have knowledge of your work performance within the last four years. Please include professional references only.

Name - First, Last: _____

Telephone Number: _____

Address: _____

City, state, zip: _____
 Occupation: _____
 Number of Years Acquainted: _____

Name - First, Last: _____
 Telephone Number: _____
 Address: _____
 City, state, zip: _____
 Occupation: _____
 Number of Years Acquainted: _____

Name - First, Last: _____
 Telephone Number: _____
 Address: _____
 City, state, zip: _____
 Occupation: _____
 Number of Years Acquainted: _____

Please Read and Initial Each Paragraph, then Sign Below

I certify that I have not purposely withheld any information that might adversely affect my chances for hiring. I attest to the fact that the answers given by me are true & correct to the best of my knowledge and ability. I understand that any omission (including any misstatement) of material fact on this application or on any document used to secure can be grounds for rejection of application or, if I am employed by this company, terms for my immediate expulsion from the company.

I understand that if I am employed, my employment is not definite and can be terminated at any time either with or without prior notice, and by either me or the company.

I permit the company to examine my references, record of employment, education record, and any other information I have provided. I authorize the references I have listed to disclose any information related to my work record and my professional experiences with them, without giving me prior notice of such disclosure. In addition, I release the company, my former employers & all other persons, corporations, partnerships & associations from any & all claims, demands or liabilities arising out of or in any way related to such examination or revelation.

Applicant's Signature: _____

Date: _____

=====

Please Note: This sample is provided for guidance only. The provided information, including samples and examples, is not guaranteed for accuracy or legality. Letters and other correspondence should be edited to fit your personal situation.

This About.com page has been optimized for print. To view this page in its original form, please visit:
<http://jobsearch.about.com/od/jobappsamples/a/employmentapp.htm>

STARR RESTAURANTS

EMPLOYMENT APPLICATION

STARR Restaurants is committed to equal opportunity in employment. Consistent with this commitment, applicants are considered for employment and employees are treated during employment without discrimination based on age, race, creed, color, national origin, gender, disability, marital status, veteran status, sexual orientation, religion, military status, alienage or citizenship status or any other characteristic protected by applicable federal, state, or local law. STARR Restaurants complies with the law regarding reasonable accommodation for disabled employees. Applicants requiring reasonable accommodation in order to participate in the interview process are requested to contact the Director of Human Resources in order to arrange such accommodation.

Please completely fill out this application. Failure to complete all sections may disqualify you from consideration for employment.

GENERAL

DATE OF APPLICATION: _____

NAME: _____

ADDRESS: _____
Last Name First Name Middle Initial
Street City, State Zip

PHONE:#: _____ MOBILE #: _____

EMAIL: _____ @ _____ . _____

ARE YOU ABLE TO PROVIDE VERIFICATION OF YOUR CURRENT LEGAL AUTHORIZATION TO WORK IN THE U.S. FOR ANY EMPLOYER? YES NO
(Proof of U.S. employment authorization status will be required within 3 days of hire)

IF YOU ARE A MINOR CAN YOU PROVIDE WORK AUTHORIZATION? YES NO

ARE YOU OF A LEGAL AGE TO SERVE ALCOHOLIC BEVERAGES? YES NO

ARE YOU ELIGIBLE TO RECEIVE ANY AND ALL LICENSES/PERMIT REQUIRED BY LAW TO PERFORM THE POSITION(S) FOR WHICH YOU ARE APPLYING? YES NO

HAVE YOU BEEN CONVICTED OF ANY CRIMINAL OFFENSE OTHER THAN MINOR TRAFFIC VIOLATIONS WITHIN THE LAST SEVEN YEARS? YES NO

IF YES, PLEASE DESCRIBE:

PLEASE NOTE: A record of conviction will not necessarily bar you from employment. A criminal conviction will be considered only in relation to the job for which you are applying. The seriousness and nature of the offense, the time elapsed and rehabilitation will be taken into account. It is only necessary to include convictions that have not been expunged from the records.

HAVE YOU EVER BEEN TERMINATED FROM A JOB? YES NO

IF YES, PLEASE EXPLAIN: _____

POSITION

ARE YOU SEEKING: FULL TIME PART TIME TEMPORARY

WHAT POSITION ARE YOU SEEKING: _____

AVAILABLE TO BEGIN WORK: IMMEDIATELY OTHER DATE: _____

HOW DID YOU HEAR ABOUT STARR RESTAURANTS EMPLOYMENT:

NEWSPAPER INTERNET FRIEND REFERRED by _____ WALKED BY RECRUITED

HAVE YOU EVER BEEN EMPLOYED BY STARR RESTAURANTS BEFORE? YES NO

IF YES, WHEN: _____

CIRCLE DAYS / SHIFTS YOU ARE AVAILABLE TO WORK:

Mon AM Tue AM Wed AM Thurs AM Fri AM Sat AM Sun AM

Mon PM Tue PM Wed PM Thurs PM Fri PM Sat PM Sun PM

IF OFFERED THE JOB FOR WHICH YOU ARE APPLYING, ARE YOU ABLE TO PERFORM THE ESSENTIAL DUTIES OF THIS JOB WITH OR WITHOUT REASONABLE ACCOMMODATION? YES NO

EDUCATION & TRAINING

EDUCATIONAL BACKGROUND: Note: Collegiate and graduate educational history should be submitted only for those institutions accredited by an accrediting agency recognized by the federal or state department of education. If you are unsure of the accreditation of your educational institution, it must be noted on this application. Submitting degrees or coursework from a non-accredited institution will be considered a misrepresentation. Please note that we verify educational background.

SCHOOL NAME / CITY, STATE	DEGREE OR DIPLOMA RECEIVED (PLEASE NOTE GED OR OTHER EQUIVALENCY PROGRAM IF APPLICABLE)	MAJOR STUDIES
High School		
Undergraduate		
Graduate		
Other		

LIST ANY SPECIAL TRAINING RECEIVED THAT MIGHT BE RELEVANT TO THIS POSITION:

Special Training	From (Mo/Yr):	To (Mo/Yr):	Subject	Certificate

LIST ANY OTHER SPECIAL SKILLS, CERTIFICATES OR LICENSES YOU POSSESS WHICH ARE RELEVANT TO WORKING AT A FINE DINING RESTAURANT:

EMPLOYMENT HISTORY & EXPERIENCE

LIST YOUR EMPLOYERS, ASSIGNMENTS OR VOLUNTEER ACTIVITIES STARTING WITH YOUR MOST RECENT ONE. PLEASE EXPLAIN GAPS IN TIME IN EMPLOYMENT HISTORY. PLEASE INDICATE IF YOU WERE EMPLOYED UNDER A DIFFERENT NAME THAN THAT PROVIDED IN THIS APPLICATION. MILITARY EXPERIENCE MAY BE INCLUDED IF YOU OBTAINED SKILLS WHICH WOULD BE HELPFUL IN THE JOB FOR WHICH YOU ARE APPLYING.

IMPORTANT: THIS SECTION MUST BE COMPLETED IN DETAIL. YOU MAY ATTACH YOUR RESUME IF YOU WISH, BUT REFERENCE TO A RESUME IS NOT A SUBSTITUTE FOR COMPLETING THIS SECTION.

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR: TITLE: MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
SALARY: Starting: Last:		REASON FOR LEAVING:

CERTIFICATION & AUTHORIZATION

Please read carefully before signing.

I certify that the information given herein is true and complete to the best of my knowledge. I authorize STARR Restaurants to investigate any information, including my employment history, educational background, credit history and record of criminal convictions that it believes is relevant to my employment application. My current and former employers, educational institutions, and personal references may provide information that they may have about me in response to inquiry from the employer. I understand that any offer of employment by STARR Restaurants is contingent upon obtaining reference information learned through the above mentioned reference checks as well as upon the successful completion of a criminal history and background check. I understand that omitting material fact and/or providing false or misleading information or misrepresentations in my application, resume, or during the interview process may result in a refusal to hire, or discharge in the event of employment. I understand that I shall be required to provide documentation establishing my legal authorization for employment within the first three days of my employment. I understand that if employed, my employment will be at will and I will not have a guarantee of employment for any specific period of time unless otherwise provided in a written employment agreement signed by the Company President and me. STARR Restaurants is an Equal Opportunity Employer, and shall treat all employees and all applicants for employment equally and fairly based upon job related qualifications and in accordance with all applicable local, state and federal laws.

DATE: _____ APPLICANT'S SIGNATURE: _____

Job Application Form

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:

First Name _____ Middle Name _____

Last Name _____

Street Address _____

City, State, Zip Code _____

Phone Number (____) _____

Are you eligible to work in the United States? Yes _____ No _____

If you are under age 18, do you have an employment/age certificates? Yes ____ No ____

Have you been convicted of or pleaded no contest to a felony within the last five years?

Yes _____ No _____

If yes, please explain: _____

POSITION/AVAILABILITY:

Position Applied For _____

What date are you available to start work? _____

EDUCATION:

Name and Address Of School - Degree/Diploma - Graduation Date

Skills and Qualifications: Licenses, Skills, Training, Awards

EMPLOYMENT HISTORY:

Present Or Last Position:

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

Email: _____

Position Title: _____

From: _____ To: _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

Previous Position:

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

Email: _____

Position Title: _____

From: _____ To: _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

May We Contact Your Present Employer? Yes _____ No _____

References (Name, Title, Company, Phone, Email):

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature _____ Date _____

ON-LINE APPLICATION SITES

Students can practice completing on-line employment applications without actually submitting them.

1. Wal-Mart Stores, Inc.
<https://hiringcenter.walmartstores.com/OnlineHiringCenter/disclaimers1.jsp>
2. Target
<https://nro01.target.com/ape/jobcatalog/welcome.jsp>
3. Staples
<http://www.staples.com/sbd/cre/resources/jobs/>
4. Applebee's
<http://www.applebees.com/workwithus.aspx>
5. Price Chopper grocery store
<https://secure.pricechopper.com/jobs/>
6. Home Depot (building supply)
<https://careers.homedepot.com/cg/content.do?p=hourly>
7. Lowe's (building supply)
<https://wss2a.unicru.com/hirepro/C150/applicant.jsp?content=search&Site=-3&k=no<ype=Store>
8. Sample on-line application from the State of Hawaii that is provided by the state Career Center and will not be processed
<http://www.careerkokua.org/2008/js/jsa/article.cfm?id=12>
9. Sears and K-Mart
http://jobsearch.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=jobsearch&cdn=careers&tm=13&gps=305_365_1276_543&f=00&su=p284.9.336.ip_p554.12.336.ip_&tt=11&bt=0&bts=0&zu=http%3A//www.searsholdings.com/careers/jobs/
10. PetSmart
<http://careers.petsmart.com/store-careers/index.phpe>



WENDY'S of MICHIGAN

APPLICATION FOR EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, religion, age, origin, handicap or marital status, except where a reasonable bona fide occupational qualification exists.

Personal Information

Last Name: First Name: Middle Initial:

Home Address: City: State: Zip:

Home Phone: Email:

Position applying for: Date Available:

Are you over 18 years of age?:

Full or Part Time Desired

Salary Expectations:

Have you ever been employed by Wendy's of Michigan?

If so, which location?

Availability

Day	Sun	Mon	Tue	Wed	Thu
AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Education

Last School Attended: Degree/Area of Study: Number of Years Attended:

Employment History

Employer Name: Street Address: City: State: Phone N:

Supervisor Name and Title: Employed From: to Position Held:

May we contact?: Reason for leaving: Weekly Pay:

Yes or No

_____ Begin _____ End _____

Employment History 2

Employer Name: _____ Street Address: _____ City: _____ State: _____ Phone N

Supervisor Name and Title: _____ Employed From: _____ Position Held: _____
 _____ From _____ to _____

May we contact? _____ Reason for leaving: _____ Weekly Pay: _____
 Yes or No _____ Begin _____ End _____

Employment History 3

Employer Name: _____ Street Address: _____ City: _____ State: _____ Phone N

Supervisor Name and Title: _____ Employed From: _____ Position Held: _____
 _____ From _____ to _____

May we contact? _____ Reason for leaving: _____ Weekly Pay: _____
 Yes or No _____ Begin _____ End _____

Qualifications and Experience - Briefly describe your qualifications and experience below

Please read carefully

The facts set forth in this application are true and complete. In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in dismissal. I understand, also, that I am required to abide by the rules and regulations of Wendy's of Michigan.

I understand that with my authorization, an investigation may be made whereby information is obtained regarding my current and previous employment, general reputation, educational background, credit record and/or criminal history.

I understand and agree that if hired, my employment will be "at will". That is, either I or Wendy's of Michigan may end my employment relationship at any time, for any reason, or for no reason. I understand that receipt of this application by Wendy's of Michigan does not imply employment and that this application and/or employee handbook, manuals, personnel policies :

procedures are not employment contracts and do not change my status as an "at will" employee.

By checking this I agree to the above statements

**ESSENTIAL JOB FUNCTIONS AND MOTIONS
PLEASE READ THIS INFORMATION CAREFULLY**

Wendy's employees are required to be able to work several positions. each position requires different essential job functions to be completed. The positions you must be able to perform to standard are: grill operation, register operation, sandwich making, french-fry making, line coordinator and front line opening. Performing these positions to standard entails to open the front line and provide quality product to our guests, while meeting our 15 and 30 second service times.

Please take a moment to read the following list of essential job functions:

Please check each selection you are UNABLE to perform

- Must be able to see sufficiently to maintain safety and determine product quality, service and cleanliness.
- Must have mobility to get across the line to a position.
- Must be able to stand for up to two hours (accommodations for sitting may be made in some positions).
- Must be able to count money.
- Must be able to withstand 90° + heat in the summer and below freezing in the winter.
- Must be able to work with 350° shortening, up to 480° grill surface and 375° oven temperature.
- Must be able to follow directions and communicate with the crew and management team.
- Vertical extension of one or both arms up to 100%.
- Horizontal extension of one or both arms up to 100%.
- Bending of one or both arms up to 100%.
- Bending of the back up to 180° from vertical.
- Twisting of the back up to 90° left and right.
- Lifting up to 55 pounds.
- Pushing and pulling up to 55 pounds.

Additionally, managers must also be able to perform the following functions:

- Must be able to perform open and closing duties in case of crew absence.
- Must be able to work for 10+ hours with minimal interruptions.
- Must be able to open and close a combination safe.
- Must have good hearing.
- Must be able to be alone in the restaurant and in control of the shift. Provide proper adult supervision.

After having read the above list, please feel free to discuss any concerns or possible accommodations you may need with the interviewer. In accordance with the ADA, certain provisions may be made. Our intent is to provide you with a safe and fun work experience, and your help is greatly appreciated.

CANDIDATE: Please check the appropriate statement below:

- I have read the above list of functions and motions, and am able to satisfy each of them.
- I have read the above list and have checked those functions and/or motions that I may have difficulty performing.

Please review your information carefully before submitting this application to us

Sample

Practice: Your Signature

Most job applications have a place for you to sign your name. You want your signature to look as good as your printing. On the lines below, practice signing your full name. Circle the signature you think looks best. Then sign your name that way on the signature lines that have been taken from real job applications. Print the date on each date line.



From General Electric

Applicant's Signature	Date:

From Hyatt Hotels

Date _____	Signature _____
------------	-----------------

From Pacific Bell

Signature of Applicant	_____	Date	_____
First	Middle	Last	:

From McDonald's

Signature	Date:

Paid Work Experience

From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip			Reason for leaving
From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip			Reason for leaving
From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip			Reason for leaving
From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip			Reason for leaving

UnPaid Work Experience

From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip		Reason for leaving	
From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip		Reason for leaving	
From Mo/yr /	Employer Name	Position	Hrs per wk.
From Mo/yr /	Number Street	Supervisor Phone	Rate of pay \$ per
City State Zip		Reason for leaving	

Jobs to Seek for Work Experience

Work I Could Do	Who Might Need Such Work

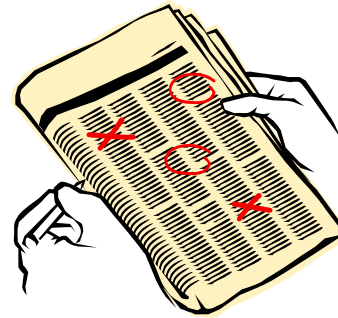
Getting Your Facts Together

A personal fact sheet contains the information that is asked for on a job application. Complete the following fact sheet and carry a copy with you when you apply for a job.

PERSONAL	
NAME: _____ / / _____ <div style="display: flex; justify-content: space-between; font-size: small; margin-top: -10px;"> FIRST NAME MIDDLE INITIAL LAST NAME SOCIAL SECURITY # </div>	
ADDRESS: _____ <div style="display: flex; justify-content: space-between; font-size: small; margin-top: -10px;"> STREET ADDRESS CITY STATE ZIP </div>	
PHONE NUMBER: () _____ ARE YOU 18 <input type="checkbox"/> YES OR OLDER <input type="checkbox"/> NO. IF NOT AGE _____	
SCHOOL INFORMATION	
MOST RECENT SCHOOL ATTENDED: _____	
LOCATION: _____ PHONE NUMBER: () _____	
LAST GRADE DID YOU ENROLLED COMPLETED: _____ GRADUATE? <input type="checkbox"/> YES <input type="checkbox"/> NO NOW? <input type="checkbox"/> YES <input type="checkbox"/> NO	
SPECIAL TRAINING/SKILLS: _____	
EMPLOYMENT HISTORY	
COMPANY: _____ LOCATION: _____ POSITION: _____ SUPERVISOR: _____	TELEPHONE: () _____ DATES: ____ / ____ TO ____ / ____ <div style="display: flex; justify-content: space-around; font-size: small;"> MO YR MO YR </div> SALARY: _____ REASON FOR LEAVING: _____
COMPANY: _____ LOCATION: _____ POSITION: _____ SUPERVISOR: _____	TELEPHONE: () _____ DATES: ____ / ____ TO ____ / ____ <div style="display: flex; justify-content: space-around; font-size: small;"> MO YR MO YR </div> SALARY: _____ REASON FOR LEAVING: _____

Reading Job Advertisements

Many people use the classified section of the newspaper or on-line websites to find out about jobs. What's written in a job advertisement is not always easy to understand. Employers have to pay for each ad by the number of words or inches that they use. They usually cram a lot of information in a very small space.



Read the advertisement below and answer the questions that follow.

Job#1	Job#2	Job#3
<p>Floral Displays Sort Flowers Display Assistant – knowledge of flowers, benefits 30+ hours</p>	<p>Shipping Clerk F/T, M-F, 9-5:30 pm, exp. Pref. \$7/hr+BENEFITS. Apply on-line only</p>	<p>Telephone Service Center P/T Mon-Fri 5-8:30 pm, Sun 12-5p, smoke Free/Drug Free workplace. Apply in person 20023 N. Washington St.</p>

Which Job would...

	Job #1	Job #2	Job #3
1. Require you to work on Sundays?			
2. Guarantee benefits			
3. Require you to apply in person?			
4. Not allow you to smoke on the job?			
5. Require you to have a related experience?			
6. Allow you to work part-time?			
7. Prefer that you have experience?			
8. Provide full time employment?			
9. Require an on-line application			
10. Require you to call before you apply?			

Sample Resumé

Simon Myon

2936 Independence Stret
Richmond, VA 2322

WORK EXPERIENCE:

- 1995 – Present Office Supply City, Richmond, VA
* Gathered Carts

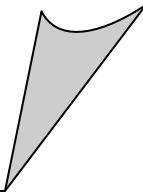
- Summer 1994 Burger Master, Richmond, VA
*Maintained sanitation
* Cleared tables

- Summer 1993 Mr. & Mrs. Richard Smith, Richmond, VA
Baby Sitter
Provided child care for a pre-school aged child.

VOLUNTEER EXPERIENCE:

- 1995 – Present Richmond Youth Leadership Council, Richmond, VA
Peer Counselor

EDUCATION: Graduated George Washington High School, 1995.



Applying By Letter

123 Main Street
Tampa, FL 33224
(date)

Staples
20001 West Avenue
Tampa, FL 33224

Dear Sir/Madam:

I would like to apply for the position of Copy Clerk that you advertised in the Daily News.

I am a senior at Ben Franklin High School and will be graduating in June of this year. During the past two years, I have worked part-time for Ace Printing Company where I have learned how to operate a scanner, photo-copier, and fax machine. I enjoy working in retail and would like to learn about Staples.

I am enclosing a resumé of my qualifications. I would like to schedule an interview at your earliest convenience. I can be reached at 555-9922.

Sincerely,

(Your Legal Name)

Dressing for a Job Interview

- Clothing should be clean, well pressed, and fit well
- Shoes do not have to be new, but they should be clean and polished
- Avoid bright colors and designs. Wear clothes in brown, navy, black
 - Women: avoid low-cut blouses or dresses. Wear a dress, suit or pant suit. Make sure skirts are not too tight or short when you sit down.
 - Men: wear shirt and suitable pants or a sport coat; wear light shirts and plain socks. Remove your hat.
- Clean hair and ears
- Clean and trim nails, polish should be clear or color that is not too bright
- Makeup should be simple
- Be freshly bathed and use deodorant
- Hair neatly trimmed and combed
- Brush teeth/use mouthwash
- No sunglasses
- Keep jewelry simple
- Lay clothes out
- Have paperwork in a file folder, all ready to go
- Set your alarm and have a backup alarm in case you sleep through your first alarm
- Go to bed earlier than usual. Try to get a good night's sleep

Arranging an Interview

Below are steps to take when setting up an interview:

1. Find the correct person or office to contact to set up the interview.
2. Call the person or office or stop by in person to make your appointment.
3. Identify yourself and your reason for contacting this person or office.
4. Determine a time, place, and location for the interview. You may have to do a phone or e-mail interview.
5. Know what materials you should bring to the interview. Bring copies of your resumé, letters of recommendation, portfolio, or sample works.
6. Express your appreciation for the time you've been given.
7. Put the date, time, and location of your appointment on your calendar.
8. Determine what you need to do to prepare for the interview.
9. Complete the information in the box below to help you organize the logistics of the interview:

Interview Information
Name and title of person you will be interviewed by: _____
Purpose of the Interview: _____ _____
Date and Time of Interview: _____
Location of Interview: _____
Directions to the Interview:
Things to bring to the Interview: _____
Notes/Reminders: _____ _____

Getting Ready For the Interview

Your ultimate objective is to get an interview. To get ready for the interview practice answering the following interview questions. Be positive about yourself and at all times be honest.

<p>1. Tell me something about yourself. Give general information like your school status and why you are looking for a job.</p>	
<p>2. Have you ever worked before? What kind of work did you do on your last job? If you have no paid work experience, talk about your non-paid or volunteer work.</p>	
<p>3. What did you like most about the job? Did you like working with people, working with numbers, being outside, etc.? Highlight those things that will be the same in this job.</p>	
<p>4. What did you like least about the job? Make your statement as positive as possible. For example, "I didn't get to work as many hours as I wanted."</p>	
<p>5. Why did you leave your last job? Be honest but discreet. Point out plans for the future.</p>	

<p>6. Why are you interested in working for this organization? Find out about the organization in advance. Explain how your interests fit with what the organization does.</p>	
<p>7. What makes you think you are right for this job? Explain how your skills and abilities are needed for the job. Talk about your interest in learning new skills.</p>	
<p>8. Are you planning to continue your education? Be honest with your plans. If you plan to return to school soon, give your availability for work.</p>	
<p>9. What are your career goals? Describe the kind of work that you would eventually like to do. Explain how this job will help you achieve your goal.</p>	
<p>10. Why should I hire you? Explain how your skills and abilities are right for the job. Tell the interviewer about your positive work habits.</p>	

Interviewing Tips

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Learn about the organization and the job. ✓ Dress appropriately and neatly. ✓ Take a pen, your fact sheet or resumé, and any other documents required. ✓ Plan to arrive a little early. ✓ Be polite and friendly. | <ul style="list-style-type: none"> ✓ Express interest and enthusiasm. ✓ Think positively. ✓ Thank the interviewer for his/her time. ✓ Don't smoke. ✓ Don't chew gum. |
|---|---|

These are the components you will need to keep in mind for your employment interview. Review this scoring guide to know how you will be assessed.

Scoring Guide for “Employment Interview”

Directions: Check the box that best indicates your level of agreement with each statement.

5 = strongly agree, **4** = moderately agree, **3** = somewhat agree, **2** = moderately disagree, and **1** = strongly disagree.

	5	4	3	2	1
1. The applicant dressed appropriately and professionally.					
2. The applicant had direct eye contact and showed responsiveness throughout the interview.					
3. The applicant’s facial expressions reflected interest and feeling.					
4. The applicant’s posture showed confidence.					
5. The applicant gestured naturally.					
6. The applicant’s voice was clear and audible.					
7. The applicant listened and did not interrupt.					
8. The applicant used appropriate pauses and had few “fillers” (such as “um” or “you know”).					
9. The applicant demonstrated attentive and active listening.					
10. The applicant gave direct and concise answers to questions.					
11. The applicant used language that was clear and precise.					
12. The applicant did not hesitate to ask questions for clarification when necessary.					
13. The applicant handled tough questions well.					

Based on this interview, would you hire this applicant for the job? Why or why not?

Take some time to assess how you applied interview skills.

Self-Assessment for “Employment Interview”

Directions: Check the box that best indicates your level of agreement with each statement.

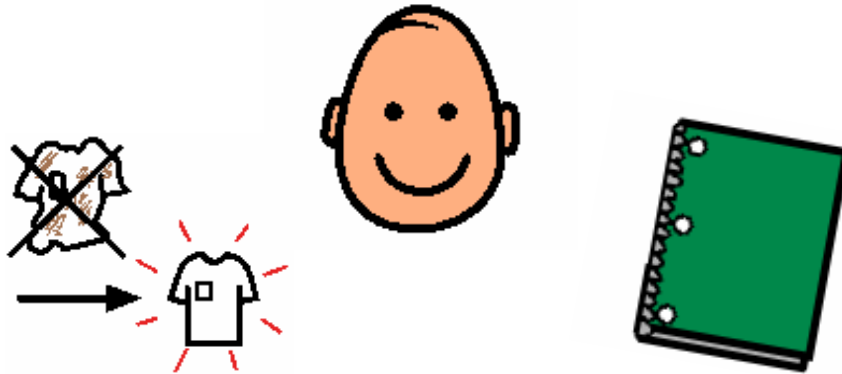
5 = strongly agree, **4** = moderately agree, **3** = somewhat agree, **2** = moderately disagree, and **1** = strongly disagree.

	5	4	3	2	1
1. I dressed appropriately and professionally.					
2. I had direct eye contact and showed responsiveness throughout the interview.					
3. My facial expressions reflected interest and feeling.					
4. My posture showed confidence.					
5. I gestured naturally.					
6. My voice was clear and audible.					
7. I listened and did not interrupt.					
8. I used appropriate pauses and had few “fillers” (such as “um” or “you know”).					
9. I demonstrated attentive and active listening.					
10. I gave direct and concise answers to questions.					
11. I used language that was clear and precise.					
12. I did not hesitate to ask questions for clarification when necessary.					
13. I handled tough questions well.					

Based on this interview, should you be hired for the job? Why or why not?

Compare this evaluation to the evaluation completed by your interviewer. If there are differences, explain why.

Interview Check-Up



Did the Candidate:	No	Yes
Look well groomed?		
Dress appropriately for the job?		
Wait for the request to be seated?		
Maintain appropriate proxemics and posture?		
Smile and behave responsively to questions?		
Have prior knowledge about the job?		
Ask appropriate questions of the interviewer?		
Thank the person for the interview?		
Provide a resumé or application?		

ENTREPRENEURSHIP WEBSITES

ABILITIES FUND is the first and only nationwide community developer targeted exclusively to advancing entrepreneurial opportunities for Americans with disabilities. Services are designed specifically for individuals with disabilities interested in business ownership and the organizations that serve them. Services focus on three primary markets: entrepreneurs with disabilities, microenterprise development organizations, and vocational rehabilitation agencies and other disability-related organizations. [<http://www.abilitiesfund.org/>].

ASSOCIATION FOR ENTERPRISE OPPORTUNITY (AEO) is the national association of organizations committed to microenterprise development. AEO provides its members with a forum, information, and a voice to promote enterprise opportunities for people and communities with limited access to economic resources. A listing of programs can be found on the website at [<http://www.microenterpriseworks.org/>].

CONSORTIUM FOR ENTREPRENEURSHIP EDUCATION is a national membership organization that provides leadership and advocacy for the growth of the field of entrepreneurship education as a lifelong learning process. [<http://www.entre-ed.org/index.htm>].

EWING MARION KAUFFMAN FOUNDATION works with partners to encourage entrepreneurship across America and to promote entrepreneurial success at all levels. The Foundation works to further understand the phenomenon of entrepreneurship, to advance entrepreneurship education and training efforts, to promote entrepreneurship-friendly policies, and to assist entrepreneurs and others in commercializing new technologies that promise to improve the economic welfare of our nation. [<http://www.kauffman.org/>].

JUNIOR ACHIEVEMENT (JA) uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, JA brings the real world to students, opening their minds to their potential. [<http://www.ja.org/>].

MIND YOUR OWN BUSINESS was created by the U.S. Small Business Administration and Junior Achievement to provide a place where people can go to help turn their entrepreneurial dreams into reality. The site outlines five easy steps to business ownership and includes information on the challenges and rewards of being an entrepreneur. [<http://www.mindyourownbiz.org/default.shtml>].

Continued

SELF-EMPLOYMENT FOR PEOPLE WITH DISABILITIES LISTSERV was established by Diversity World to promote the development of more self-employment opportunities for people with disabilities. It is intended to be a networking forum for entrepreneurs with disabilities and individuals or organizations who have an interest or role in this arena. Members are invited to post comments and questions and promote related events, publications, organizations and similar resources. [http://groups.yahoo.com/group/pwd_self-employment].

START-UP/USA (SELF-EMPLOYMENT TECHNICAL ASSISTANCE, RESOURCES, & TRAINING) is a partnership between Virginia Commonwealth University and Griffin-Hammis and Associates, LLC. It is funded by a cooperative agreement from the Office of Disability Employment Policy in the U.S. Department of Labor. START-UP/USA provides technical assistance and disseminates resources nationally to individuals interested in pursuing self-employment. It sponsors a live web cast series with successful entrepreneurs sharing their secrets for success. [<http://www.start-up-usa.biz/>].

THE FUTURE ENTREPRENEURS PROGRAM contains downloadable curriculum from the Council of Entrepreneurial Development. It includes seven lesson plans on entrepreneurship, including What is an Entrepreneur?; Finding a Business Opportunity; Market Research; Introduction to Marketing—Product, Price, Place; Introduction to Marketing—Promotion and Advertising; Starting up Your Business—Finances, Personnel, and Location; and Sales and Customer Service. [http://www.cednc.org/initiatives/student_programs/future_entrepreneurs/].

ROAD TO SELF-SUFFICIENCY: GUIDE TO ENTREPRENEURSHIP FOR YOUTH WITH DISABILITIES is a publication by NCWD/Youth that promotes the benefits of entrepreneurship education and self-employment for all youth, including youth with disabilities. It also provides tools to assist those working in this area in providing quality programs. This Guide may be purchased from NCWD/Youth or downloaded from their website at [<http://www.ncwd-youth.info/>].

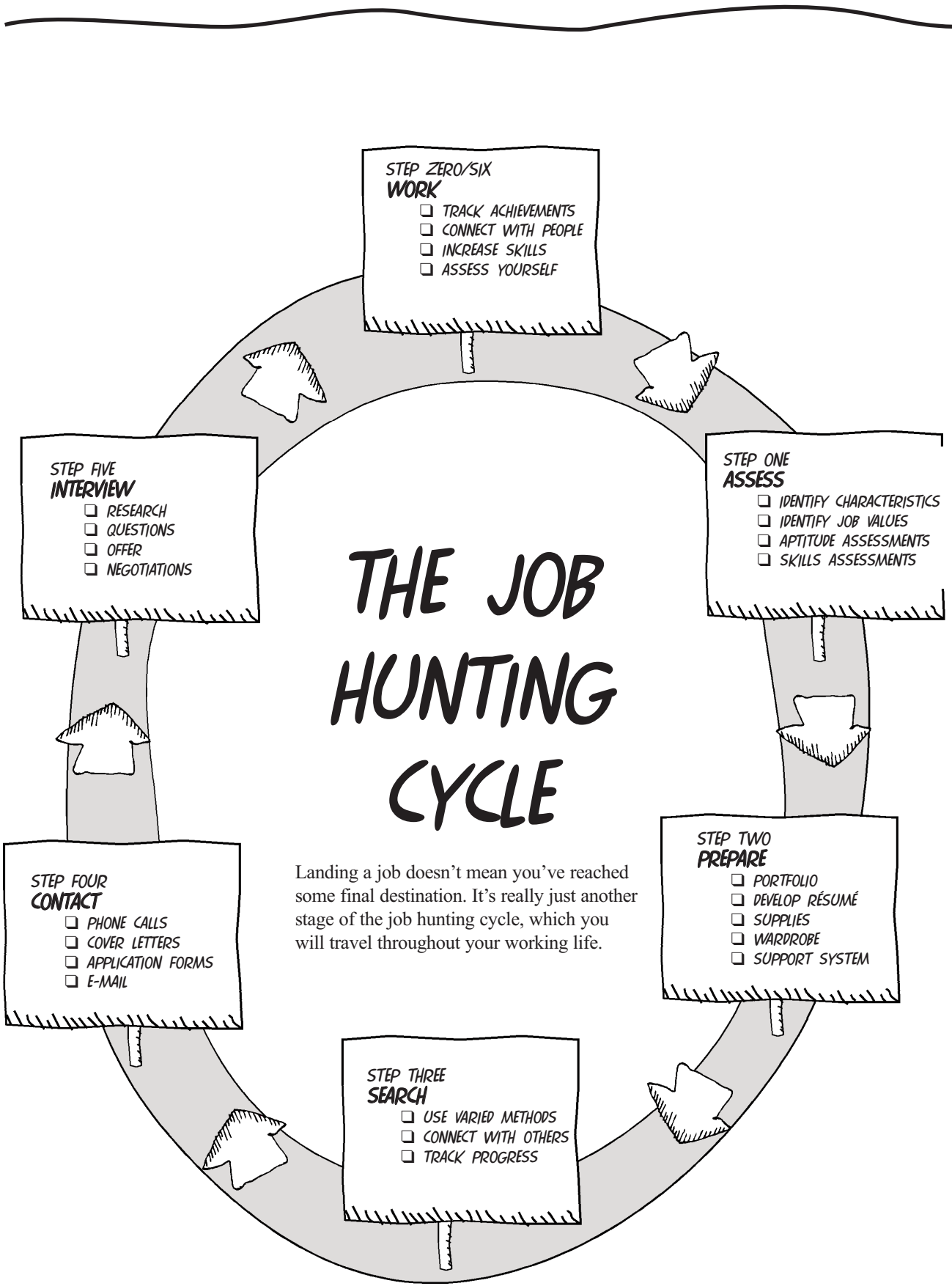


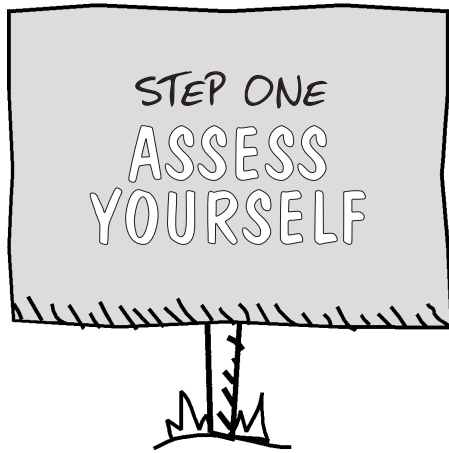
The Job Hunting Cycle

The Job Hunting Cycle, part of the Texas Job Hunter's Guide prepared by Texas Workforce, contains extensive background information and checklists that should be useful when discussing the job hunt with students.

Instructors may want to look through contents and select sections that can be reviewed with students. The Job Hunter's Guide is also in Spanish and as online courses.

[<http://www.twc.state.tx.us/news/tjhg/cycle.html>]





Job hunting begins with a self assessment. You have to know what type of job you want before you can find it. And you have to assess yourself, your situation and take a personal inventory. As an employee of ME, Inc. you need to identify your products, primary strengths and weaknesses. These exercises will help you understand yourself and better communicate with future employers.

Upon completion of this section you will be able to:

1. Describe your personal characteristics, values, aptitudes, skills and interests.
2. Define and describe what you can offer employers.
3. Summarize what skills, knowledge and experience you need to gain.

CHARACTERISTICS INVENTORY

Usually
 Rarely
 Sometimes

Employers want employees with certain positive characteristics. Let's find out which qualities you possess. For each quality, indicate whether you are that way usually, rarely or sometimes. Select the first thing that comes to your mind.

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Follow	Support your supervisor or team leader?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Lead	Have you held positions of responsibility?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Learn	Do you turn mistakes into learning opportunities?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Listen	Do you listen closely to others?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Remember	Do you recall names, places, figures and ideas accurately?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Able to Work Alone	Can you work without supervision or reminders?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ambitious	Do you take on extra assignments?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Articulate	Can you express ideas easily, both verbally and in writing?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cheerful	Are you friendly to customers and coworkers?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Competent	Do you meet deadlines? Is your work thorough?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Conscientious	Do you do a full day's work? Do you double-check your work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cooperative	Do you volunteer to help? Do you do your part on teams?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Courageous	Do you take on challenges and stand up for your beliefs?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Creative	Do you come up with new ideas? Do you look for possibilities?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decisive	Can you make decisions under pressure?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Dependable	Do people trust you? Is your attendance good?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diplomatic	Can you handle difficult situations with grace and tact?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Discreet	Do you avoid gossip or interfering in others' business?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Efficient	Do you try to work faster and better?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Emotionally Stable	Do you maintain self-control, staying even-tempered and cool?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Empathetic	Are you sensitive to others' feelings and circumstances?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Enthusiastic	Are you interested in and excited by your work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Flexible	Can you adapt well to new situations or challenges?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Focused	Do you focus on work despite personal challenges?

Usually
Rarely
Sometimes

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Generous	Do you share ideas and credit with others?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Honest	Do you tell the truth?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Industrious	Do you work hard and to the best of your ability?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Loyal	Do you strive to be a good representative of the company?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Observant	Do you look for what needs to be done or could be improved?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Organized	Are you neat? Do you plan and arrange things logically?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Patient	Can you keep your temper and stay calm under pressure?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Persistent	Can you stick with difficult and time-consuming tasks?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Persuasive	Can you sell ideas and products?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Proactive	Do you address issues before they become problems?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Resourceful	Can you work your way out of difficult situations?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Responsible	Do you treat your job as you would your own business?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sober	Do drugs and alcohol affect your work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Thrifty	Do you avoid wasting supplies and equipment?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Tolerant	Do you associate with different types of people?

JOB VALUES INVENTORY

Very Important
Important
Not Important

Next let's find out which job qualities you value most. Choose the 5 qualities you want in a job. Select the first thing that comes to your mind.

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Salary	How much money you will earn?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Benefits	Insurance, retirement, etc.?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Job security	Will you be able to keep your job?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Work hours	How many hours will you have to work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Job location	Where will you work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Coworkers, supervisors, customers	Will you like who you work with?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Learning Opportunity	Will you be able to learn?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Satisfying work	Will it be fun?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Working conditions	Will it be safe?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Like what company does	Will I be proud of my/the company?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Chance for promotion	Will I be able to move up?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Respect	Will I be treated nice?

APTITUDE ASSESSMENT

High
Medium
Low

Now let's find out what abilities you naturally have. For each item, rate your ability as high, medium or low.

- Finger dexterity
The ability to move fingers rapidly and to accurately manipulate small objects. Used in playing guitar, doing puzzles and sewing on buttons. Related occupations include Jeweler, Photographer, Plumber and Tailor.
- Motor coordination
The ability to use eyes and arms/hands and legs/feet rapidly and accurately in precise movements. Used in playing football, moving furniture and dancing. Related occupations include Hairdresser, Athlete, Machinist and Carpenter.
- Form perception
The ability to see detail in objects, such as the shapes of figures and widths/lengths of lines. Used in making sketches, sorting differently sized nails and measuring areas by sight. Related occupations include Architect, Artist, Surveyor and Mechanic.

High
Medium
Low

- Spatial perception**
The ability to understand forms in space and their relationships. Used in reading blueprints, solving geometric problems and planning furniture placement in a room. Related occupations include Interior Designer, Drafter, Engineer and Air Traffic Controller.
- Clerical perception**
The ability to identify detail in written or verbal material containing words or numbers. Used in taking telephone messages, proofreading letters and checking bank statements. Related occupations include Bookkeeper, Editor and Teller.
- General learning**
The ability to “catch on,” to understand, reason and make judgments. Used in memorizing facts, making decisions and reading instructions. Related occupations include Musician, Historian and Teacher.
- Numerical**
The ability to perform arithmetical work quickly and accurately. Used in balancing a checkbook, estimating food prices and figuring interest rates. Related occupations include Budget Analyst, Nuclear Engineer, Bookkeeper and Loan Officer.
- Verbal**
The ability to understand meanings of words and associated ideas and use them effectively. Used in making speeches, giving messages and writing reports. Related occupations include Clergy, Counselor, Marketing Manager and Sales Reps.

SKILLS ASSESSMENT

Now let's find out what skills you have. There are two types of skills: Transferable and Technical skills. Transferable skills are sometimes called “workplace skills”. They are skills that apply to a lot of jobs. Technical skills are skills that are more highly specialized, usually connected to a specific occupation. Rate yourself as high, medium or low for each skill listed.

Transferable Skills These skills apply to a lot of jobs		Technical Skills These are examples of skills that are more highly specialized
High Medium Low	High Medium Low	High Medium Low
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> communicating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> researching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> arranging flowers
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> observing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> selling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> painting
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> comparing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> lifting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> caring for a child
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> organizing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> taking directions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> plastering walls
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> creating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> listening	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> cooking
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> persuading	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> playing an instrument
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> critical thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> managing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> cutting glass
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> typing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> processing X-rays
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> decision-making	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> mediating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> driving a backhoe
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> predicting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sorting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> reading blueprints
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> directing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> driving a truck
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> problem-solving		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> recording sounds
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> doing math		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> farming
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> figuring		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> roofing
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fixing		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fitting eyeglasses
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> inspecting		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> testing water purity
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> interpreting		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> helping patients
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> leading		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trimming trees
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> proofing		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> installing carpets
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> public speaking		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> welding
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> remembering		

INTEREST AND PERSONALITY ASSESSMENT

Let's see what personality type you are most like. There are six personality types listed. Below each personality type there are characteristics that describe each personality. Check each characteristic that strongly applies to you.

The goal is to pick the ONE personality type that is most like you! When you figure out which personality type is most like you, write it in the box below and review the kinds of occupations commonly associated with your personality type.

I think I am a : _____

REALISTIC: A "DOER"

Are you...

- | | | |
|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> practical | <input type="checkbox"/> athletic | <input type="checkbox"/> systematic |
| <input type="checkbox"/> frank | <input type="checkbox"/> mechanical | <input type="checkbox"/> persistent |
| <input type="checkbox"/> nature lover | <input type="checkbox"/> thrifty | <input type="checkbox"/> self-controlled |
| <input type="checkbox"/> curious | <input type="checkbox"/> stable | <input type="checkbox"/> ambitious |
| <input type="checkbox"/> concrete | <input type="checkbox"/> reserved | |

Can you...

- | | |
|--|---|
| <input type="checkbox"/> fix electronic things | <input type="checkbox"/> pitch a tent |
| <input type="checkbox"/> solve mechanical problems | <input type="checkbox"/> play a sport |
| <input type="checkbox"/> read a blueprint | <input type="checkbox"/> plant a garden |
| <input type="checkbox"/> operate tools and machinery | |

Do you like to...

- | | |
|--|---|
| <input type="checkbox"/> work outdoors | <input type="checkbox"/> be physically active |
| <input type="checkbox"/> use your hands | <input type="checkbox"/> go camping |
| <input type="checkbox"/> tinker with machines/vehicles | <input type="checkbox"/> build things |
| <input type="checkbox"/> work on electronic equipment | <input type="checkbox"/> tend/train animals |

Then you might make a good...

- | | |
|---|--|
| <input type="checkbox"/> Carpenter | <input type="checkbox"/> Bookkeeper |
| <input type="checkbox"/> Dental Assistant | <input type="checkbox"/> Athlete |
| <input type="checkbox"/> Insurance Claims | <input type="checkbox"/> Clerk |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Photo Developer |
| <input type="checkbox"/> Electrician | <input type="checkbox"/> Brick Mason |
| <input type="checkbox"/> Legal Secretary | <input type="checkbox"/> A/C Repairer |
| <input type="checkbox"/> Plumber | <input type="checkbox"/> Computer Operator |

INVESTIGATIVE: A "THINKER"

Are you...

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> inquisitive | <input type="checkbox"/> analytical | <input type="checkbox"/> logical |
| <input type="checkbox"/> scientific | <input type="checkbox"/> observant | <input type="checkbox"/> independent |
| <input type="checkbox"/> precise | <input type="checkbox"/> scholarly | <input type="checkbox"/> open minded |
| <input type="checkbox"/> cautious | <input type="checkbox"/> curious | <input type="checkbox"/> reserved |
| <input type="checkbox"/> self-confident | <input type="checkbox"/> introspective | |

Can you...

- | | |
|---|--|
| <input type="checkbox"/> think abstractly | <input type="checkbox"/> solve math problems |
| <input type="checkbox"/> understand scientific theories | <input type="checkbox"/> use a microscope |
| <input type="checkbox"/> do complex calculations | <input type="checkbox"/> interpret formulas |
| <input type="checkbox"/> use computers at a more than casual-user level | |

Do you like to...

- | | |
|--|--|
| <input type="checkbox"/> work independently | <input type="checkbox"/> analyze data |
| <input type="checkbox"/> use computers | <input type="checkbox"/> do research |
| <input type="checkbox"/> perform lab experiments | <input type="checkbox"/> be challenged |
| <input type="checkbox"/> read technical journals | <input type="checkbox"/> understand theories |

Then you might make a good...

- | | |
|---|--|
| <input type="checkbox"/> Fire Inspector | <input type="checkbox"/> Judge |
| <input type="checkbox"/> Economist | <input type="checkbox"/> Professor |
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Optometrist |
| <input type="checkbox"/> Meteorologist | <input type="checkbox"/> Oral Surgeon |
| <input type="checkbox"/> Aeronautical | <input type="checkbox"/> Engineer |
| <input type="checkbox"/> Chemist | <input type="checkbox"/> Systems Analyst |
| <input type="checkbox"/> Police Detective | <input type="checkbox"/> Pharmacist |

ARTISTIC: A "CREATOR"

Are you...

- creative
- imaginative
- unconventional
- independent
- original
- intuitive
- innovative
- emotional
- expressive
- impulsive
- idealistic
- complicated
- open
- sensitive

Can you...

- sketch, draw, paint
- play a musical instrument
- write stories, poetry, music
- sing, act, dance
- design fashions
- design interiors

Do you like to...

- read fiction, plays, poetry
- express yourself creatively
- deal with ambiguous ideas
- attend concerts, theaters, art exhibits
- work on crafts
- take photographs

Then you might make a good...

- Choreographer
- Landscape
- Entertainer
- Photographer
- Writer
- Graphic Designer
- Marketing Supervisor
- Police Artist
- Architect
- Cosmetologist
- Interior Designer
- Musician
- Medical Illustrator
- Columnist

ENTERPRISING: A "PERSUADER"

Are you...

- self-confident
- sociable
- enthusiastic
- adventurous
- impulsive
- assertive
- persuasive
- energetic
- popular
- ambitious
- optimistic
- spontaneous
- agreeable
- inquisitive

Can you...

- sell things or promote ideas
- give talks or speeches
- convince people to do things or think your way
- initiate projects
- lead a group

Do you like to...

- meet important people
- win a leadership or sales award
- make decisions affecting others
- start your own service or business
- campaign politically
- be elected to office
- have power or status

Then you might make a good...

- Professional Organizer
- Treasurer
- Librarian
- Air Traffic Controller
- School Administrator
- Museum Technician
- Hotel Manager
- Archivist
- Social Director
- Personnel Manager
- Financial Manager
- Urban Planner
- Principal
- Nurse Administrator

SOCIAL: A "HELPER"

Are you...

- friendly
- idealistic
- outgoing
- cooperative
- responsible
- helpful
- insightful
- understanding
- generous
- forgiving
- persuasive
- kind
- empathetic
- patient

Can you...

- cooperate well with others
- express yourself clearly
- plan and supervise activities
- mediate disputes
- teach/train others
- lead a discussion

Do you like to...

- help people with problems
- participate in meetings
- work with young people
- work in groups
- do volunteer work
- serve others

Then you might make a good...

- Animal Caretaker
- Social Worker
- Emergency Medical Technician
- Veterinarian
- Physical Therapist
- Child Care Worker
- Park Ranger
- Doctor
- Teacher
- Firefighter
- Counselor
- Funeral Director
- Chiropractor
- Psychiatrist

CONVENTIONAL: AN "ORGANIZER"

Are you...

- well-organized
- methodical
- conscientious
- conforming
- practical
- accurate
- polite
- obedient
- stable
- thrifty
- persistent
- ambitious
- structured
- systematic

Can you...

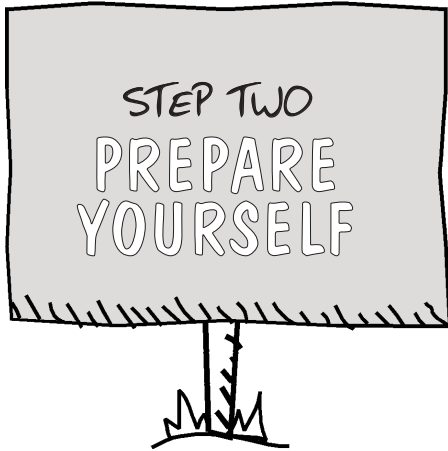
- work well within a system
- keep accurate records
- write effective business letters
- use a computer
- organize a room
- do paperwork quickly

Do you like to...

- collect or organize things
- be responsible for details
- follow clearly defined procedures
- work with numbers
- type/use computers
- build things

Then you might make a good...

- Stockbroker
- TV Producer
- Lawyer
- Real Estate Agent
- Public Relations Rep
- Corporate Executive Officer
- Legislator/Politician
- Lobbyist
- Telemarketer
- Promoter
- Account Collector
- Salesperson
- General Manager
- Market Researcher



In Step One, you identified what skills and experience you can offer. Now it's time to prepare for the job hunt. That means getting yourself organized, supported and interview-ready. This section will help you get organized by showing some of the things employers will expect you to have or to know. If an employer called you today for an interview would you be ready? It's time to get prepared! Let's begin by getting organized.

Upon completion of this section you will be able to:

1. Prepare for the job hunt.
2. Pick out appropriate work attire and supplies.
3. Create a support system.

YOUR PORTFOLIO

A portfolio collects examples of your work and training so you can show employers. Preparing a portfolio helps you assess your past achievements and experience. It also helps prepare you for job interviews.

► Stand out from the competition

Employers will:

- Be impressed that you prepared
- See you really want the job
- Believe you can do the work
- Remember you

► Keep it simple

- Use a new three-ring binder
- Keep the cover clean
- Put pages in sheet protectors
- Have a table of contents (see right)
- Divide sections with tabs—you'll find pages easily

► Using Your Portfolio

- Never send with your résumé
- During the interview, show examples related to the discussion
- Put away if interviewer seems uninterested
- Never leave your portfolio with the employer

Sample Portfolio	
Table of Contents	
Résumé	p. 1
Reference list	p. 2
Achievements	
Customer evaluations/comments	p. 3
Job evaluations	p. 5
Awards	p. 7
Letters of recommendation	p. 8
Education	
Copies of degrees	p. 11
Training certificates	p. 12
Sample of Work	
Before/after repair photos	p. 15
Work schedule (shows speed)	p. 21
Writing sample	p. 17
Spreadsheet (math ability)	p. 19

When creating your portfolio be sure to fill it with the items listed below:

1. *Work-related items.*
2. *Items that bring résumé to life.*
3. *Items related to the job.*
4. *Copies of a few significant items for interviewer to keep.*
5. *Relevant volunteer activities.*
6. *Do not include personal information.*

RÉSUMÉ ACHIEVEMENT STATEMENTS

A résumé is a list of your achievements. It will help you review your strengths and also prepare you for interviews. To help list your achievements answer the questions below concerning your past jobs, extracurricular activities and volunteer work. After you have your list of achievements, turn the list into statements. Make sure each sentence contains three components:

1. A **Challenge**, such as a problem or opportunity
2. An **Action** such as what steps you took to meet the challenge
3. The **Results** such as what happened (using dollars, time, percentages or amounts)

Skip the questions that do not apply to you:

- What can I do better than anyone else?
- When did I take the initiative?
- Was I promoted?
- Did I win awards like Employee of the Month?
- Did I get good performance reviews?
- Have I received complimentary letters from customers or coworkers?
- Have I produced anything like a publication or product?
- Did I finish a major project on time and under budget?
- Did I start some system that improved efficiency?
- Did I participate in my company's employee suggestion program?
- Have I saved the company time or money?
- Did I work with someone important like the vice president of company?
- What are the greatest work accomplishments of my life and what skills did I use to achieve them?
- Was I recognized for excellent attendance?
- Did I file all the forms daily so that there was no backlog?
- Did I complete tasks in less time than expected?

EXAMPLE ACHIEVEMENT STATEMENTS

Here are some examples of achievement statements. Using numbers gives them more impact.

- Developed a new employee orientation program that 100% of the company locations adopted.
- Responded to over 85 customer calls daily and solved 90% of their concerns.
- Submitted over 500 construction bids annually and was awarded 90% of the contracts.
- Served customers in a positive way, receiving two customer service awards in the past year.
- Assisted credit manager in account collection by phone and mail, increasing accounts receivables by 20%.
- Co-chaired a series of blood drives in the local area, netting over 1,200 units of usable blood.
- Created a multi-media campaign that increased enrollment by 700 students in eight years.

RÉSUMÉ GUIDELINES

The purpose of a résumé is to get an interview.

► General Guidelines

To make your résumé appealing to employers follow these résumé writing guidelines.

- Emphasize skills needed for the position you seek.
- Write it yourself; it's a sample of your work.
- Only include current information about your work history. Have two versions of each résumé: one to read and one to scan. The scannable version should have no bolding, italics or other formatting—just plain black text on white paper.

► Three Résumé Types

- Functional: focuses on skill groupings; good for first-time workers and career changers.
- Chronological: focuses on the progression of jobs and assignments over time; good for most workers.
- Combination: combines the two other types.

► The Words

A resume should be customized for each employer. Use words the interviewer is likely to understand. Your goal is to use words that communicate your competence without confusing the reader.

- Avoid complete sentences.
- Don't use articles such as "an," "a" and "the."
- Don't use pronouns such as "I," "me" or "my."
- Skip "responsible for" and "duties include".
- Include "buzz words," e.g., *AUTOCAD* for Drafters or "*chip*" for Marketing Managers.
- Avoid jargon that the reader won't understand.

► Why Be Honest?

- It's the right thing to do.
- It shows your integrity as a person.
- Don't lie. Most employers check what you say.
- You won't get hired if employers think that you inflated your achievements and abilities.
- You set yourself up to fail if you get hired based on qualifications and experience that you don't have.

► The Look

Your résumé should look:

- professional—on white or very light bond paper.
- clean—no smudges or stains.
- uncluttered—lots of blank space on it.
- serious—with plain fonts, such as Times Roman.
- unique—not the typical computer template.
- easy to read—with bullet points, not paragraphs.
- well-organized—with main points at top of page.
- well-spaced—without justified text blocks.
- flat—no staples and, if possible, no creases.
- brief—one page if under ten years' experience.

► How to Use It

Once your résumé is complete, submit it properly:

- Always include a cover letter with it.
- Attach it to application forms you submit.
- Send it only to targeted employers and contacts.
- Send it only for jobs for which you are at least 70% qualified.
- Don't attach transcripts, recommendations or photos.
- Don't use it for quick-turnover, low-skill jobs such as Fast Food Servers or Laborers.
- Bring extra copies of it to each interview.
- Always follow-up with a phone call.

► Before You Send It Out

Mistakes or sloppiness on your résumé can cost you jobs.

- Read it out loud—EVERY word.
- Ask a friend to read it CAREFULLY.

Example Résumé

Tammy is a recent graduate with a short work history. She has no direct office experience but this **FUNCTIONAL RESUME** shows that she has the necessary skills for the job she seeks.

TAMMY HERNANDEZ
1234 Avenue A
Big City, Texas 77777
111-222-3333

Put your objective on the résumé or in your cover letter. Be specific. Here Tammy uses the actual job title for the position she wants. *Each job requires a new objective.*

Put crucial information, such as credentials, at the top. Here Tammy stresses her language abilities and, as a recent graduate, her education information. Include GPA if it's over 3.0.

OBJECTIVE

Seeking position as a bilingual office assistant.

QUALIFICATIONS

- Speak and write Spanish fluently
- Outstanding technical, customer service and organizational skills

EDUCATION

Associates Degree in Business, Texas Community College, June 1998
GPA 3.70

TECHNICAL SKILLS

- Proficient in Microsoft Word, Access, Excel and Powerpoint on Windows or Mac
- Tested at typing speed of 60 words per minute

CUSTOMER SERVICE SKILLS

- Earned tips averaging 20% because of friendly, courteous and prompt service in a pressure-filled environment
- Selected to train new hires because of communication and leadership abilities
- Recognized for ability to calm and assist irate customers
- Had choice of assignments as most sought-after babysitter in the neighborhood

ORGANIZATIONAL SKILLS

- Oversaw production of monthly newsletter, meeting every deadline
- Coordinated activities for children, ensuring that they ate, played and studied according to their parents' specifications
- Managed finances for own business, from fee setting to tax paying

EMPLOYMENT HISTORY

Waiter	Sam's Diner, Big City, Texas	April 1997 to August 1998
Babysitter	Self-employed	1993 to present

VOLUNTEER ORGANIZATIONS

Assistant Editor	West Texas High School Gazette	Sept. 1997 to May 1998
Treasurer	Spanish Club	Sept. 1997 to May 1998

Responsible, dependable and hard-working

Notice how the bulleted achievement statements support the summary of qualifications at the top. Well organized and easy to read, this résumé puts Tammy among those candidates worthy of an interview.

Add a strong ending: people remember what's at the top and the bottom of a page. There's no need to mention references here.

There are many things to include and not to include in your résumé. Try to follow these simple rules.

DO's

- List months and years of employment and city and state for each employer you've had.
- List jobs starting with current or most recent.
- List your participation in activities that involve teamwork.
- Always tailor your résumé based on your research of the company and the job you seek.

DON'T's

- Repeat information.
- Include personal information such as age, height, weight.
- Mention high school unless you just left it.
- Mention skills that you don't want to use.

SUPPLIES

Prepare yourself by having basic office supplies and information at your fingertips. This information will be especially useful if you have to fill out an application at the employer's work site.

► Basic Supplies

- Pens and Highlighter.
- Stationery paper, envelopes and stamps.
- Paper clips and Stapler.
- Calendar and Notebook.
- Three ring binder and sheet protectors for portfolio.

► Equipment

- Answering machine/voice mail.
- Access to a computer and printer.
- Access to a fax machine.
- Internet access.

► Official Documents

- Copies of certifications, diplomas, licenses.
- Social Security card (or immigration papers).
- Driver's license or ID card.

► Education List

- The school's name, city and state.

- Dates of attendance.
- Any degree or certification you obtained.
- List of achievements (academic and other).
- Name of classes related directly to work skills.

► Work/Volunteer List

- Position title.
- Organization name, address and phone number.
- Supervisor's name, title and phone number.
- Start date and end date.
- Number of hours worked per week.
- Number of people you supervised, if any.
- List of duties.
- List of achievements.
- Reason for leaving (application forms request it).

► Housing List

- The address and phone number for each place you have lived in the past 10 years.
- Move-in and move-out dates.

WARDROBE

Job hunting is a business. You need to look the part. If you don't have clothes that are appropriate for an interview borrow or buy one good "interviewing suit". A well-dressed, well-groomed look suggests a sense of success.



► How to know what to wear

- Visit the company and observe what other people are wearing, then dress one step more formally.
- Ask the human resources department (not the hiring manager!) what would be appropriate.
- For office jobs, wear a dark suit.

► Where to get the clothes

If you don't have something in your closet and are on a tight budget you might:

- borrow from a friend.
- purchase something from a thrift shop.
- check local not-for-profit organizations to see if they provide business clothes for workers in need.

► What to Bring

- a neat and clean briefcase or portfolio.
- an umbrella or coat depending on the weather.
- Never bring another person! If someone accompanies you, he or she should wait out of the employer's view.

Grooming Basics for Women

- *clean and simple styled hair*
- *wear discreet, sparing makeup*
- *wear conservative and small jewelry items (if any);*
- *avoid low-necked blouses or short skirts;*
- *wear skin-toned hosiery—not white or shiny;*
- *carry a clean, not-overstuffed handbag.*

Grooming Basics for Men

- *be clean shaven or at least neatly trimmed;*
- *have freshly washed, trimmed hair;*
- *wear a conservative tie;*
- *wear a white or blue button-down long-sleeved shirt;*
- *wear no jewelry except a watch, wedding or class ring.*

INTERVIEW GROOMING CHECKLIST

The Interview Grooming Checklist can help you prepare your wardrobe and appearance.

- Neat clothes without patches, tears, stains.
- Clean teeth and fresh breath.
- Clean and trimmed fingernails.
- Avoid perfume or cologne.
- Clean dress shoes.
- No hats.
- No clothes with words on them.

REFERENCES

References are like customer referrals. Employers want to talk to people who know your work and character. Eventually you'll be asked for a reference list on an application form or during an interview.

► Identify Potential References

Make a list of 3-5 people who:

- Are respectable and trustworthy.
- Are not related to you by blood or marriage.
- Have positive words to say about your skills and character.

► Get Permission

- Ask potential references for permission to be listed.
- Explain that employers may contact them.
- Give them an idea of the qualities and abilities you want employers to know about you.
- Thank them for serving as a reference.

► Prepare Your List

- Reference name.
- How you know them (avoid relatives, if possible).
- Job title.
- Employer.
- Address.
- Daytime phone number.
- Email address if available.

► Ask for a Letter

Ask for a letter if your reference person:

- Lives out of town.
- Has excellent writing skills.
- Is willing to receive calls from employers.

SUPPORT SYSTEM

Job hunting can be as tough as starting your own business. Make sure you have the emotional and social support you need to get you through any tough times you encounter.

► Keep It Simple

Job hunting requires multi-tasking, so keep it simple!

- Break tasks into small chunks.
- Congratulate yourself for each task you do.
- Focus on today, not the future or the past.
- Don't expect to find a job immediately. Be realistic.

► Ask for Help

Identify supporters and then ask for their active assistance.

- Let them congratulate you when you deserve it.
- Call a friend before and after each interview: "bookending" reminds you that you're not alone.
- Share your hopes and fears about job hunting.
- Check in regularly with someone to stay on track.

► Deal with Your Feelings

Job hunting can generate a lot of emotions. Control them so that they don't control you! Here's how:

- Identify how you feel.
- Express your feelings constructively by writing or sharing them with a friend.
- Let go of negative feelings you might have about former employers; no one wants to hire a bitter person!

► Care for Yourself Physically

A great way to have a support system is to start by caring for yourself physically.

- Sleep at least 7.5 hours a night.
- Eat healthy.
- Get regular exercise.
- Avoid drugs and alcohol.
- Take time to have fun.

Identify Your Support System

Let's identify which of your friends can provide the different types of support you'll need while job hunting. Try to list as many people per type as you can:

Cheerleader - Knows and likes me.

Mentor - Gives directions, knows I'll succeed.

Information Broker - Shares information about job hunting and employers.

Public Relations Rep - Willing and able to make contacts with employers.

Caretaker - Willing to baby-sit, provide transportation.



It's time to find the employers who might hire you. For many people, job hunting means reviewing and answering the want ads. There are several reasons to look beyond ads. Don't limit your search to just the classified ads! There are many other ways to find job openings. The Internet has changed the way many employers look for workers. But the best way to find a job is still through your "network" of friends and family.

Upon completion of this section you will be able to:

1. Analyze successful job search methods.
2. Connect/network with people.
3. Track your job search.

LABOR MARKET REALITIES

Keep the following trends in mind as you search for your next job. They will give you perspective and help you make realistic decisions about your future.

Lifelong employability: Strive to be employable—to have the skills that employers value—so you can find work easily even if you get laid off.

Diversity: Appreciate and work with cultural differences.

Computer skills: Develop strong computer skills and update them regularly.

English, math and science: Develop strong math, science and communication skills.

Customer service: Always demonstrate a positive, helpful attitude toward customers, supervisors and coworkers.

Economy awareness: Pay attention to the local, national and global market and how it affects certain jobs.

Post high school education: Only with an advanced education can you remain employable. Never stop learning!

Targeted education: Get an education in high-demand fields.

Continuous learning: Constantly upgrade your skills.

Education costs: Find employers who will help train you.

Flattened wages: Wages become flat because organizations replace long-term employees with cheaper workers.

Do what you love: Focus on work that fulfills and interests you.

Not just 9-5: Flex time, telework and cell phones have blurred the lines between work and home.

Employer as client: Resembles a professional athlete's free agency: "Provide knowledge, skills and abilities in exchange for wages and benefits".

High turnover: Expect to have many jobs and perhaps several different careers over a lifetime of work.

Contingency workforce: Realize that you may become part of the temporary and contract workforce.

Global competition: Prepare yourself to compete with people worldwide for certain jobs.

JOB SEARCH METHODS

There are many different ways to search for a job, and you should use them all. Here are some of the main methods.

▶ Company Websites

Sending your electronic resume or filling out an application on line at the specific company website.

▶ Connecting with People

Network with your friends, former co-workers, or others. Let them know you're looking for a job. One of the best ways for an employer to get a good hire is by referrals from existing employees.

▶ General Internet Job Boards

Increasingly, employers are posting jobs through a variety of general purpose websites. There is a lot of competition for these jobs, but at least you can find them!

▶ Recruiting

Get professional help from "head hunters", government employment agencies or not-for-profit organizations.

▶ Newspaper Ads or Help Wanted Advertising

Answering an ad is easy and it still pays off. But there is lots of competition and most jobs are never listed in the want ads.

Job Search Methods Success Rates

Here is the breakdown of which job search methods are most effective based on a survey from Booz, Allen Hamilton:

Company Websites:**21%**
Connecting with People:**19%**
General Internet Job Boards:**15%**
Recruiting: **10%**
Newspaper Ads: **6%**

INFORMATION INTERVIEWS

Information interviews are about getting information about an occupation, not a specific job. You have two goals during this kind of interview. First, learn about the occupation to see if it might suit you. Second, establish a connection with the person you're interviewing.

▶ Benefits

- make a contact—a connection with someone.
- learn more about the company, industry and job.
- gain confidence as you practice your interviewing skills.
- learn, possibly, about "hidden" (unadvertised) jobs).

▶ Who to Ask

- friends, family, neighbors, supervisors, coworkers and anyone these people know.
- people listed in the yellow pages or association directories.

▶ Guidelines

- Interview three people for each occupation of interest.
- When you call, say how you got that person's name.
- Explain that you're seeking advice and experience.
- Ask to meet for twenty minutes and stick to it!
- Bring paper and pen with you and take notes.
- Research beforehand as you would for a job interview.
- Dress and act as you would at a job interview.
- DON'T ask the person for a job in any way!

► Questions to Ask

- How did you get into this type of work? This job?
- What type of preparation/education/training did you have? What is required?
- What do you enjoy the most? The least?
- What three skills do you use most often?
- Describe a typical day or week.
- What are the advancement opportunities and limits?
- What must a person know to stay competitive?
- How does your job affect your home life?
- What are typical entry-level job titles and duties?
- How do you suggest I learn more about this field?

► Afterwards

- Tell the person that you would like to be of service any time he or she needs it.
- Ask for referrals to others who might be available for an information interview.
- Get his/her business card.
- Immediately send a thank you note.
- Decide how to weigh what the interviewee said. Take what you heard with a grain of salt and trust your own judgment.

PROFESSIONAL SERVICES

There are plenty of professionals whose business it is to assist job hunters like you. The following professional help is available in Texas and free of charge.

- Career Information Hotline 1-800-822-PLAN
- Texas Workforce Commission's Website
- Public Libraries
- Texas Workforce Centers



Try using WorkInTexas.com, the official job board of the Texas Workforce Commission. Post your résumé or search for a job. It's free and very easy to use.

CONNECTING

Most people get jobs because they "have connections." Getting connections is easy once you know where to look. Talk to these people and let them know you are interested in finding a job. Ask if they have any information that could help you or if they know someone who does. Thank each person and follow up on any leads.

► Inner Circle

- Family
- Friends
- Neighbors

► Services

- Hairstylists
- Postal carrier
- Dry cleaner
- Mechanic
- Accountant
- Travel Agent

► Work

- Supervisors
- Co-workers
- Association members

► School

- Teachers
- Fellow students
- Students' parents

► Community

- Volunteer members
- Self-help group members
- Religious members

► Recreation

- Sports team members
- Gym staff
- Hobby partners

TRACKING

Job hunting can take days, weeks or months, so you need to keep track of all the information and interactions you gain as you search.

► Track Everything

- Names of contacts.
- Deadlines.
- Actions taken and their results.
- Information about prospective employers.
- Copies of applications you have submitted.
- Copies of cover letters you have sent.
- Copies of job listings/descriptions/ads.

► Use a Notebook

- Write the date you contacted the employer.
- Use one page per job.

- Tape the ad or listing or write the job description.
- Write the name and title of each contact person.
- Describe each phone, email, fax or face-to-face interaction.
- Note the main points of each conversation.

► Use a Calendar

- Follow-up on each job.
- Use your calendar to keep a daily to-do list.
- List calls to make and actions to take.
- Plan your traveling to be most time-efficient.

NON-TRADITIONAL WORK

Non-traditional work means working part-time, having temporary jobs or being self-employed.

Temp Work

Temping means that you work in a position temporarily—from one day to one year. You actually are employed by an agency that sends you to other companies to work.

► Benefits

Temping offers many benefits:

- Variety of job types and activities.
- Opportunity and challenge of learning in new settings.
- Flexible schedule/choice about whether to work.
- Wages while job hunting.
- Opportunities to make more connections.
- The “inside line” on obtaining a full-time job.

► Downside

- Meager, if any, benefits (e.g., insurance).
- No security—temps are the first to be let go, often with little warning.
- Little real flexibility since turning down assignments may limit the work you’re offered.
- Boring assignments.

Volunteering

Like temping, volunteering is a way to try out a job or type of work before you commit yourself to it “permanently.” It also provides a way to make connections outside the employment arena.

► Benefits

- To maximize the benefits, devote at least 100 hours to each volunteer position to show that you are committed and not just dabbling.

► Downside

- There is no pay involved.

Self Employment

Free agents are temp workers who skip the “middle man.” Instead of going through a temp agency, you approach a company directly and offer to work on a temporary or contract basis.

► Benefits

- You get to be in control.
- You may earn more than you would with a temp agency.

► Downside

Free agency does create some disadvantages. You have to:

- File as self-employed, withholding your own taxes.
- Be very motivated: if you don’t make yourself work, you won’t get paid!



Once you've identified job possibilities, it's time to contact potential employers.

Upon completion of this section you will be able to:

1. Contact Employers effectively.
2. Prepare a Cover Letter and work application.
3. Carry out phone interviews/screenings.

There are four ways to contact employers:

1. Phone calls
2. Letters
3. Application forms
4. Email

Basic Phone Guidelines

The telephone is an essential tool for job hunting. Phone manners can help you get—or keep you from getting—a job.

► Do's

- Be brief—show consideration for people's time.
- Call during regular business hours.
- Call sparingly—don't harass anyone.
- If someone calls you, let him or her end the call.
- Initiate calls whenever possible—it puts you in control.
- Have a brief and business-like message on your answering machine.
- Listen closely.
- Return calls as quickly as possible.
- Speak clearly.
- Stand up while speaking—it gives you power.
- When you call someone, end promptly, saying, "I'll let you get back to your work" or a similar phrase.
- When you call, say who you are immediately and explain why you're calling.

► Don't

- Call while driving or doing anything else.
- Chew gum, drink or eat while on the phone.
- Keep talking to fill every silence.
- Click over to another call!

Phone Interviews and Screenings

Phone interviews give employers the chance to see if you are:

- Qualified
- Articulate
- Truly interested
- Worth interviewing face-to-face

Be prepared:

- Screen calls—Don't pick up unless you're prepared.
- Keep notebook, calendar and résumé by the phone.
- Write a script of questions to ask and phrases to use.
- Read over your notes about that company.
- Send a thank-you note afterward.

COVER LETTER

A cover letter is an introduction, a sales pitch and a proposal for further action. It is one of your most valuable tools for contacting employers. The cover letter lets you explain your career objectives and why you want to work for a specific company.

► Goal

Cover letters, which “cover” your résumé, should:

- Clearly state how your skills and experience will help the employer.
- Convince the employer to grant you an interview.

► Types of Cover Letters

There are essentially three types of cover letters but the basic format for each is the same. The types are:

1. Response to an ad (e.g., in newspaper).
2. Cold-call letter (asking about upcoming or unadvertised openings).
3. Referral letter (mentioning a person known to both you and the employer).

► Prep Work

Before you begin writing, do a little research:

- Find someone who works at the company whose name you can drop (with their permission).
- Find out to whom you should send the letter. (If it's the Human Resources Department, send it to the hiring manager as well).
- Research the company.

Guidelines to make your cover letter a success

► DO's

- Be neat.
- Focus on how you can help the employer!
- If someone referred you, mention person's name and title in the first sentence.
- Include a résumé tailored for the particular job.
- Show that you know a little about the company.
- Sign the letter in blue ink to show it's an original.
- Use bullets to list your relevant qualifications.
- Use direct, simple language with active verbs.
- Use your first sentence to grab attention.
- Write the letter yourself; it's a work sample.

Tips for Filling Out an Application Form

Application forms are common for all positions so you likely will have to fill out several.

- Have all the information you need.
- Read all directions carefully.
- Be honest. Lying is not O.K.
- Be neat. A sloppy application implies you might be a lazy worker.
- Complete every section. Write “N/A” (not-applicable) when an area does not apply to you.
- List relevant experience and skills first.
- Put “will discuss,” “open” or “negotiable” in the space requesting salary information.
- Attach your résumé, but still fill in the application.
- Make sure everything on the application matches your résumé.
- Proofread it to make sure you made no mistakes.
- Keep a copy of the form, if possible.
- Follow-up a week later to make sure it was received.

► DON'T's

- Address the letter to a generic title.
- Have any typos or errors.
- Make the letter more than a page.
- Repeat your résumé.
- Write anything negative!

Example Cover Letter

July 15, 2003

Ms. JoAnn Shoemaker
Nursing Manager
YYY Clinic
432 12th Street
Anywhere, TX 77777

Notice that Tony addressed the letter to an actual person, not a generic title such as "Hiring Manager"

Every sentence stresses how Tony can help the employer, not the other way around. That attitude alone will get him noticed!

Dear Ms. Shoemaker:

Patricia Saphir mentioned that you plan to hire a new Licensed Vocational Nurse. After visiting both YYY clinic and its website, I've identified a few ways that I can contribute to your team if you hire me.

- During my 10 years as an LVN, I've gained essential on-the-job practical experience and knowledge that formal LVN training rarely provides. This expertise would be an asset for you since many of your current LVNs are recent graduates.

- I have received two awards for my friendly customer service to patients, doctors and coworkers alike. I've also been asked to conduct in-service workshops on the topic. My emphasis on customer satisfaction and my joy in helping others dovetail perfectly with YYY's focus on client care.

My experience, expertise and enthusiasm could play in a role in the continued success of YYY Clinic. I will call you on Tuesday, July 22 to discuss my qualifications and, I hope, schedule a meeting.

Sincerely,

Tony Williams

Tony Williams, LVN
1111 Blue Street
Somewhere, TX 77777

Tony directly states when and why he will follow up. Never expect the employer to call you just because you sent a letter. You have to take action!

Points to Include:

- who you are
- why you are writing
- the contact person's name or the ad you saw
- explain why you're special (**Me. Inc.** blurb)
- explain why you like this company
- describe how and when you'll follow up

PROBLEM WORK HISTORY

Have gaps in your employment history? Know how to put a positive spin on your past :

Potential Barrier	Possible Solution
Job Hopping	Group similar jobs on resume; don't include every job you've ever held.
Long Time with One Employer	List promotions as different positions; have a Professional Development section to highlight your ongoing education.
Recent Employment Gaps	List volunteer, community work, projects, family activities and education while unemployed.
Been Fired	During the interview, take responsibility for your actions and/or put the situation in positive light, depending on the circumstances.
Been Laid Off	Focus on the present to show that you're moving on.
Not Enough Experience	Emphasize adaptable skills and non-work experience.
"Overqualified"	Don't include information may raise red flags; emphasize eagerness to work at the job in question; show that you'll stay.
No College Degree	If you have some college credits, list the college without a graduation date; emphasize recent training, including workshops.
Criminal History	Remember that only convictions matter, also avoid occupations related to any felony you might have (e.g., if you stole, don't try to work with money)
Disability	Address the issue head on and openly state that you have the ability to overcome any challenges your condition may pose.
Poor Grades	Focus on extracurricular activities or how you addressed your academic problem.

JOB HUNTING ONLINE

The Internet has sped up traditional job hunt processes. Here are some tips for finding a job "on-line".

Assessing Online: There are many sites that offer career assessments such as those done in step one. One free service is at www.iOSCAR.org.

Hunting Online: To learn about employers who are hiring, visit webpages of employers that interest you.

Online Applications: Some online application forms are available.

Contacting Employers online: You can contact many employers online by emailing your résumé.

Email Résumés: Email résumés are simply email versions of your regular résumé.

Posting your Résumé: Post your résumé online at any number of career sites, such as monster.com or WorkInTexas.com.

Web Résumé and Portfolio: A web résumé (a webpage of your résumé) and portfolio (examples of your work online, e.g., photos) can be helpful, especially if you specialize in website design, graphic arts or related fields. Once you create them, make sure you keep them updated!

Waiting For Employers to Contact you: Passive job hunting rarely succeeds but your web résumé and portfolio can appeal to already interested employers.

Interviewing online: Online interviews are still rare but they may grow more popular as employers realize they can "weed out" unqualified applicants without having to speak with them directly.

If You're "Computer-challenged": You can access a computer for free by visiting your local workforce center or public library. The staff at either location can help you "surf" the web.

Example Application Form

List as many special skills and qualifications as possible. Many companies use application forms, not résumés, to screen candidates.

List all special skills you possess and machines or office equipment you can use. For example, list all special skills you possess and machines or office equipment you can use for graphics equipment, computer equipment, types of software and hardware. List all special skills you possess and machines or office equipment you can use for graphics equipment, computer equipment, types of software and hardware.

touch by touch copier (advanced features) fax (advanced features)
 meeting planning staffing exhibit booths at conferences
 Software: Microsoft Word, Microsoft Excel, Microsoft Access, Allaire Homesite

If possible, use the description for the job you seek to determine what equipment and skills it requires. Then show that you have those qualifications and more.

Position Title: Data Entry Clerk	Immediate Supervisor Name: John Doe, Jr.
Employer: State Department of ZZY	Title: Department Manager
Mailing Address: P.O. Box 1234	Supervisor's Telephone No. AC (111)111-1112
City and State/Zip: Austin, TX 78711	Temp/Project
Employer Telephone No: AC (111)111-1111	
Final Salary: <input type="checkbox"/> will discuss	<input checked="" type="checkbox"/> Non-managerial Supervisory/Managerial
	If Supervisory, number of employees you supervise

Use bulleted lists; they're easier to read.

Customize each application form to show that your past jobs prepared you for the position you want. Here the applicant mentions her experience with policies because the new job requires it.

* Performed data entry on mainframe computer for a state agency

* Monitored reports for accuracy, notifying supervisor when discrepancies arose

* Serviced printer, replaced toner and fixing paper jams and other problems

* Backed up data on tape according to disaster recovery policy

* Taught new employees agency practices and to follow agency practices throughout the agency

* Collated reports for the department

Specific reason for leaving: I wanted a position with more responsibilities.

Be positive when describing why you left a position. Emphasize what you hoped to gain, not why you wanted to leave. Be brief!

List what you actually did, not just your "official" duties. This applicant mentions training, which was not part of her job description.

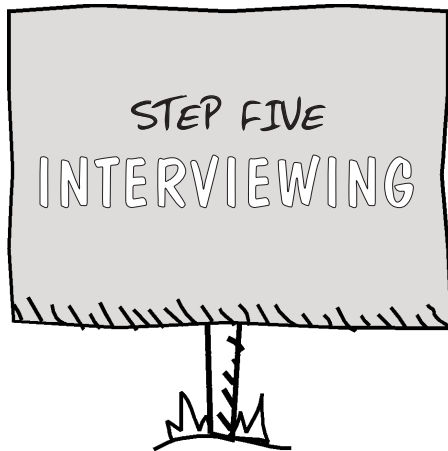
Follow Up

Follow up shows interest, initiative and a sense of responsibility.

- Wait a few days to a week after applying or interviewing before calling.
- Identify yourself and the position you've applied for.
- Ask if the employer received everything you sent.
- Ask when interviewing might begin.
- Ask when the decision might be made and if the employer needs anything else from you.

Thank You Notes are another great follow-up tool.

- Send a thank you note within 24 hours after an interview.
- Make your note handwritten, typed or e-mailed depending on what the company prefers.
- Mail it, fax it or hand-deliver it depending on when the employer will make a decision.
- Repeat your interest in the job.
- Emphasize or correct a point that you made during the interview.
- Add information you forgot to say in the interview



Now that you've got the interview set-up, step five is to provide you with tips to convince the employer to hire you. An interview is an opportunity to demonstrate that you will make a good fit for the job and the company.

Upon completion of this section you will be able to:

1. Carry out effective job interviews.
2. Describe the actions to take before, during and after the interview.
3. Assess job offer and negotiate employment conditions.

PREPARATION

Prepare for an interview by effectively knowing your goal and the employer's goal.

YOUR GOAL

Your goal is to answer these questions:

- Do I want this job?
- Will I fit into this work environment?
- Can I prove that I'm what the employer wants?

THE EMPLOYER'S GOAL

The employer's goal is to:

- Fill the position so that work can continue;
- Hire someone competent, trustworthy, enthusiastic and socially skilled.

INTERVIEW TYPES

There are many types of interviews; be prepared for them all!

SCREENING: You are interviewed (often on the phone) to check for initial qualifications.

TRADITIONAL: You sit and talk with the interviewer(s), usually at the employers location.

BEHAVIORAL: You perform tasks or take tests for the job or answer questions on how you would handle a situation.

TECHNICAL: Specific questions related to the job requirements or equipment or technology mastery.

PHONE OR COMPUTER: You answer questions via phone, e-mail or online form.

ONE-ON-ONE: You are interviewed by an individual.

TEAM OR COMMITTEE: You are interviewed by a number of people at the same time.

GROUP: You are interviewed at the same time as other candidates.

MULTIPLE LEVEL: You are interviewed individually by different people in a planned series of interviews.

FIRST QUESTIONS

As soon as you're invited for an interview, get the details:

- Ask for location and directions to the interview site. Take a test drive to be sure you know where it is and how long it should take to get there.
- Start time and expected duration of the interview.
- Ask for each interviewer's name and title.
- Ask if there will be tests or tasks involved.
- Ask if you will need a writing sample or portfolio.

STORIES

Telling short stories about your work experience makes you memorable and believable to the interviewer

- Write recent sample stories that demonstrate a relevant skill.
- Make the stories about recent experiences.
- Take the stories mainly from work experiences.
- Make half the stories about your accomplishments.
- Make half the stories about negative situations that you turned around or coped well in.
- Quantify your results if possible using dollars, time, percentages or amounts.
- You should practice telling the stories until you feel comfortable and natural.

WHY EMPLOYERS ASK QUESTIONS

One thing you can count on is employers asking you many questions. But why? They want to lower their risk and make sure they are making a good decision.

Employers face huge costs when they hire the wrong person, those costs include:

HIRING: Expenses for ads, sign-on fees.

TIME: Spent interviewing the bad hire and checking references.

TRAINING: Time spent training the bad hire.

DAMAGE: Damage done if the bad hire injures people or property.

REPAIRS: Time spent repairing the poorly-done work of the bad hire.

REPLACING: Cost of the time spent replacing the bad hire.

PRODUCTIVITY: Productivity and profit lost while the position is vacant.

SUPER SEVEN QUESTIONS

There are really just seven questions an employer wants to know. If you can answer these questions, you can handle anything that an employer asks you. Remember to be honest as you answer these questions. If you get the job, you want to be able to live up to your answers!

"SUPER SEVEN" QUESTIONS

1. Are you trustworthy?

Concern: The employer doesn't want to hire someone she can't depend on or who will steal from her.

Key words: Personal qualities; "who you are"

Response: Respond honestly. Make good eye contact. Be genuine and your appearance, words, tone, body language will all match and you'll be trusted.

2. Can you do the Job?

Concern: The employer doesn't want to hire someone who is incompetent or unprepared.

Key words: Skills, abilities, strengths, situation

Response: Focus on your skills and how you can help the organization and employer immediately and in the future.

3. Will you really work at the job?

Concern: The employer doesn't want to hire anyone who's lazy, has a bad attitude or won't work.

Key words: Initiative, attitude

Response: Show your enthusiasm and eagerness to work. Tell stories about your good work ethic.

4. Will you fit in?

Concern: The employer doesn't want to hire someone who will become unhappy or who will antagonize others.

Key words: Relations, coworkers, boss, customers

Response: Describe positive interactions you have had with supervisors, coworkers and customers in the past. Get along well with the interviewer!

5. Will you leave soon?

Concern: The employer doesn't want to invest time and money in someone who'll soon quit.

Key words: Future, plans, goals, objectives

Response: Say that you want to build a career at the company and plan to be there for the foreseeable future if that is the case.

6. Are you safe?

Concern: The employer doesn't want to hire someone who may harm any person or property.

Key words: Conflict, stress

Response: Few questions directly address this concern. Always be friendly. Don't try to intimidate. Keep your appearance neat, professional and relaxed.

7. Can I afford you?

Concern: The employer doesn't want to waste time if he can't afford you. In addition, he may want to pay you the minimum possible and wants to see if you will accept that.

Key words: Benefits, salary, over-time, compensation

Response: Answer such questions with "Are you offering me the job?" If "yes," begin negotiating. If "no," say you want to keep talking about whether you're a good fit for the job before discussing compensation.

"SUPER SEVEN" QUESTIONS

Can you identify which "Super Seven" Question is being asked in each of the questions below?

- ___ 1. Tell me about yourself.
- ___ 2. What are your strengths and weaknesses?
- ___ 3. How do you define "being on time"?
- ___ 4. How would you describe yourself?
- ___ 5. Describe a time when you handled a stressful situation successfully.
- ___ 6. Tell me about a time when you solved a problem.
- ___ 7. Give me an example where you set and achieved a goal.
- ___ 8. How do you resolve conflict?
- ___ 9. Describe a time when you had to follow a policy you didn't agree with.

- ___ 10. Describe a situation where your job required you to go "above and beyond the call of duty"
- ___ 11. Describe a recent situation where you dealt with an upset customer or coworker.
- ___ 12. Why did you leave your last position?
- ___ 13. Why do you want to work for our company?
- ___ 14. Where do you want to be in five years?

ANSWERS:

1. Q1	4. Q1	7. Q2	10. Q3
2. Q2	5. Q2	8. Q4	11. Q4
3. Q1	6. Q2	9. Q1	12. Q5
			13. Q3
			14. Q5

YOUR QUESTIONS

During an interview you will have the opportunity to ask questions of the employer. When you ask questions it shows you are interested in the job and that you are prepared.

Some questions you might want to ask:

- What are your expectations of the person coming into this position?
- If I were selected for this position, which training courses would I attend?
- How does this company retain employees?
- Please describe an ideal employee.
- What skills are needed to perform this job?
- How do you measure and review performance?
- Please describe a typical day/week on this job.
- What are the best and worst aspects of this job?
- How long do people usually stay in this position?
- Why did the last person leave this position?
- How does this position fit in the organization?
- How many employees are in this department?
- How long have you worked here?
- Can you describe the company culture here?
- What are the next steps after our meeting?
- When will you make your decision?
- When can I expect to hear from you?

QUESTIONS NOT TO ASK

Some questions you should not ask at all during an interview.

- Salary or stock options.
- Items already answered in the interview.
- Information you should already know from basic research.
- Benefits, holiday/sick/vacation time.

Research

Research is crucial before you go to an interview. Have facts about the job and employer.

Facts about the Job in General

▶ *What to Know*

- Average salary, nationally and locally in the occupation for which you're applying
- Economic outlook: is this field growing or declining
- Typical advancement opportunities.

▶ *Where to Get the Information*

- Career-oriented websites
- Internet search engines
- Professional associations
- People employed in that position

Facts about the Employer

▶ *What to Know*

- Products they make
- Organizational structure
- Services they provide

- Financial status, e.g., stock prices
- Competitors
- Reputation
- Recent major changes in employment, product mix or competitive position
- Upcoming major changes
- Company mission statement

▶ *Where to Get the Information*

- Public library
- Company's newsletter and PR publications
- Company's website
- Company's annual reports
- Internet search engines
- People you know and their friends
- Company's customers
- Human resource and public relations departments
- Competitors and former employees
- Public websites such as www.iOSCAR.org

PRE-EMPLOYMENT TESTING

Many employers test job applicants before hiring. Tests help employers screen out undesirable or inappropriately skilled candidates.

Test Types

- KNOWLEDGE/PROFICIENCY:** Complete an actual task, ex., a typing test, sort files alphabetically.
- LITERACY:** Take a reading or math test.
- PERSONALITY:** Ask about your personal preferences, e.g., the Myers-Briggs assessment.
- HONESTY AND INTEGRITY:** Take a written test that inquires about your trustworthiness and honesty.
- PHYSICAL ABILITY:** Demonstrate strength and/or flexibility if the job demands it.
- MENTAL ABILITY/APTITUDE:** Take an intelligence (I.Q.) test, which employers may use to predict your learning ability.
- MEDICAL:** See a doctor to assess your physical fitness.
- DRUG:** Provide a urine sample to test for drugs in your system.
- BACKGROUND CHECK:** May review your criminal record, driving record and credit history.

BEFORE AN INTERVIEW

Be on time, clean and prepared!

▶ *Psych Yourself Mentally*

- Make sure that you prepare a positive mental attitude.
- Remind yourself that you have a great deal to offer.
- Relive a successful moment in your life.
- Remember that interviewers are ordinary people like you.
- Tell yourself that you deserve the job-just need to prove it.

▶ *Rehearse*

- A little practice beforehand helps calm your anxiety.
- Review your unique skills and qualities.
- Study your résumé and application form.
- Practice answering questions with a friend or a video camera.
- Identify your interviewing strengths and areas to develop.
- Don't over-rehearse or memorize your answers.
- Make sure your interview clothes fit.

▶ *A Few Days Before*

- Drive to the interview location to determine travel time.
- Clean your car; the interviewer might walk you to it.
- Put gas in your car.
- Re-confirm with the person who will take you.
- Have a back-up plan in case all else fails.

▶ *The Night Before*

- Make sure your nails look good.

- Take a warm bath.
- Get the family ready for the next day.
- Check the weather forecast for the next day.
- Set aside everything that you need to bring.
- Get plenty of sleep.

▶ *What To Bring*

Set all your materials by the door so you don't forget:

- Notepad and pen.
- Your career portfolio.
- Extra résumés.
- Copies of your references list.
- Your questions and answers.
- Extra pair of hose if you're a woman.

▶ *The Morning Of*

When you rise for the day, review this list:

- Avoid a lot of jewelry, make-up and cologne.
- Avoid too much caffeine.
- Brush your teeth.
- Leave so you can be AT LEAST ten minutes early.

▶ *Just Before Walking In*

When you arrive at the interview site:

- Freshen up in a bathroom.
- Remove any gum or candy from your mouth.
- Turn off your cell phone or pager.
- Wait patiently for the interviewer.
- Look around and notice your surroundings.
- Breathe slowly and deeply.

DURING AN INTERVIEW

Now that you've got your foot in the door, start the interview right with these suggestions.

▶ *When You ENTER*

The interview begins when you arrive at the building.

- Be pleasant to the receptionist/secretary.
- Introduce yourself to the interviewer.
- Make eye contact and shake hands firmly.
- Say you are pleased to be there.
- Sit down only after you're invited to do so.
- Take out your notebook and pen.
- Wait for the interviewer to talk first.
- Address the interviewer(s) by name.
- Comment on the office environment.

▶ *Making Your CASE*

Explain why you're the best person for the job.

- Don't expect your application or résumé to do your selling for you.
- Focus on what you can do for the company.
- Explain how your skills will help.
- Speak firmly and loudly enough to be heard.
- Never answer with just a "yes" or "no".
- Show off the research you've done on the company.
- Show items from your career portfolio.
- Show an interest in the organization, not just the specific job duties you may be assigned.

▶ *Assess the SITUATION*

You're an equal partner in this discussion!

- Treat the interview as a conversation, not an interrogation.
- Stick to any questions you planned.
- Think of yourself in problem-solving mode.
- Listen, respond and ask questions.

▶ *The Right ATTITUDE*

Show that you want the job!

- Show an eagerness to work.
- Be positive—don't say anything negative and don't act desperate.
- Be energetic—don't slump, yawn, smoke, chew or look bored.
- Stay cool-headed—keep your temper.
- Stay calm—don't fidget or be overly loud!
- Be real—don't be fake or overly flattering.
- Be serious—don't tell jokes.
- Be professional—use your best manners.

▶ *How to Answer Interview Questions*

- Take your time answering questions, they are important.
- Keep answers short.
- Be honest, never lie.
- Say, "I don't know" when you don't.
- Don't discuss your personal life.
- Don't flirt.
- Tell stories when possible, demonstrating your abilities.
- When you're stumped, ask the interviewer to rephrase the question.
- Allow there to be silence sometimes.
- Avoid slang and "pause" words like "um, uh".
- Listen more than you speak.

▶ *Why You Should LISTEN*

- It helps you answer naturally and effectively.
- It tells you when to speak.
- It helps you catch trick questions designed to see if you're really paying attention or are a "yes person".

▶ *How To LISTEN*

Listening requires you to focus all your energy on the other person, not on what you'll say next.

- Pay attention to what the interviewers say and don't say.
- Maintain eye contact.
- Nod, smile and let your face show interest.
- Take occasional notes.

▶ *Before You LEAVE*

When the interview ends, leave gracefully by taking some actions before you go:

- Ask for a business card.
- If you want the job, look the interviewers in the eye and say you want to work with them.
- Ask them to describe the next steps in the process.
- Thank them for their time and interest.
- Shake hands.
- Smile at and thank the receptionist when you go.

AFTER AN INTERVIEW

▶ IMMEDIATELY AFTER THE INTERVIEW

As soon as you get out of an interview:

- Take notes about names, personal information and what you learned about the company.
- Congratulate yourself for doing your best.
- Send thank you letters to each interviewer.
- Evaluate your strengths and weaknesses during the interview and identify how you can improve.

▶ A Few Days Later...

- A few days later, call the lead interviewer to express your interest and check on the decision's status.
- If you have other offers, let the interviewer know—it may help prod a decision.
- Ask a few more questions about the job—it shows your enthusiasm and thoughtfulness.
- Be patient.

▶ To Accept an Offer

- Call the employer immediately and arrange to meet to discuss terms.
- After the negotiations, send a follow-up letter to express your enthusiasm and confirm the terms.

▶ To Decline an Offer

- Notify the employer immediately.
- Keep the doors open, e.g., "This position doesn't seem like the best fit but please consider me for other openings".

▶ If you Don't Get an Offer

- Ask why you were turned down; it might help you improve your interview skills or change directions.
- Ask if the employer knows of other opportunities.
- Ask the employer to keep you in mind for future positions.
- Send another follow-up letter, thanking the interviewers for their time.
- Assess what you might do differently next time.
- Remember that being the most qualified doesn't mean you'll always get the job.

NEGOTIATIONS

▶ Reasons to Negotiate

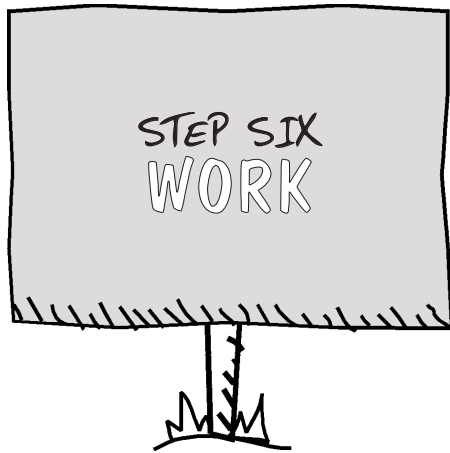
- You'll feel better about your job.
- Your supervisor may respect you for it.
- You'll demonstrate how you'll negotiate future assignments and other issues at work.

▶ Wages may be Fixed but you can Negotiate Other Benefits

- Hours (number, shifts, flexibility of, overtime)
- Leave (number of days off)
- Tools, supplies and equipment
- Work space/office
- Insurance (when eligible for...)
- Ongoing education/training (type, frequency)
- Tuition reimbursement
- Job title
- Parking
- Dependent care
- Stock options

▶ How to Negotiate Effectively

- Focus on the employer's needs, not yours!
- Research beforehand so you know what the position is worth for that industry and size of company and how the company is doing financially.
- Have a positive attitude.
- Be ready to show why you're worth what you want.
- Let the employer make the first offer.
- Don't accept the first offer or show that you think it's good.
- Counter-offer, asking for 10-20 percent more, then BE QUIET.
- Don't make another offer until the employer responds to your first request!
- Get the final offer in writing and signed.



Congratulations! You got the job. But your work doesn't end here. You should thank those that helped along the way. You should think about what you learned about yourself during the job search process and try to improve areas of weakness. Above all, start learning about your new job and keep improving your skills. Someday you might be looking for a job again!

Once you get hired, the real work begins.

Upon completion of this section you will be able to:

1. Describe actions to take to keep a job.
2. Increase your knowledge and skills.

To excel at your new job and prepare for your next job you need to be **S-T-R-A-T-E-G-I-C**.

S - Seek Advice

Continue to connect with people. Ask those you know or meet for career advice. Read career management books. Go to a career counselor. Visit a Workforce Center and ask for assistance. Learn what works and then do it!

T - Take Risks

Step outside your routine. Ask for new assignments that will stretch your skills and raise your profile. Research and request equipment that will help you do your job better. Do work that may earn you a promotion. Consider changing fields.

R - Research

Assess yourself: identify and study your interests in depth. Read about other companies and occupations, the economy and trends in your field. Research gives you an edge; if your circumstances change or you change, you'll be ready.

A - Alliances

Develop relationships with people in your organization, profession, industry and community. They may bring you opportunities and information. Volunteer and share your time and talents with others. Give back the help you received when you were job hunting.

T - Training

Your success depends on lifelong learning. Increasing your knowledge and skills makes you more flexible, able to take on different types of work when your first choice isn't available. Read about your field, attend conferences and workshops. Take courses at your local college. Go back to school. Your employer might pay for some of this training, so investigate it!

E - Energetic

Take care of yourself. Eat well and exercise regularly. Surround yourself with upbeat, supportive people. Stay positive; it's the best energizer of all. It helps you attract healthy people and get more done.

G - Goals

Establish goals that reflect your purpose or mission in life. Visualize yourself in your ideal job. What do you do? Who's with you? What's the environment? Develop and implement the steps needed to achieve your vision.

I - Innovative

Try something new so you can do your work better, faster, cheaper. Innovation combines creativity with common sense and requires you to turn your ideas into reality. Suggest ways to improve operations!

C - Commitment

Commit to guiding your career's future. Plan your life—don't just react to events. Then implement your ideas. Invest in yourself and your future the way any entrepreneur would.

TEXAS JOB HUNTER'S GUIDE QUIZ

Once you start working you will use every tool you have learned about in this course.

Answer the following questions correctly and you will be ready to go get your next job.

- 1. If you have been laid off you should focus on the present to show that you're moving on.**
 - a. True
 - b. False
- 2. There is only one correct type of résumé style.**
 - a. True
 - b. False
- 3. When you first sit down for the interview, which of the following should you never do?**
 - a. Comment positively on an unusual painting on the wall.
 - b. Take out your notebook and pen, poised to jot down any crucial points.
 - c. Ask the interviewer how many vacation days you'll get a year.
 - d. Smile at the interviewer, make eye contact and look enthusiastic.
- 4. Getting a job because "you know someone" is cheating.**
 - a. True
 - b. False
- 5. It's best to pick one job-hunting strategy, such as looking at want ads, and devote all your energy to it.**
 - a. True
 - b. False
- 6. Your entire focus should be on what you can do for the employer, not what the employer can do for you.**
 - a. True
 - b. False
- 7. The best part about getting a new job is the fact that—finally—you can relax.**
 - a. True
 - b. False
- 8. Knowing about the labor market and the economy helps you make informed decisions about your career.**
 - a. True
 - b. False
- 9. The job hunting asset most likely to impress employers is:**
 - a. A positive attitude
 - b. Postage stamps
 - c. A résumé tracking database
 - d. Local want ads
- 10. An effective cover letter, résumé and interview require you to research the employer and job first.**
 - a. True
 - b. False

ANSWERS:	
1. a	6. a
2. b	7. b
3. c	8. a
4. b	9. a
5. b	10. a

