

Module 24. Career Development

Goals

The goals of this module are to prepare participants to:

- Develop a career portfolio
- Develop and improve interview skills, and
- Identify appropriate interview attire

Time

15 hours (900 minutes) This includes approximately 120 minutes for break and warm-up or closing – approximately 30 min. per 4 hours

Activities	Methods	Time
24.1 Introduction to Employment Applications	Independent work, Interactive presentation, small-group exercise, discussion	90 minutes
24.2 Filling Out Applications	Independent work, Large-group discussion, pairs work, role play, discussion	60 minutes
24.3 Identifying Strengths	Interactive presentation, large-group exercise, discussion	85 minutes
24.4 Creating a Resume	Independent work, interactive presentation, pairs	165 minutes
24.5 Preparation for Interview Questions	Independent work, “speed dating,” full group discussion	90 minutes
24.6 Nonverbal Communication and Interview Practice	Interactive presentation, small group discussion, triads	150 minutes
24.7 Dress for Success	Interactive presentation, independent work, small group work	60 minutes
24.8 Thank You’s, Telephones and Organization Tools	Interactive presentation, independent work, pairs	80 minutes

Supplies

- Flip chart and markers
- Masking Tape (to attach flip chart pages to the wall)

Module 24. Career Development

- Paper, pencils and pens
- Red flag stickers (like the “sign here” arrow stickers)
- CD player or other device for playing music for skit
- Thank you note cards
- *Instructor’s Guide 24.2: Checking References Skit*
- *Instructor’s Guide 24.3: Animal posters*
- *Instructor’s Guide 24.3: Workplace Competencies*
- *Instructor’s Guide 24.4: Application and Resume Rating Form*

Handouts

- Handout 24.1 Applications Packet w/Job Description
- Handout 24.2 Employment Application Tips
- Handout 24.3 Personal Data Sheet
- Handout 24.4 Employment Application
- Handout 24.5 Speaking of Me
- Handout 24.6 Creating a Resume
- Handout 24.7 The Cover Letter
- Handout 24.8 Practice Interview Questions
- Handout 24.9 Interview Tips
- Handout 24.10 Interview Observation Form
- Handout 24.11 Who’s Who?
- Handout 24.12 Dress for Success
- Handout 24.13 Dressing for Success, How Perceptions Create Reality
- Handout 24.14 Telephones, Thank You’s and Organization Tools
- Handout 24.15 Employer Contact and Job Search Form

Advance Preparation

Review all the training instructions and materials for this module.

Copy all handouts for participants.

- If making 2-sided copies, make sure Handout 24.1 employment applications are correctly paired to print back-to-back.
- Make extra copies of the blank application (Handout 24.4)

Activity 24.1: Introduction to Employment Applications

Prepare flip chart page with the Learning Agenda for Module (step 1).

Prepare a flip chart page with workplace and employment jargon, abbreviations and acronyms randomly written on the page (step 3).

Activity 24.2: Filling Out Applications

In advance, recruit four volunteer to role play the “Checking References” skit. Give each a copy and assign parts.

Activity 24.3: Identifying Strengths

Tape the pictures of the animals to walls in the four corners of the room (step 1).

Prepare a flip chart page with Workplace Competencies (step 3).

Activity 24.4: Creating a Resume

Prepare flip chart page “Learning Agenda: Resumes” (step 1).

Arrange to schedule class in the computer lab so participants can create their resumes (step 5).

If possible, arrange for volunteers from local companies to review and critique the participants’ applications and resumes.

Activity 24.5: Preparation for Interview Questions

Activity 24.6: Nonverbal Communication and Interview Practice

Activity 24.7: Dress for Success

Prepare flip chart page with Julie Jansen quote (step 1).

Activity 24.7: Thank You’s, Telephones and Organization Tools

ACTIVITY 24.1 Introduction to Employment Applications

90 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand key vocabulary found on employment applications.
- Identify basic do's and don'ts of employment applications.
- Analyze applications to determine which are more likely to lead to an interview.

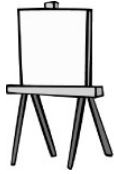
Key Content

- ❖ Participants will explore the role of employment applications in their job search. They will learn to review the application from the viewpoint of a potential employer.
- ❖ Winning applications are completely filled in, legible, neat and truthful. Red flags may give a potential employer reason to disqualify the applicant without opportunity for explanation. The applicant may not get to the interview stage if an application is incomplete, questionable or illegible. This is especially important when there are many applicants applying for few job openings.
- ❖ Applications are legal documents. Falsification of information on an application can be grounds for immediate termination from a company.
- ❖ Vocabulary, abbreviations and acronyms on applications can be confusing for new job seekers. A quick vocabulary lesson will help to give participants confidence in their job search.

Activity Steps

Interactive presentation (15 minutes)

1. Explain that filling out employment applications is a routine, straightforward part of the job search process. Even though it is routine, it is not to be taken lightly. Applications are tools to move you a step closer to the job by getting you invited to an interview, or to disqualify you from the applicant pool before anyone ever gets to hear how wonderful you are.
2. Refer participants to the flip chart Learning Agenda. Tell them they will review four components about employment applications in this segment: key vocabulary, do's and don'ts, red flags, and using Personal Data Sheets to help them organize their information.



LEARNING AGENDA
MODULE 24: APPLICATIONS

Employment Applications

- Key Vocabulary
- Do's and Don'ts
- Red Flags
- Using Personal Data Sheets

3. Ask participants to look at Flip Chart “Reading Employment Applications”. Ask for definitions of the words and abbreviations listed. Invite participants to add other words, phrases or abbreviations they have seen.

Tape the flip chart page to the wall and tell participants they will be able to continue to add to the page as they work through this module. (As appropriate questions and vocabulary come up throughout the session, be sure to ask the participants to write the word/abbreviation and its definition on the chart page.)



READING EMPLOYMENT
APPLICATIONS

DOB
SS#
n/a
M.I.

Small Group Work (60 minutes)

4. Tell participants that they are going to do a role play in which they are company staff in charge of hiring. Give each participant Handout 24.1, “Job Description and Applications” packet of applications from six applicants, and a supply of red flag stickers. Divide the participants into groups of 3 - 5, each group representing a different company. Tell them to individually review the applications and put red flags on any information that catches their attention as a possible problem. Tell them that once they finish their individual reviews, they are to work together as a team to select two of the six applicants to interview. Give each team a flip chart page and marker,

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and tell them to record: 1) which applicants they select, 2) a list of the criteria (positive and negative) which they used to make their selections, and 3) red flags. Tell them they have 40 minutes for this exercise, then you will ask each group to report their decisions and support it with their criteria (as seen in the class example.)

5. Tell them that first, you will review one application together to warm up. Lead them through a review of “Sharon Green,” writing key information on a flip chart page as it is discussed.



Invited for Interview:		
<u>Positive</u>	<u>Criteria</u>	<u>Negative</u>
<u>Red Flags</u>		

⇒ Teaching Tip

Circulate about the class to assist with any questions participants may have and to help keep them on task. If groups have finished in less than 25 minutes, call them back together to move on with the next step.

6. Ask each group to tape their flip chart page to the wall when they are finished. Then ask a volunteer from each group to make a report to the full class.

Full Group Discussion (15 minutes)

7. Use participants’ reports to support a discussion of what makes a strong application versus a weak one, to highlight the do’s and don’ts of filling out applications, and to identify red flags

⇒ **Teaching Tip**

If participants do not mention the following, be sure to point them out:

- Spelling errors
- Blank lines/incomplete information
- Didn't follow directions (most recent work first)
- She does have some related experience

Whether or not she would be called for an interview may depend on how good/poor the competition is. She would do better to fill out all of the information, proofread what she has written, and be sure to follow the directions.

8. Distribute Handout 24.2, "Employment Application Tips." Give participants a moment to review it, then discuss similarities to the points they highlighted in the previous activity. Point out other issues they may have missed.

ACTIVITY 24.2 Filling Out Applications

60 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Create a personal data sheet to aid them in gathering information for their employment applications
- Accurately and completely fill out an employment application
- Identify at least three personal references

Key Content

- ❖ It is difficult to remember dates, names, addresses and other relevant information from one's employment history, especially if that history expands across a number of years. A personal data sheet can be used to record information necessary for filling out applications. Then when applying for a job, applicants can take the form with them for reference as they fill out their applications.
- ❖ Participants will need to search for information to complete their personal data sheets outside of class. Applicants may need to search the Internet, find past employment papers, and call former employers to get names, addresses, phone numbers, etc. They need to do this research only once. Encourage them to keep and maintain their sheet throughout their careers, adding information from new employers and training programs as they are completed.
- ❖ Most companies will ask applicants to provide up to three references. References should be individuals who are not related to the applicant. References should be people who can comment positively on the applicant's potential as an employee. Typical references include former bosses, co-workers, teachers, etc. If an applicant does not have work experience, then references can be people who can discuss the applicant's character. Applicants should always get permission from their references before they list them.

Note: This content is taught over a minimum of two days to give participants opportunity to research information necessary to complete their "Personal Data Sheets" and thereby be able to completely and accurately fill out an application.

Activity Steps

Skit, Group Discussion, Skit (15 minutes)

1. Tell participants they will now use the principles for winning applications which they identified in the previous activity, to guide them in practice filling out an application.
2. Point out that many application forms include contact information for three personal references. Discuss the importance of identifying personal references who can speak positively to their qualities as a potential employee. And, emphasize that it is always important to get permission from the reference to list them on an application.
3. (During a break time prior to this segment, recruit four volunteers to perform a skit. Give each a copy of the script and assign parts. Tell them to feel free to ham it up.) Tell participants they will now look in on an employer checking personal references on a prospective employee. Bring the *performers* to the front of the room to perform the skit.

⇒ Teaching Tips

- Bring props for the skit – telephone or cell phone (volunteers may want to use their own cell phones), loud music to play in the background of scenario 3.

4. After the skit, ask, “What went wrong?”
5. Ask participants to reflect a moment on who they can ask to be references and what positive things they might say about them. Remind them again to always get permission ahead of time to use a reference, and if possible, share with them the job description for the job you want. This will help them to be able to speak directly to the skills sought.

Independent Work, Group Discussion (45 minutes)

6. Distribute Handout 24.3, “Personal Data Sheet.” Tell participants this is a form they can take with them to apply for jobs to make it easier to fill out applications. Give participants 20 minutes to complete as much of it as they can in class, then take the handout home to fill in the rest of it. Allow time for questions about how to track down specific information (such as names and phone numbers of previous employers, dates of employment, etc.) Tell participants you will collect and review forms when they finish and bring them back.

⇒ **Teaching Tip**

- Having a small “prize” of some sort, to be given out when the participants return the “Personal Data Sheet” would help to provide incentive for them to complete this necessary, but oftentimes tedious task. Prizes could be candy, pencils, crackers, or a folder in which to protect their data sheet.

7. Distribute Handout 24.4 “Employment Application.” Have participants use their “Personal Data Sheet,” to fill out the employment application. Talk with participants about keeping the application clean and neat, not wadded up, wrinkled or stained.
8. Ask participants to share which, if any, of the questions they were not able to answer completely. Lead a discussion of where and how they can find the information to complete their applications and fill out their Personal Data Sheet. Discuss what they can do to eliminate any potential red flags on their applications.
9. Finally, point out to participants that applications are legal documents. When they sign and date them, they are stating that what they have written is accurate and true. If at any time an employer learns that any part of the application is not true, they have grounds for immediate dismissal of the employee. Never give false information, or even *stretch the truth*, on an application.

⇒ **Teaching Tips**

- Have extra application forms available for participants who make errors on their applications and need a clean copy to start over.

ACTIVITY 24.3 Identifying Strengths

85 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Identify the skills and traits desirable for personal care workers
- Identify their personal strengths

Key Content

- ❖ The participants' most challenging part of putting together a resume or preparing for a job interview, is to find the words to effectively describe themselves. They must be able to identify their strengths and highlight what they bring to a job. They must be able to sell themselves to the potential employer.
- ❖ Participants also need to be able to describe specific experiences to illustrate their capabilities and qualities. If they have little professional experience, then they need to be able to use their informal experiences (at school, at home, in volunteer work, etc.) to illustrate their potential and competence.

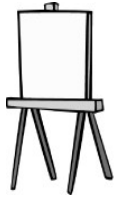
Activity Steps

Small Group activity, Interactive Presentation (50 minutes)

1. Tape the four styles pictures (beaver, fox, chameleon, porpoise) to the walls in the four corners of the room. Ask participants to think about their *personal care worker* style. Ask them to decide if their style is most like a 1) beaver, 2) chameleon, 3) fox, or 4) porpoise. Tell them to stand by the animal picture most like them and in that group discuss 1) why they chose that style, 2) what are the *upsides* of that style, and 3) what are the *downsides*. Then ask each group to summarize their discussion with the full class. *Note: There is no explanation given, nor are there right or wrong answers for this activity. The purpose of the exercise is to get participants creatively thinking about themselves, and their strengths and weaknesses. Answers can often be very insightful and entertaining.*
2. Tell participants that a key part of creating a resume is being able to identify words that describe themselves (though not necessarily as compared to an animal!) They need to find words to describe their knowledge, their skills and their attitudes. They will now do some self-exploration as they think about their knowledge, their strengths and their experiences that make them good candidates for personal care work. Tell

them that this self-reflection will help them to find the words to write a resume; and it will also help them to prepare to answer job interview questions.

3. Show the “Workplace Competencies” flip chart page. Discuss a few examples of each category of skills listed. (List only a few to help them warm up, but leave most for them to identify in the next activity.)



WORKPLACE COMPETENCIES

Effective workers can productively use:

- Resources
- Interpersonal Skills
- Information
- Technology

Competence requires:

- Basic Skills
- Thinking Skills
- Personal Qualities

4. Still referring to the Workplace Competencies flip chart, introduce participants to the term “soft skills.” Tell them these are the skills employers often cite as the most important considerations for hiring new employees. Ask if anyone is familiar with the term or can share some examples of *soft skills*. Write them next to the category they fit.
5. Divide participants into groups of 4 – 5. Assign them the task of deciding what competencies, including soft skills, are desirable in a personal care worker. Give each group a flip chart page and marker to summarize their discussion and to report to the full group. Tell them to reflect on the content of what they have learned throughout the course to guide them in this activity. Tell them they have 20 minutes to discuss and write on their flip chart page, and then they will be called on to report to the full group. Have each group tape their chart to the wall so participants can refer to them in the next activity.

Independent work (35 minutes)

6. Distribute Handout 24.5, “Speaking of Me.” Ask participants to look at the characteristics they identified in the previous activity and to write down which ones they possess, as well as areas in which they can improve. Tell them this activity will help them to focus on their strengths and begin to find the wording to highlight those strengths on a resume, and later, in an interview. It will also help them to think about areas in which they can improve.
7. Ask participants to list any experiences that demonstrate they have these skills. Point out that it may not be directly experience from a previous job. For instance, helping to cook and care for younger siblings is experience which they can use to show their ability to cook and care for a client. Participation in high school organizations can show their ability to work with others on a team, especially if they can give specific examples of what they did. Help them to “think outside the box” to transfer their skills to the personal care service industry. Ask participants to share one example each.
8. Ask them to fill out the handout either independently, or to talk it through with a partner as they complete the handout, if they prefer.

⇒ **Teaching Tips**

- Many people shy away from boasting or saying positive things about themselves. Some participants will have difficulty finding words to describe themselves. Share that when you are looking for a job that is not time to be humble and shy. You must learn how to promote yourself with confidence.
- If participants have great difficulty with finding words to describe themselves, invite them to work with a partner to talk about themselves and then write down important characteristics they can share.
- Be prepared to circulate around the classroom when participants are doing individual or small group work. Sometimes they will ask questions of you individually that they will not raise in the full group. Be ready to summarize your observations, answers to important questions and good examples from participants when you reconvene the full group.
- The activities of this segment are designed to help participants with the hardest part of writing resumes – deciding what to say about themselves. Successful completion of these activities will make it easier for participants to create resumes when they are in the computer lab.

Activity 24.4 Creating a Resume

150 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand three different types of resumes
- Create their own resume
- Write a cover letter

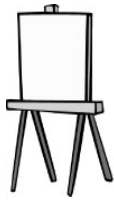
Key Content

- ❖ Resumes create first impressions. For many, a resume is the first point of contact with a potential employer. It gives a concise picture of the applicant's experience and abilities.
- ❖ There are three types of resumes: chronological, functional and combination resumes. The participants' selection of which type of resume to use will depend on how much experience they have in the industry and occupation in which they wish to work.
- ❖ Resumes should be accompanied by a cover letter. The cover letter is another opportunity to highlight why the applicant is a good fit for the company.
- ❖ Whenever possible resumes, and especially cover letters, should be "targeted" to incorporate key vocabulary and address job skills described in the job ad or job description. In some companies, resumes are scanned to match vocabulary in the resume to the job description. This is done to separate those to be considered for interviews from those which do not appear to be a match to the job demands.

Activity Steps

Interactive presentation/pairs (30 minutes)

1. Show the flip chart, "Learning Agenda: Resumes." Tell participants they will now summarize information about themselves in a resume. Ask how many already have resumes. Invite participants to share about how they made their resumes, how satisfied they are with their resumes, how helpful they have been, and what challenges they present.



LEARNING AGENDA
MODULE 24: RESUMES

- Creating Your Resume
- Writing Cover Letters

2. Distribute Handout 24.6, “Creating a Resume.” Ask participants to review the types of resumes and to discuss with a partner which one will most likely fit their needs.
3. Tell participants it is now time to transfer what they have written about themselves in the previous activity to a resume. Tell them to review the handout. Let them know they will then move class to the computer lab where they will create their resumes on a computer. A sample structure is available in their handout.
4. Before they move to the computer lab, distribute Handout 24.7, “The Cover Letter.” Tell participants they should be prepared to write a cover letter to go with their resume, especially if they mail or email their resume to an employer.

Computer Lab (120 minutes)

5. Convene class in the computer lab for participants to create their resumes. If there are not enough computers, have them work in pairs, assisting one another. Help any who are not familiar with using computers.
6. Have participants print their resumes. Collect them, along with their completed applications, for critique.

Independent work, Group discussion (15 minutes)

7. Provide written feedback to each participant using the rating form in the FG. Review common issues, pitfalls, highlights, etc. with participants when you return their forms and rating sheets. Give them time to review their critique and ask questions.

OPTION

If possible, arrange for local employers to review and critique participants’ applications and resumes after they have completed this module. Provide reviewers with the form in the FG to rate and comment on the applications and resumes.

ACTIVITY 24.5 Preparing for the Interview Questions

90 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Answer typical questions asked in a job interview
- Increase awareness of nonverbal communication
- Conduct basic research on a company prior to an interview

Key Content

- ❖ An interview is an opportunity for the employer to assess job candidates to see if they are a good fit for the job at hand. At the same time, it is also an opportunity for the job candidate to determine if this is a good fit for him or her. It is a two-way street.
- ❖ It is natural for job seekers to be nervous during a job interview. However, being prepared to answer questions about themselves can help to control those nerves. Job seekers can prepare for interviews by thinking through their experience, their abilities and strengths to show what they would bring to the job.
- ❖ Some questions are illegal for employers to ask. These are listed on Handout 24.8. Point out that they do not have to answer these questions in an interview or on an application form, and they should not bring up the issues themselves.
- ❖ Prior to an interview, job seekers will do well to spend a few moments to research the company with which they will interview. If the company has a website, they can learn about the company's mission, its values and get a sense of its "culture." This can help to prepare them to answer questions, and also provide a base from which to ask questions in the interview. Interviewers will be impressed to know the candidate took time to find out a little about the company.

Activity Steps

Independent work, speed dating (85 minutes)

1. Tell participants that they will now build on the work they have done in thinking about their strengths and writing resumes. They will practice how to answer interview

questions. Distribute Handout 24.8 “Practice Interview Questions.” Tell them they have 35 minutes to think through and write answers to the questions.

2. Tell participants they will now practice doing interviews, “speed dating” style. Give them the rules for the activity.
 - a. Form two lines, facing each other. (If there is an uneven number of participants, the instructor may join in to make it even.)
 - b. To begin, one line will take the role of interviewer and ask the job seeker (from the other line facing him) the first question from the handout.
 - c. After two minutes the instructor will call time. Each participant will move down one person, in opposite directions, and repeat the exercise, this time with the job seeker taking the role of interviewer and asking question #2.
 - d. After two minutes the instructor will call time again. Repeat until participants end up where they started, or until at least 7 or 8 questions have been asked. Be sure that participants alternate between interviewer and job seeker roles so that they all have a chance to answer questions.

⇒ **Teaching Tips**

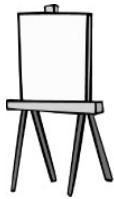
- Pause for a brief discussion after the first round, and again after the second and third rounds. Ask participants questions such as, “What do you want to improve the next time?” “What would make you better prepared to answer the question?” “Did any interviewer hear a really good response you want to share?”, etc.
- A large class could become very noisy, making it difficult for participants to hear one another. In this case, ask them to leave at least an arm’s length between them and those on their sides.

3. Discuss the activity with the participants. Ask if any noticed how different it is to say their answers aloud, as opposed to writing them down or thinking them silently. Point out they want to sound natural and conversational; not like they’ve memorized a script. Encourage them to practice answering interview questions aloud prior to an actual interview. Let them know they will have opportunity for more practice later in the class.
4. Illegal interview questions. Point out to participants that the questions on page 2 of the handout are questions which are illegal to ask. They do not need to provide this type of information.

5. Distribute Handout 24.9, “Tips for the Interview.” Ask participants to take turns reading each statement. Discuss the tips and answer any questions they may have. Invite participants to add tips to the list.

Full Group Discussion (20 minutes)

6. When possible, participants can research potential employers. Ask them how they can learn about different companies in their preparation for an interview. Record their answers on a flip chart page.
7. Ask what types of information they could research. Add their answers to the flip chart. (Answers may include these listed below, and more.)



RESEARCHING AN EMPLOYER

- Search the Internet
- Google the interviewer’s name
- Visit the company, if possible
- Talk with employees

TYPES OF INFORMATION

- Company History
- Strategic Plan
- Size of Company

ACTIVITY 24.6 Nonverbal Communication & Interview Practice

150 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Be more aware of their nonverbal communication
- Know how to give a proper handshake
- Know how to dress appropriately for an interview

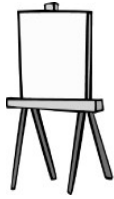
Key Content

- ❖ The actual words we speak account for only 7% of how our message is received, according to “Mehrabian’s Communication Study. Our tone of voice carries 38% of our message, and body language, 55%. Our nonverbal communication is very important, especially in an interview setting.
- ❖ The handshake is important. Researchers Greg Stewart and Susan Dustin at the University of Iowa, Murray Barrick of Texas A&M University and Todd Darnold at Creighton University, studied 98 undergraduate students for the quality of their handshakes during mock interviews and related the kind of handshakes given to interviewer hiring recommendations. The authors of the study measured the student's personalities and asked them to participate in a mock interview. They found that despite what the candidates wore or how they looked, the handshake had an effect on how the interviewer assessed the candidate for job suitability.

Activity Steps

Interactive Presentation, Group Activity (30 minutes)

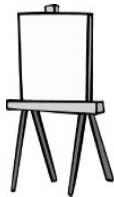
1. Ask participants if they ever find themselves making snap judgments about people as soon as they meet them. Ask them to share what causes them to make those judgments – the person’s posture? Eye contact or lack of eye contact? What they wear?
2. Write “Nonverbal Communication” on a flip chart page and tell participants this is what they will discuss in this segment. Ask them to call out some forms of nonverbal communication (such as those listed below). Write their responses on the flip chart; include those already mentioned.



NONVERBAL COMMUNICATION

rolling eyes
lack of eye contact
facial expressions
folded arms

3. Ask what nonverbal communication participants noticed in the “speed dating” activity. Ask if they have any nervous habits they may need to monitor for themselves. Invite a few to share. Be sure to point out that a smile can go a long ways to winning over an interviewer.
4. Tell participants there is another nonverbal communication you want to highlight – the handshake. (If it is not already listed on the flip chart, add it now). Point out that a handshake can influence a candidate being hired. Share the study cited in the “Key Content” section.
5. Write the five handshakes to avoid on a flip chart page. Tell participants that handshakes should be firm; not too strong, not too weak. Ask for a volunteer to demonstrate each handshake as you describe it:
 - The Push off – At the end of the handshake, you push the person away.
 - The Pull in – You pull the other person closer.
 - The Finger Cruncher – You miss the palm and just catch the fingers, crushing them as you shake the hand.
 - The Bone Crusher – Just like it sounds, the handshake is so strong the recipient feels like his bones are being crushed.
 - The Dead Fish – a limp, unemotional handshake.



HANDSHAKES TO AVOID

1. THE PUSH OFF
2. THE PULL IN
3. THE FINGER CRUNCHER
4. THE BONE CRUSHER
5. THE DEAD FISH

6. Have participants walk about the room and practice shaking hands, while they introduce themselves. Remind them to make eye contact and smile.
7. Share that another problem for some people is sweaty palms. Discuss what they can do if they tend to get sweaty palms when they are nervous and about to enter an interview. Tips include:
 - Carry a handkerchief to dry your hands prior to entering the interview room.
 - Use powder to keep hands dry.
8. Distribute Handout 24.9, “Tips for the Interview.” Ask for volunteers to read the tips aloud. Discuss and answer any questions they may have, or examples they may want to share.

Triads, Role Play (120 minutes)

9. Tell participants they will now have opportunity to bring everything together to practice interviews. Divide them into groups of three. Ask them to rotate role playing three roles: 1) interviewer, 2) job seeker, 3) observer. Distribute Handout 24.10, “Interview Observation Form” to take notes as they take role of observer.

Each round should take about twenty minutes: fifteen minutes for the interview practice and ten minutes to receive feedback. Ask them to begin each role play with the job seeker entering the room and greeting the interviewer with a handshake as he introduces himself. The interviewer will then ask five questions from the interview questions list. The observer will watch the role play, take notes, and offer feedback when they finish. The triad will repeat the exercise three times so that each has opportunity to role play the job seeker.

⇒ **Teaching Tip**

- It is especially important during this exercise that the instructor circulate about the room and listen in on the groups, providing tips and guidance and making note of common problems to avoid, as well as good examples to share before the full class.
- Keep track of the time and call out when it is time to 1) stop one role play to let the observer give feedback, and 2) start the next role play.

9. Once everyone has had opportunity to practice, debrief the experience with the full class. During the activity make note of particularly good examples during the activity, and invite those teams to demonstrate an interview in front of the class.

ACTIVITY 24.7 Dressing for Success

60 minutes

Key Content

- ❖ You can only make a first impression once; and first impressions are the strongest. Job seekers must know how to dress appropriately to make a good impression in an interview.

Interactive Presentation, Independent work, Small Group Discussion (60 minutes)

1. Tell participants that the last form of nonverbal communication you will cover is appearance. Write the quote from Julie Jansen on a flip chart. Ask participants what they can do to present a positive image when they walk through the door.



“The job seeker needs to remember that he or she is being assessed from the minute after walking in the door of the company.”

-- Julie Janesen, career coach and
Author of “You Want Me to Work
with Who?”

2. Read the following example shared by one job seeker to underscore the point:

“My first real job after high school graduation was in an office. I later learned that it was the secretary who had greeted me and received my application who was responsible for that job offer. When she gave my application to the interviewer, she told him, ‘This is the one that I want.’ I learned that in this case, the interview had nothing to do with my being hired. In fact, the interviewer had his doubts that my college hours would work out with their schedule, but the secretary insisted. I went on to work for that company for seven years.” -- Cathay

3. Distribute Handout 24.11, “Who’s Who.” Ask participants to write an identity for each person below the photo. Once they have finished, divide them into groups of 3 or 4 to answer the questions on the second page, “Exploring Labels, Stereotypes, and First Impressions.” (Asking them to complete the second column of the handout is optional.)

Ask each group to report how similar and how different their impressions and assumptions about the people in the photos are.

End by asking a few volunteers to answer “How do you think you would be labeled by others?” and “Would that label be correct or incorrect?”

4. Tell participants to remain in their small groups. Ask them to each describe to their group what they would typically wear to an interview for a personal care worker, then discuss what kind of impression that might make. Ask each group to report their general findings to the full class.
13. Distribute Handout 24.12, “Dress for Success.” Ask how their discussion about appearance compares to these guidelines. Answer any questions they may have.
14. Point out that one other consideration for choosing what to wear to an interview is making sure that you are comfortable in the clothes – both in the way they fit and in the image they project. Distribute Handout 24.13, “Dressing for Success, How Perceptions Create Reality.” Ask for feedback and comments on the article. Ask if anyone has ever experienced anything like this.

ACTIVITY 24.8 – Thank-You’s, Telephones & Organization Tools

80 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Exercise appropriate use of the telephone in their job search
- Write thank you notes following an interview
- Use a log to help them organize their job search

Key Content

- ❖ Oftentimes a job seeker’s first contact with a potential employer is by telephone. Proper telephone etiquette is important in making a positive impression. The voice mail greeting, the messages you leave and the timeliness with which you return a phone call all contribute to making a good impression.
- ❖ Following an interview, the candidate should follow up immediately with a brief, hand-written thank you note. This is one final opportunity to stand out from among the other candidates. It is one last opportunity to point out why you are a good choice for the job.
- ❖ A job seeker can easily lose track of the job search – where he sent resumes, made applications, interviewed, and the results of the interview. A little organization to support the job search will help to cut down on confusion and frenzy. Participants are encouraged to keep track of their job search progress in writing.

Activity Steps

Interactive presentation, independent work, (15 minutes)

1. Tell participants that their tone of voice is as important as their words, as already discussed in nonverbal communications. This is especially important when communicating by telephone because the other person does not have the benefit of reading your facial expressions and body language to help interpret your words.
2. Distribute Handout 24.14, “Telephone Skills”. Ask participants to rate their telephone skills. Ask each participant to name one thing they do well and one thing they can improve.

Module 24. Career Development

3. Point out that simply remembering to smile as you speak on the telephone will help you to sound positive and friendly. Yes, a smile can be heard on the telephone!
4. Review the “Tips for Placing Telephone Calls” on page 2 of the handout.
 1. State your name and the purpose of your call.
 2. Be aware of the tone of your voice. Smile, speak clearly and slowly.
 3. Avoid phrases that could be perceived as offensive or rude.
 4. Sell yourself.
5. Point out that telephone calls are opportunities for job seekers to sell themselves to the employer. Share the example of a job seeker named Mark.

Mark had just moved to the area from out of state. He read about a job opening for someone to do general maintenance work. He called, only to be told they had already completed the interviews for that opening.

He didn't give up. "I'm sorry to hear that," he said. "I've done this type of work for the past eight years," and he went on to specify the types of machines he can use and work he has done. "I just moved to town and saw the notice."

"It sounds like you have a lot of skills," replied the receptionist. "I'm sorry you didn't call earlier. There's nothing I can do now. But just in case, let me take your name and phone number." When she hung up the phone she went directly to the man doing the hiring and told him about the caller. He asked her to call him back to see if he could come in right away for an interview. She did. He did. And he got hired.

Pairs (10 minutes)

6. Ask participants to put themselves in Mark's place and practice such a phone call with a partner. Have them sit back to back to replicate speaking by telephone, without the benefit of reading facial expressions and body language. Ask them to take turns playing the job seeker and the receptionist. The receptionist should tell the caller they are too late to get the job.
7. Debrief the activity with the full class. Be sure to cover the difference between sounding confident and assertive, versus begging or being too aggressive.

Interactive Presentation (15 minutes)

6. Review the “Tips for Leaving Messages” on the handout. Emphasize that when participants make a telephone call, they should always be prepared to leave a message, following these tips:

1. State your name slowly and clearly.
 2. State your phone number.
 3. Know what you want to say and say it clearly and concisely. Don't ramble.
 4. State the next step, "I'll call you later," or "Please call me at . . ."
 5. End with a friendly closing and state your name and phone number once again. Say the number slowly, and repeat it grouping the numbers the second time.
7. Encourage participants to call and leave themselves a message to evaluate their telephone skills. (If students have cell phones this is one time you can invite them to turn them on and use them in class.)
 8. Have participants review the use of their telephones. Tell them to also consider the music and the message a caller hears when they dial their number. Is this the image they want to project to a potential employer? Discuss what type of telephone greeting is appropriate and inappropriate when one is job searching.
 9. And finally, speaking of cell phones . . . tell participants to turn their cell phones off when they go for an interview. Period.

Interactive Presentation (30 minutes)

10. Ask participants if anyone can state the final step in interviewing. Give hints if needed, such as "It's one of the good manners your mother may have taught you to do . . . when you receive a gift, when someone does something special for you." Of course, the answer is to say "thank you." And in the job search setting, that thank you is done in writing – a brief hand-written note.
11. Ask participants what should be included in the thank you note. If the following points are not brought out by participants, be sure to share them yourself: 1) thank you for the interview, 2) you are interested in the job, 3) re-iterate your strong points that fit the job, 4) say you look forward to hearing from them.
12. Ask who they can send thank you notes to, in addition to the interviewer. Possible answers include their references, mentors who supported them, their teachers, etc. Invite participants to write a thank you to someone who has supported them in their job search or career planning.

⇒ **Teaching Tip**

- If possible, bring blank thank you cards for participants to write and actually mail.
- Be prepared to help participants know how to properly address the thank you note envelopes.

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Group Discussion (10 minutes)

12. In closing this module, ask participants to share how they keep track of their job searches. After a brief discussion, distribute Handout 24.15, “Employer Contact and Job Search Activities.” Invite them to use the form to keep themselves organized and to avoid confusion.

Instructor's Guide, Activity 24.2

Checking References Skit

Scenario 1

Ms. Smith: Hello.

Mr. Jones: *Hello, Ms. Smith?*

Ms. Smith: Yes. Who is this? What do you want?

Mr. Jones: *I'm Mr. Jones from the Dream Job Company. I'm calling to speak with you about Kate Withers.*

Ms. Smith: Oh no. Is she in trouble again? What happened this time?

Mr. Jones: No, no. There's no trouble. She applied for a job with my company and she gave you as a reference.

Ms. Smith: Well, good. It's about time she found a job.

Scenario 2

Mr. Sing: Hello.

Mr. Jones: *Hello. May I speak with John Sing, please.*

Mr. Sing: This is he.

Mr. Jones: *Mr. Sing, my name is Randy Jones from the Dream Job Company. Kate Withers applied for a job as a personal care*

assistant with us and listed you as a reference.

Mr. Sing: I don't know why she would do that. I'm really surprised.

Mr. Jones: *Why is that, sir?*

Mr. Sing: Well, I don't really know her well. Surely there's someone else who can tell you more about her than I can.

Scenario 3

(music blaring in the background)

Mr. Jones: Hello? Hello?

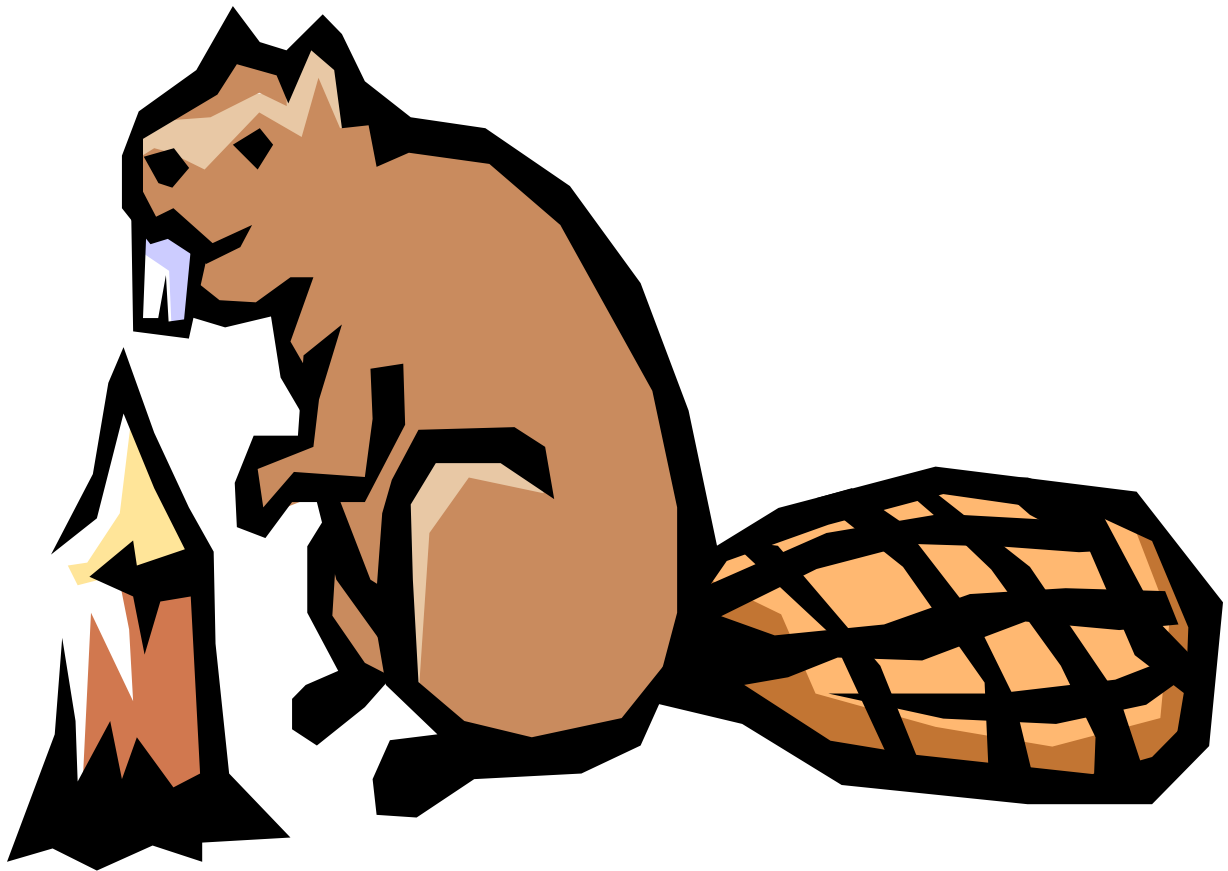
Ms. Young: *Hello. Wait a minute . . . (turns down music. . a little) Okay. You still there?*

Mr. Jones: Hello. I'd like to talk with you about Kate Withers. She . . .

Ms. Young: Katie isn't here.

Mr. Jones: I'm not looking for her. I would like to speak with you about her . . . oh, never mind! *(he hangs up the phone)*

Instructor's Guide, Activity 24.3 (page 1 of 4)



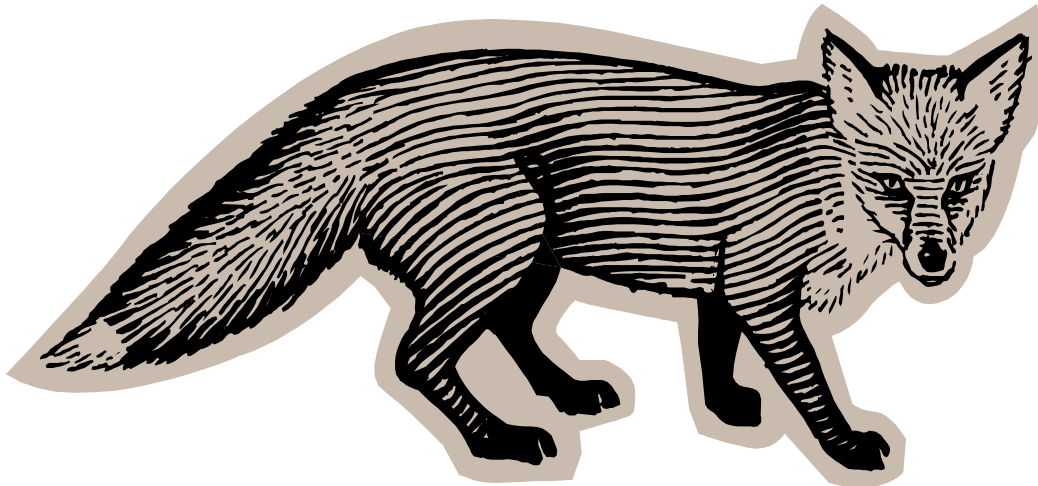
beaver

Instructor's Guide, Activity 24.3 (page 2 of 4)



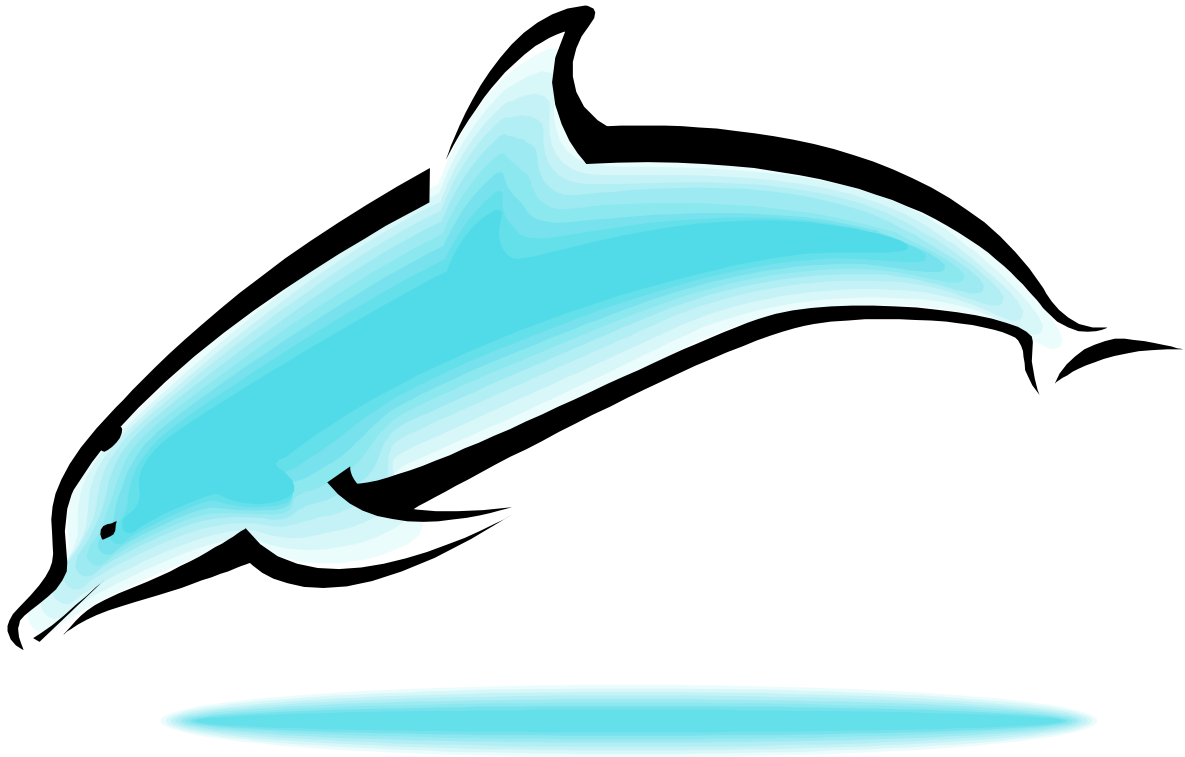
chameleon

Instructor's Guide, Activity 24.3 (page 3 of 4)



fox

Instructor's Guide, Activity 24.3 (page 4 of 4)



dolphin

Instructor's Guide, Activity 24.3, Workplace Competencies

The workplace competencies listed on the flip chart were established by the Secretary's Commission on Achieving Necessary Skills (SCANS) in 1991. Here is a more detailed list of what is covered in each specific category.

COMPETENCIES—effective workers can productively use:

- **Resources**—allocating time, money, materials, space, and staff
- **Interpersonal Skills**—working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
- **Information**—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
- **Systems**—understanding social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems
- **Technology**—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

THE FOUNDATION—competence requires:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking, and listening
- **Thinking Skills**—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
- **Personal Qualities**—individual responsibility, self-esteem, sociability, self-management, and integrity

Instructor's Guide, Activity 24.4 Application and Resume Rating Form

Directions to the Rater: Please put an X in the box that best reflects the application and resume. If you indicate "needs work," please specify what improvements are needed.

Participant Name: _____

APPLICATION

	Good	Needs Work	Comments
Neatness			
Completeness			
Information			
Clarity			
Overall			

Comments:

RESUME

	Good	Needs Work	Comments
Neatness			
Completeness			
Highlights strengths and abilities			
Includes key information			

Recommendations to strengthen resume:

Reviewed by: (optional) _____

1Module 24 Handouts Career Development

Activity 24.1: Introduction to Employment Applications

**Handout 24.1
Applications Packet w/Job Description**

Activity 24.2: Filling Out Applications

**Handout 24.2
Employment Application Tips**

**Handout 24.3
Personal Data Sheet**

**Handout 24.4
Employment Application**

Activity 24.3: Introduction to Resumes

**Handout 24.5
Speaking of Me**

**Handout 24.6
Creating a Resume**

**Handout 24.7
The Cover Letter**

Activity 24.4: Preparing for the Interview Questions

**Handout 24.8
Practice Interview Questions**

**Handout 24.9
Interview Tips**

Activity 24.5: Nonverbal Communication

Handout 24.10
Interview Observation Form

Activity 24.6 Dress for Success

Handout 24.11
Who's Who?

Handout 24.12
Dress for Success

Handout 24.13
Dressing for Success, How Perceptions Create Reality

Activity 24.7: Don't Forget the Small "Stuff"

Handout 24.14
Telephones, Thank You's and Organization Tools

Handout 24.15
Employer Contact and Job Search Form

Handout 24.1—Applications Packet

PERSONAL CARE AIDE JOB DESCRIPTION

General Description:

- Caring for the elderly, disabled or infirm client in their own home as if he/she were a close friend or member of your own family; providing compassionate emotional and social support and companionship.
- Assisting client with daily needs such as bathing, grooming, dressing, and meal preparation.
- Maintaining a safe and comfortable environment, including light housekeeping and laundry.
- Providing transportation or running errands, including keeping all receipt for purchases made on behalf of customer.
- Keep a daily client log on all services rendered for given day.
- Attend monthly employee development meetings. These meetings will include videos, audio trainings, and general training.

Job Requirements:

- Self-motivated and compassionate caregiver
- At least 18 years of age
- Trained in first aid/CPR procedures. (We can assist you in obtaining this training if necessary.)
- Reliable transportation
- Current driver's license
- Provide driving record
- Pass BCI/FBI state required criminal background check – no criminal history
- Pass health screening
- Citizen or legal resident of the United States
- You must be competent and able to perform all services required by client.
- Attend monthly employee development meetings.

By signing below, I agree that I meet or will meet (within a reasonable time period) the requirements listed on this form.

Signature

Date

Handout 24.1—Applications Packet

Page 2 of 13

Dream Job Company

Position Applying for: Personal Care Aide

Please print clearly or type all information requested.

Name	Last	First	Middle	Date
	Sharon	Green		
Address	Number	Street	Apt/Unit	Home Phone
	104 N.	Redondo St.		722-7323
	City	State	Zip Code	Work Phone
	Redondo CA	90044		
Email Address				Cellular Phone
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input type="checkbox"/> No				

EDUCATION

Check highest grade completed: ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☒ 14 ☐ 15 ☐ 16 ☐ Graduate

High School	Location (City & State)	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, do you possess a G.E.D.? <input type="checkbox"/> Yes <input type="checkbox"/> No
Ventura High	Ventura		

VOCATIONAL, TECHNICAL or Other Training

Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates	Duties	Employers
From To 5/08 – 8/08	Title Nursing Home Helper	Employer Shady Pines
Hours/week	Responsibilities Helped to serve meals in home cafeteria	Supervisor Shannon Downey
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		Address
Salary volunteer		City, State, Zip Ventura CA
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving Was summer time job	Telephone
From To 6/09 – 11/09	Title Activities assistant	Employer Alta Med
Hours/week 15	Responsibilities Helped seniors in the adult day care program do	Supervisor JoAnn Wright
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	activities	Address
Salary \$8.75		City, State, Zip Redondo Beach
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving Funding cuts, laid off	Telephone 310-899-9988 39

Providing Personal Care Services to Elders and People with Disabilities:

A Model Curriculum for Direct-Care Workers

CA PHCAST Revisions 2011

Handout 24.1—Applications Packet

Page 3 of 13

From To 2/10 - present	Title After school tutor	Employer Sunset Elementary
Hours/week 8	Responsibilities Help children with reading and math skills after school	Supervisor Larry Sun
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address
Salary \$9		City, State, Zip
May we contact? X Yes <input type="checkbox"/> No	Reason for leaving Will continue working here part time	Telephone 310-492-4929

Will you accept part-time or temporary work? ☐ Yes ☐ No
 Will you work evening hours? ☐ Yes ☐ No
 If employed, can you submit verification of your legal right to work in the United States? ☐ Yes ☐ No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name Janet Panian Position doesn't work Company _____
 Address _____ City Redondo State CA Zip _____
 Day Time Phone 310-444-5555 Evening Phone _____ E-mail _____

Name Larry Sun Position Supervisor Company After school program
 Address _____ City _____ State _____ Zip _____
 Day Time Phone 310-492-4929 Evening Phone _____ E-mail _____

Name Linda Smith Position Counselor Company Vermura Hgih School
 Address _____ City _____ State _____ Zip _____
 Day Time Phone 922-4302 Evening Phone _____ E-mail _____

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Sharon Green
 Applicant's Signature

6-15-11
 Date

We are an Equal Opportunity Employer

Handout 24.1—Applications Packet

Dream Job Company

Position Applying for: Personal Care Aide			
Please print clearly or type all information requested.			
Name	Last	First	Middle
	Owens	Elizabeth	Kate
Date	6-17-11		
Address	Number	Street	Apt/Unit
	7550 N. Dalton Avenue		
Home Phone	(626) 722-7302		
	City	State	Zip Code
	Azusa	CA	91702
Work Phone	none		
Email Address	Owens007@yahoo.com		
Cellular Phone	(323) 799-1840		
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
EDUCATION			
Check highest grade completed: <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> Graduate			
High School	Location (City & State)		Did you graduate? X Yes <input type="checkbox"/> No
Azusa High School	Azusa, California		If no, do you possess a G.E.D.? <input type="checkbox"/> Yes <input type="checkbox"/> No
VOCATIONAL, TECHNICAL or Other Training			
Names and locations of Business or Trade Schools attended		Dates Attended	Subject
n/a			
			Degree/Certification

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates		Duties	Employers
From	To	Title	Employer
8/10	4/11	Personal care worker	family
Hours/week		Responsibilities	Supervisor
varied		Took care of my grandmother – housekeeping, cooking, bathing, organizing her medicines, and keeping her	
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time			Address
Salary		company.	City, State, Zip
volunteer			
May we contact?		Reason for leaving	Telephone
<input type="checkbox"/> Yes <input type="checkbox"/> No		She passed away	
From	To	Title	Employer
		no other employment	
Hours/week		Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact?		Reason for leaving	Telephone
<input type="checkbox"/> Yes <input type="checkbox"/> No			

Handout 24.1—Applications Packet

From	To	Title	Employer
		n/a	
Hours/week	Responsibilities		Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving		Telephone

Will you accept part-time or temporary work?	x Yes	<input type="checkbox"/> No
Will you work evening hours?	x Yes	<input type="checkbox"/> No
If employed, can you submit verification of your legal right to work in the United States?	x Yes	<input type="checkbox"/> No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name David Reyes Position pastor Company 1st Baptist Church
 Address 324 N. Grand Ave. City Glendora State CA Zip 91703
 Day Time Phone (626) 812-5555 Evening Phone same E-mail reyes@baptist1.org

Name Kathy Jones Position secretary Company First Bank
 Address 123 Alameda St. City Azusa State CA Zip 91702
 Day Time Phone (626) 999-1234 Evening Phone (626) 804-5438 E-mail kjones@firstbank.com

Name Shannon Hughes Position receptionist Company Susie's Hair Salon
 Address 83 W. Huntington Dr. City Monrovia State CA Zip 91920
 Day Time Phone (562) 893-6144 Evening Phone (562) 711-0438 E-mail shannonh@gmail.com

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Elizabeth Owens

6-17-11

Applicant's Signature

Date

We are an Equal Opportunity Employer

Handout 24.1—Applications Packet

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Dream Job Company

Position Applying for:

Personal Care Aide

Please print clearly or type all information requested.

Name	Last	First	Middle	Date
	SALAS	René	NMI	6-18-11
Address	Number	Street	Apt/Unit	Home Phone (323)
	2228	Cowlin Ave.		263-0468
	City	State	Zip Code	Work Phone
	Los Angeles	Calif.	90040	(562) 555-3152
Email Address				Cellular Phone
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

EDUCATION

Check highest grade completed:	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> 13	<input type="checkbox"/> 14	<input type="checkbox"/> 15	<input type="checkbox"/> 16	<input type="checkbox"/> Graduate
High School	Location (City & State)				Did you graduate?	If no, do you possess a G.E.D.?				
	Bell Gardens, Calif				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				

VOCATIONAL, TECHNICAL or Other Training

Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates	Duties	Employers
From To	Title	Employer
9/07 - Present	Driver	Heumen Services Association (HSA)
Hours/week	Responsibilities	Supervisor
20	Deliver hot meals to seniors	George CORRAL
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	AND Home bound.	Address
Salary		6800 Florence Ave
\$9.00		City, State, Zip 90023
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving	Bell Gardens, CALIF
		Telephone (562) 555-3152
From To	Title	Employer
6/06 - 9/07	Volunteer	H.S.A
Hours/week	Responsibilities	Supervisor
5	Assist in Senior day care	George CORRAL
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address
N/A		Same as above
Salary		City, State, Zip
N/A		Telephone
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving	
	To take Driver Job.	

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Handout 24.1—Applications Packet

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From	To	Title	Employer
Hours/week	Responsibilities		Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	NONE		Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving		Telephone

Will you accept part-time or temporary work?

☒ Yes☐ No

Will you work evening hours?

☒ Yes☐ No

If employed, can you submit verification of your legal right to work in the United States?

☒ Yes☐ No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name JOSE GOMEZ Position Foreman Company Build Right
 Address 234 Camino Del Toro City Los Angeles State CAL Zip 90022
 Day Time Phone (323) 634-1612 Evening Phone same E-mail _____

Name JUAN MUNIZ Position _____ Company _____
 Address 28 Cloverfield DR City Los Angeles State CAL Zip 90022
 Day Time Phone (323) 517-7179 Evening Phone _____ E-mail _____

Name CEsar Rios Position _____ Company _____
 Address 1800 Paso Doble Pl. City Los Angeles State CAL Zip 90022
 Day Time Phone (323) 819-3363 Evening Phone _____ E-mail _____

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Rene Salas
 Applicant's Signature

6-18-11
 Date

We are an Equal Opportunity Employer

Handout 24.1—Applications Packet

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Dream Job Company

Position Applying for:

Please print clearly or type all information requested.

Name			Date
Last <i>Wong</i>	First <i>Lia</i>	Middle	<i>6-20-11</i>
Address			Home Phone
Number <i>1101</i>	Street <i>W. Atlanta Ave.</i>	Apt/Unit	<i>916-207-7925</i>
City <i>Sacramento</i>	State <i>CA</i>	Zip Code <i>95814</i>	Work Phone <i>916-207-7925</i>
Email Address <i>lucky lady@yahoo.com</i>			Cellular Phone <i>N/A</i>
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

EDUCATION

Check highest grade completed: ☐ 8 ☐ 9 ☐ 10 ☒ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Graduate

High School <i>La Mirada H.S.</i>	Location (City & State) <i>La Mirada CA</i>	Did you graduate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If no, do you possess a G.E.D.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--------------------------------------	--	--	---

VOCATIONAL, TECHNICAL or Other Training

Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification
<i>ABC Trade School Sacramento CA</i>	<i>2/09-12/09</i>	<i>CNA Courses</i>	<i>didn't finish</i>

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates	Duties	Employers
From To <i>1/11 - Present</i>	Title <i>Office Assistant</i>	Employer <i>Keta & Associates</i>
Hours/week <i>40</i>	Responsibilities <i>General office - filing, answering phones, greeting customers</i>	Supervisor <i>Gina Alvarado</i>
<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		Address <i>1110 F Street</i>
Salary <i>\$10</i>		City, State, Zip <i>Sacramento CA 95814</i>
May we contact? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Reason for leaving <i>To find better job, flexible hours</i>	Telephone <i>916-207-2071</i>
From To <i>8/10 - 11/10</i>	Title <i>Health Assistant</i>	Employer <i>Center Nursing Home</i>
Hours/week <i>32</i>	Responsibilities <i>General duties - cleaning, helping clients, etc.</i>	Supervisor <i>Robert Winters</i>
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address <i>4320</i>
Salary <i>\$11</i>		City, State, Zip <i>Davis CA 95502</i>
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving <i>didn't like boss, unfair policies</i>	Telephone <i>916-405-4501</i>

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From To 4/10 - 8/10	Title Personal Care Helper	Employer Lydia Sanchez & family
Hours/week 20	Responsibilities Took care of elderly father for Sanchez family	Supervisor Cecilia Sanchez
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address ?
Salary \$7.00		City, State, Zip Sacramento CA
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving to take other job	Telephone 916-803-4221

Will you accept part-time or temporary work?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will you work evening hours?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If employed, can you submit verification of your legal right to work in the United States?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name Lydia Sanchez Position _____ Company Self employed
 Address _____ City Sacramento State CA Zip _____
 Day Time Phone 916-803-4221 Evening Phone _____ E-mail _____

Name John Hopkins Position Counselor Company Helping Hands
 Address _____ City _____ State _____ Zip _____
 Day Time Phone 916-782-2106 Evening Phone _____ E-mail _____

Name Chuy Ramirez Position construction worker Company Anderson Construction
 Address _____ City Sacramento State CA Zip _____
 Day Time Phone 916-902-0208 Evening Phone same E-mail chubaca@gmail.com

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Lia Wang
 Applicant's Signature

6-20-11
 Date

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Dream Job Company

Position Applying for: <i>Personal Care Aide</i>			
Please print clearly or type all information requested.			
Name	Last	First	Middle
	<i>Ruiz</i>	<i>Jennifer</i>	<i>L.</i>
Date	<i>6-20-11</i>		
Address	Number	Street	Apt/Unit
	<i>9932</i>	<i>Southern Lane</i>	
Home Phone	<i>562-819-4032</i>		
	City	State	Zip Code
	<i>Los Angeles</i>	<i>CA</i>	<i>90022-4716</i>
Work Phone	<i>n/a</i>		
Email Address	<i>jenn@sbcglobal.net</i>		
Cellular Phone	<i>213-722-2112</i>		
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

EDUCATION			
Check highest grade completed: <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> Graduate			
High School	Location (City & State)	Did you graduate?	If no, do you possess a G.E.D.?
<i>South Mountain</i>	<i>Phoenix AZ</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

VOCATIONAL, TECHNICAL or Other Training			
Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification
<i>American Red Cross First Aid & CPR Training</i>	<i>2/3/09</i>	<i>First Aid/CPR</i>	<i>certification</i>

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates	Duties	Employers
From To <i>2/09 - 3/11</i>	Title <i>Personal Care Worker</i>	Employer <i>Hearts to Home</i>
Hours/week <i>25</i>	Responsibilities <i>Provided light housekeeping, meal preparation and transportation for elderly woman.</i>	Supervisor <i>Carol White</i>
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address <i>103 Green Bay St.</i>
Salary <i>\$9.24/hr.</i>		City, State, Zip <i>Glendale WI 53208</i>
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving <i>moved to California</i>	Telephone <i>(414) 555-9010</i>
From To <i>6/08 - 1/09</i>	Title <i>Cashier</i>	Employer <i>McDonald's</i>
Hours/week <i>20</i>	Responsibilities <i>Took orders and ran cash register at fast food restaurant</i>	Supervisor <i>Jim Foster</i>
<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		Address <i>98 W. 1st St.</i>
Salary <i>\$7.50/hr</i>		City, State, Zip <i>Glendale WI 53208</i>
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving <i>to serve in with Hearts to Home</i>	Telephone <i>(414) 555-1138</i>

Handout 24.1—Applications Packet

From	To	Title	Employer
Hours/week		Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for leaving	Telephone

Will you accept part-time or temporary work? ☒ Yes ☐ No
 Will you work evening hours? ☒ Yes ☐ No
 If employed, can you submit verification of your legal right to work in the United States? ☒ Yes ☐ No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name Linda Weiss Position Asst. Manager Company McDonald's
 Address 98 W. 1st St. City Glendale State WI Zip 53208
 Day Time Phone (414) 555-1138 Evening Phone unknown E-mail LWeiss@mcdonalds.com

Name Gary Smith Position teacher Company Westside College
 Address 502 N. 25th Ave. City Glendale State WI Zip 53208
 Day Time Phone (414) 123-9922 Evening Phone (414) 981-9811 E-mail Gary123@westside.edu

Name Sue Carson Position nurse Company Hearts to Home
 Address 103 Green Bay St. City Glendale State WI Zip 53208
 Day Time Phone (414) 506-9874 Evening Phone (414) 652-1307 E-mail scarson2@gmail.com

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Jennifer Ruiz
 Applicant's Signature

6-20-11
 Date

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Handout 24.1—Applications Packet

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Dream Job Company

Position Applying for:

Please print clearly or type all information requested.

Name			Last		First		Middle	Date
			Hunt		David		A	6/24/11
Address			Number		Street		Apt/Unit	Home Phone
			4806		W. 1st			(323) 555-1234
			City		State		Zip Code	Work Phone
			No Name City		CA		12345	(323) 555-1243
Email Address			dhunt@yahoo.com					
			(323) 555-4321					
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								

EDUCATION

Check highest grade completed: ☐ 8 ☐ 9 ☒ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Graduate

High School

Location (City & State)

Did you graduate?

If no, do you possess a G.E.D.? ☒ Yes ☐ No

Home Schooled

Arizona

VOCATIONAL, TECHNICAL or Other Training

Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification
Trades Self Taught			

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates		Duties	Employers
From	To	Title	Employer
Apr 01	Present	Electronics Technician	Father
Hours/week		Responsibilities	Supervisor
30		Computer Work	Father
<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		Electronics Maintenance	Address
Salary			Same as above
Volunteer			City, State, Zip
May we contact? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Reason for leaving	Telephone
N/A			
From	To	Title	Employer
Hours/week		Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for leaving	Telephone

Handout 24.1—Applications Packet

From	To	Title	Employer
Hours/week		Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for leaving	Telephone

Will you accept part-time or temporary work? ☒ Yes ☐ No
 Will you work evening hours? ☐ Yes ☒ No
 If employed, can you submit verification of your legal right to work in the United States? ☒ Yes ☐ No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name Henry Hunt Position Vice-President Company TKWM
 Address 4806 W. A St. City No Name City State CA Zip 12345
 Day Time Phone (323) 555-1234 Evening Phone SAME E-mail _____

Name _____ Position _____ Company _____
 Address _____ City _____ State _____ Zip _____
 Day Time Phone _____ Evening Phone _____ E-mail _____

Name _____ Position _____ Company _____
 Address _____ City _____ State _____ Zip _____
 Day Time Phone _____ Evening Phone _____ E-mail _____

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

David Hunt
 Applicant's Signature

6/24/11
 Date

We are an Equal Opportunity Employer

Handout 24.2– Employment Application Tips

1. Read the entire form before you begin to fill it out.
2. Follow all directions. For instance, when the directions ask you to list your MOST RECENT jobs first, list your most recent jobs first.
3. Print neatly in blue or black ink. If possible, use erasable ink in case you need to make changes. Better yet, type the form.
4. Ask for two copies of the application. If you make a mistake, you can start again rather than make scratches and leave a messy application.
5. Keep the form neat and without stains.
6. Answer every question. Take your “Personal Data Sheet” with you so that you have the information you need.
7. If the question does not apply to you, write “n/a” which means “not applicable.”
8. Be sure what you write is accurate and true. Listing false information can be grounds for termination later.
9. Read the small print before signing the application.

Handout 24.3 – Personal Data Sheet

page 1 of 2

Personal Data Sheet

Name _____ Ph: _____

Address _____

City _____ CA Zip Code _____

Special Skills: _____

Education:

College _____

Address _____

High School _____

Address _____

Other _____

References:

1) Name _____ Phone _____ Email _____

Address _____ City _____ State _____ Zip Code _____

2) Name _____ Phone _____ Email _____

Address _____ City _____ State _____ Zip Code _____

3) Name _____ Phone _____ Email _____

Address _____ City _____ State _____ Zip Code _____

4) Name _____ Phone _____ Email _____

Address _____ City _____ State _____ Zip Code _____

5) Name _____ Phone _____ Email _____

Address _____ City _____ State _____ Zip Code _____

Handout 24.3 Personal Data Sheet (page 2 of 2)

Work history:

Employer _____ Job Title _____

Address _____ Phone _____

Dates of Employment _____ Salary _____

Supervisor _____ Duties _____

Reason for Leaving _____

Employer _____ Job Title _____

Address _____ Phone _____

Dates of Employment _____ Salary _____

Supervisor _____ Duties _____

Reason for Leaving _____

Employer _____ Job Title _____

Address _____ Phone _____

Dates of Employment _____ Salary _____

Supervisor _____ Duties _____

Reason for Leaving _____

Employer _____ Job Title _____

Address _____ Phone _____

Dates of Employment _____ Salary _____

Supervisor _____ Duties _____

Reason for Leaving _____

Module 24. Career Development

Dream Job Company

Position Applying for:

Please print clearly or type all information requested.

Name	Last	First	Middle	Date
Address	Number	Street	Apt/Unit	Home Phone
	City	State	Zip Code	Work Phone
Email Address				Cellular Phone
Have you ever been convicted of a felony crime? <input type="checkbox"/> Yes <input type="checkbox"/> No				

EDUCATION

Check highest grade completed: ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Graduate

High School	Location (City & State)	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, do you possess a G.E.D.? <input type="checkbox"/> Yes <input type="checkbox"/> No

VOCATIONAL, TECHNICAL or Other Training

Names and locations of Business or Trade Schools attended	Dates Attended	Subject	Degree/Certification

EMPLOYMENT HISTORY: Please include all employment experience, listing the most recent position first. Provide complete employment history even if a résumé is attached. If there is more than one position with the same employer, list each position separately. If additional space is needed, use the same format on another piece of paper.

Dates	Duties	Employers
From To	Title	Employer
Hours/week	Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		Address
Salary		City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving	Telephone
From To	Title	Employer
Hours/week	Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		Address
Salary		City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving	Telephone

From	To	Title	Employer
Hours/week		Responsibilities	Supervisor
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			Address
Salary			City, State, Zip
May we contact? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for leaving	Telephone

Will you accept part-time or temporary work? ☐ Yes ☐ No
 Will you work evening hours? ☐ Yes ☐ No
 If employed, can you submit verification of your legal right to work in the United States? ☐ Yes ☐ No

REFERENCES: Please list at least three current references that are familiar with your work-related ability and background. Do not include relatives.

Name _____ Position _____ Company _____
 Address _____ City _____ State _____ Zip _____
 Day Time Phone _____ Evening Phone _____ E-mail _____

Name _____ Position _____ Company _____
 Address _____ City _____ State _____ Zip _____
 Day Time Phone _____ Evening Phone _____ E-mail _____

Name _____ Position _____ Company _____
 Address _____ City _____ State _____ Zip _____
 Day Time Phone _____ Evening Phone _____ E-mail _____

APPLICANT RELEASE

I authorize agents of Dream Job Company to investigate and verify all statements made on this application to include contacting my previous employers and references provided by me. I further authorize my previous and current employers, as well as all educational institutions that I attended, personal references, and public or private agencies that have issued me either a professional or vocational license to release any and all records and other information maintained in their custody and control and which regard any all aspects of my employment relationship, history and educational background with said employers, educational institutions, personal references and public or private agencies. I understand and acknowledge that this authorization may permit positive as well as negative information to be released from individuals listed as references herein and the agents or employees of my former employers to answer any inquiry relevant to my application, and I hereby release the foregoing individuals from liability for responding to such inquiries.

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification or any misstatements or omissions of material facts may be cause for refusal of employment; or if employed, cause for dismissal.

If employed, I understand that I will be required to submit verification of my identification and authorization to work in the United States, and that additional information about me will be required for statistical purposes.

Applicant's Signature _____

Date _____

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4.5 – Speaking of Me

page 1 of 3

MY KNOWLEDGE and SKILLS

My Strengths

Areas to Improve

MY PERSONAL TRAITS AND QUALITIES

My Strengths

Areas to Improve

EXPERIENCE WHICH DEMONSTRATES MY ABILITIES

Handout 24.5 – Speaking of Me

page 2 of 3

Past Experience (consider ALL experience – paid, unpaid, volunteer, etc.)

Position title: _____

Quality attributes you found important and used successfully:

Specific accomplishments or contributions you made:

Position title: _____

Quality attributes you found important and used successfully:

Specific accomplishments or contributions you made:

Handout 24.5 – Speaking of Me

page 3 of 3

IV. Special Competencies

Write here your special talents, skills, training, languages (artistic, computer skills, special licenses, significant achievements), etc: _____

V. Activities

1. Memberships in professional associations, clubs or community groups, volunteer & religious organizations. Include name of the association, offices held and the dates. Add any significant activities attributed to your leadership: _____
- _____
- _____

2. Awards and Honors (academic, athletic, social, civic. Any scholarship not based on financial need): _____
- _____
- _____

3. Creative professional activities (articles written, inventions, projects presented or displayed):
- _____
- _____

Handout 24.6 – Creating a Resume

page 1 of 4

A well-written resume will attract the attention of an employer. It is the “first impression” the employer may have of you. So be sure to print it on quality stock paper in a neutral color (white or ivory).

There are three types of resumes, and each has its own variations. The type of resume you create depends on how much experience you have in the industry and occupation in which you want to work.

- **The Chronological Resume** typically lists each job you have held in order, beginning with the most recent job. This type works well for the person with several years of relevant experience, especially when the job titles you’ve held show an ever increasing amount of responsibility. A modified version allows you to change the order in which jobs are presented so that you can highlight those most relevant to the position being sought.
- **The Functional Resume** is good for people with too little or too much experience. If you do not have years of experience in the health and personal care industry, but you have abilities and skills you have learned as a student or a volunteer, the functional resume lets you highlight these strengths and downplay your lack of experience. If you have so much experience it would require more than two pages to list it, or if the description of responsibilities in several jobs would be repeating the same information, a functional resume will give you more latitude in how to organize your information.
- **A Combination Resume** is often recommended so that you can combine the best qualities of the previous two resume types. Your work history is presented in chronological order, but it may appear after a review of your functional skills and achievements. Another combination variation lists your jobs in chronological order, but in place of a description of the responsibilities and duties, you list achievements and demonstrated skills used or learned.

Handout 24.6 – Creating a Resume

page 2 of 4

Basic Parts of a Resume

Heading - The heading will include your name, address, telephone numbers (voice, cell, or message phones) and email address if available. No other personal information should be included. Your name should be at the top of the page in bold type, larger than the rest of your text.

Objective - Including an objective is optional. If you do include one, keep it brief and to the point. Use it to identify the job in which you are interested.

Example: Seeking a position as personal care worker

Summary of Qualifications – Use this heading, if you want to emphasize your abilities and accomplishments.

Example: Over 4 years volunteer work in a hospital

Able to work well as part of a team

Bilingual – English/Spanish

Summary of Skills -- It is important to include this summary for resumes without a job objective and summary of qualifications. It should come immediately after your heading and include three to six points that are related to the job you are seeking. Be specific and use action verbs.

Example: Operated chair lift on transportation van

If you lack related experience, then emphasize the interpersonal, organizational and supervisory skills you have developed from your past experience.

Example: Excellent customer service skills

Handout 24.6 – Creating a Resume

page 3 of 4

Work History

List your jobs with the most recent employment first. Include name of company, title of position, and location. Employers usually look at the last ten years of work history. Describe your work responsibilities using action verbs which emphasize your accomplishments. Use short, simple words. Leave out words such as “I,” “a,” “an,” and “the.”

Example: Managed staff of 5 employees
 Filed paperwork

Above all, be honest with the information on your resume. Employers will be able to spot falsified information during an interview. Use the present tense if you are currently working and past tense for prior work.

Education

List your most recent educational experience first. Include the name of the school you attended and its location (city, state), and the degree, diploma or certificate received. Also list any special workshops or seminars you have attended.

Example: Valley Vocational Center, Sacramento CA
 Certificate: Microsoft Word, Excel

References

A listing of references is optional. It is not necessary to include “References available upon request” (unless you need it as a space-filler). Employers understand that you will submit references if asked, so keep your references on a separate sheet of paper, ready to submit.

Select references who are people who can comment on your work and can relate it to the job that you are seeking. Be sure to ask your references for permission to list their names, and give them a copy of your resume and the job description for the job if possible.

Handout 24.6 – Creating a Resume

page 4 of 4

Your Name
Your street address
City, state, and zip code
(xxx) xxx-xxxx
Youremail @ email address

OBJECTIVE:

Seeking a position as _____, focusing on _____.

HIGHLIGHTS:

- Something "special" about you, related to your goal
- Something else "special" about you, related to your goal
- Something else "special" about you, related to your goal

RELEVANT EXPERIENCE:

20__ – Present Company Name

Job Title

A two line brief summary of what you did that prepared you for the position for which you are applying.

- An accomplishment from this job, illustrating a skill needed in the position you are applying for
- An accomplishment from this job, illustrating a skill needed in the position you are applying for

20__ – Present Company Name

Job Title

A two line brief summary of what you did that prepared you for the position for which you are applying.

- An accomplishment from this job, illustrating a skill needed in the position you are applying for
- An accomplishment from this job, illustrating a skill needed in the position you are applying for

20__ – Present Company Name

Job Title

A two line brief summary of what you did that prepared you for the position for which you are applying.

- An accomplishment from this job, illustrating a skill needed in the position you are applying for
- An accomplishment from this job, illustrating a skill needed in the position you are applying for

EDUCATION:

Name of High School, City and State

Name of Colleges, Vocational Schools or Training Programs and the name of course study

REFERENCE:

Available upon request

Handout 24.7 –The Cover Letter

The Resume Cover Letter

A cover letter is a short introduction letter that accompanies your resume. The cover letter should persuade the employer to read your resume. It is especially important to use a cover letter when mailing a resume to an employer.

Suggested cover letter layout:

- List your name, complete address, and telephone number with area code at the top of the page.
- Address the cover letter to a specific person. Include the employer contact information: name, address, telephone, and e-mail address.
- First paragraph: Begin with an introduction paragraph to explain how you learned about the job or the company. (Job fair, newspaper, friend.) Name the specific position for which you are applying.
- Second paragraph: Briefly write up your skills to target the open position and explain what you can bring to the job. Do not simply repeat the information in your resume. Be creative when explaining why you are the best job match. The goal of the cover letter is to encourage the employer to read your resume.
- Third paragraph: Explain the next action you will take. For example: I will telephone in one week to follow up on this position. Be sure to thank the employer for their time, stating that you look forward to interviewing with them.
- Close and sign your letter. For example:
Respectfully,
Your handwritten signature
Type your name

Handout 24.8 – Practice Interview Questions

Page 1 of 2

1. Tell me a little bit about yourself.
2. Why do you want to leave your current job? or
Why did you leave your last job?
3. What do you know about this company/job?
4. What are your strengths?
5. What are your weaknesses?
6. Where do you want to be five years from now?
7. What has been your most significant achievement?
8. Give me an example of a problem that you
handled.

Handout 24.8 – Practice Interview Questions

Page 2 of 2

9. How do you handle difficult people?
10. Why do you want to work in this industry?
11. Why should I hire you?
12. Do you have any questions for me/us?

Questions That Employers Cannot Ask

Some questions are illegal. Employers should not ask you, and you do not need to answer, questions about:

- your age or date of birth
- your race
- arrests – but an employer can ask if you have ever been CONVICTED of a crime.
- number of children you have or childcare arrangements
- handicaps
- your marital status
- your religion
- your gender
- your sexual orientation

Handout 24.9 – Tips for the Interview

Before the Interview

- Prepare your clothes. Make sure they are clean and wrinkle-free and that they fit you well.
- Make extra copies of your resume to take with you, as well as a copy of your references.
- Get directions to the interview site. Make sure you know how to get there, and that you know how long it will take to get there.

Upon Arrival

- Arrive early – enter the building 10 minutes before your appointment.
- Freshen your breath, but do not chew gum during the interview nor spit it out in front of anyone!
- Announce yourself to the receptionist in a professional manner – she may be involved in deciding who gets hired.
- Stand and greet your interviewer with a handshake.
- Smile and maintain eye contact.

During the Interview

- Relax and enjoy the conversation.
- Ask questions – but do not ask about salary. Save that question until you are offered the job.
- Thank the interviewer.
- Ask for the interviewer's business card (so you can follow up with a thank-you note).

After the Interview

- As soon as possible, write down what you did well and what you would like to improve the next time.
- Write the interviewer a thank-you note, stating the qualities you bring to the job.

Handout 24.10 – Interview Observation Form

Role Play 1:

Name _____

Entry to the Room/ Introduction: _____

Eye Contact/Body Language: _____

Tone of Voice: _____

Answers: _____

Other: _____

Role Play 2:

Name _____

Entry to the Room/ Introduction: _____

Eye Contact/Body Language: _____

Tone of Voice: _____

Answers: _____

Other: _____

Handout 24.11 – Who's Who?

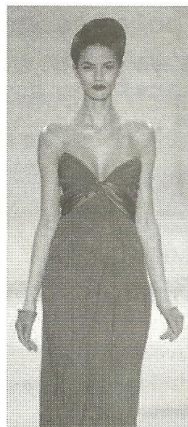
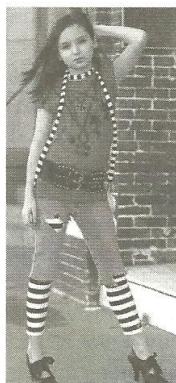
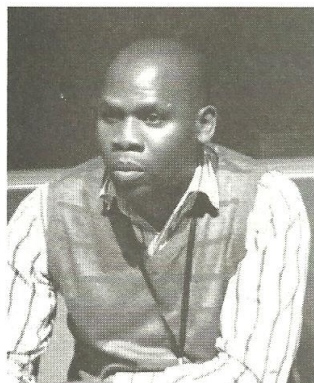
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Fashion

Who's Who? How Do You Tell?

What does clothing tell you about people? Write an identity for each person below the photo.



Handout 24.11 – Who’s Who?

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page 2 of 2

Fashion

Exploring Labels, Stereotypes, and First Impressions

Looking at the photos on the previous page...

How do you decide what identities to give each person?



What assumptions do you make about each of these people when you see the way they are dressed?

What makes you see the person this way?

What question would you want to ask each person about the clothes they are wearing or the way they look?

Do you believe your first impressions are accurate?

How do your first impressions compare with those of your classmates?

What are the positive and negative sides of judging people based on what they wear?

How do you think you would be labeled by others?

Would that label be correct or incorrect?



Write a story about one of the people on the previous page. Or pick two people and write about what would happen if they met each other.

Here are some adjectives you might use to describe the people in the photos. Add some more to the list.

glamorous

sloppy

clean

confident

old

young

Practice writing sentences using adjectives. Here are two examples:

- The model is **glamorous**.
- The **glamorous** model is wearing a dress.

Handout 24.12 – Dress for Success

Attention to details is crucial. Here are some tips.

Do:

- wear clean and ironed clothing
 - a button down shirt or polo shirt works well for men.
- wear clean and polished conservative dress shoes (no high heels).
- have a well-groomed hairstyle.
- have cleaned and trimmed fingernails.
- wear minimal cologne or perfume.
- brush your teeth and freshen your breath.
- use deodorant.

Don't:

- wear jeans or sandals.
- show too much skin or cleavage or wear tight clothing.
- dress like you are going out to a club.
- show body piercing beyond conservative ear piercings for women, if possible.
- show tattoos - if you have tattoos on your arms, wear a long-sleeved shirt.
- chew gum, candy, or carry any other objects in your mouth.
- wear anything faddish -- no hip huggers, pants that sag, nor anything "revealing."
- wear wild jewelry; any jewelry should be minimal and tasteful..

Handout 24.13 –Dressing for Success, How Perceptions Create Reality

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Fashion

Dressing for Success How Perceptions Create Reality

Cathy Kozlowicz

I vividly remember my first professional job interview straight out of college. I wore a borrowed tailored pantsuit from my friend, pumps, and a faux silk shirt. I remember looking into the mirror and I felt I was dressed for success.

Yet, I never felt more uncomfortable in my life. If I had worn a black velvet pantsuit, a cotton turtleneck, and comfortable flats, I would have felt more like me. And then maybe the results of the interview would have been different.

I already felt insecure applying for a middle-management job. But I felt even more insecure wearing clothes that made me feel like a kid playing dress up. I was greeted by an older woman, who wore the PERFECT suit. Within seconds, she seemed to regard me as “incompetent.” I could not hold eye contact with her, she rushed through her questions, and she did not really seem to listen to what I said. I acted like I was incompetent, struggled to explain my strengths, and did not sound very articulate.

By the time the interview was over, we both knew I did not have the job. I felt that it was decided as soon as we introduced ourselves. I was dressed in an outfit that made me uncomfortable and that made my already existing insecurity even

more powerful.

While we don’t like to admit it, people make judgments on what we are wearing. Research shows that it takes seven seconds to make a first impression. Fifty-five percent of that first impression is



based on what you see while only seven percent is based on what you hear (Ramsey 2000). If people develop their first impressions in seven seconds, wouldn’t it make sense that clothing heavily contributes to this first impression?

The first impression is all the more powerful because it can start a chain reaction. I remember a history class I took in college. On the first day of class before the professor walked in, I muttered to my friend next to me, “I don’t want to take this class.” Then the professor walked in. She looked like she was in her early 30s, had her hair pulled back in a careless ponytail, and wore khakis and a sweater. She looked interesting and approachable. My friend looked at the instructor and said to me, “This does not look so bad.” I agreed.

If the professor’s clothing makes her look friendly and relaxed, then students might listen to her with more warmth and attention. They might laugh at her jokes and feel comfortable approaching her with concerns. If this were true, wouldn’t

While we don’t like to admit it, people make judgments on what we are wearing. Research shows that it takes seven seconds to make a first impression.

Providing Personal Care Services to Elders and People with Disabilities:

Handout 24.13 –Dressing for Success, How Perceptions Create Reality

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Fashion

this affect the professor's behavior? Wouldn't it cause the professor to be even more confident in her connection with the students, which would then cause the students to be even more attentive?

Research shows that once you form an impression of someone, it affects how you interact with that person. Often, a person's behavior will seem to confirm your initial impressions. There is a social psychology concept called the confirmation bias. The confirmation bias means you have a tendency to pay attention to and remember behaviors and characteristics that relate to your initial impressions. For example, if you have a professor who dresses in a friendly and relaxed manner, students will interpret this professor's neutral statements and behavior as being friendly and relaxed. If a professor seems very formal and distant, students will interpret neutral statements as formal and distant. Even if these two professors were saying similar things, they could be interpreted very differently by the students because of

the confirmation bias.

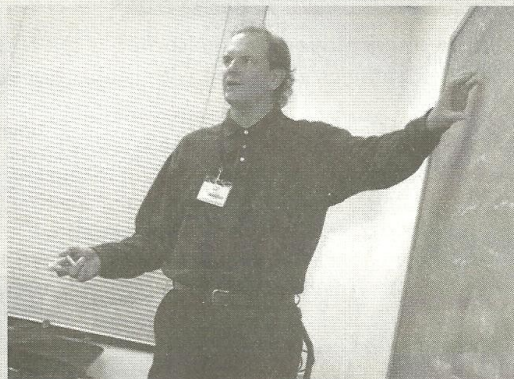
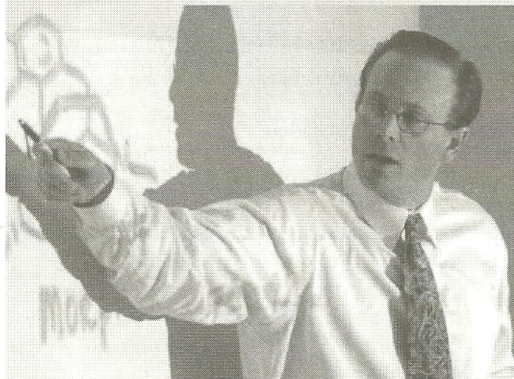
The tailored pantsuit I wore to my first job interview made me feel uncomfortable. Could the interviewer tell that I was not confident? Therefore, did she treat me like a less confident person which caused me to act even less confident than I already felt? That's the trouble with first impressions. It only takes seven seconds to form one, but the chain reaction goes on and on.

Cathy Kozlowski has been an adult literacy practitioner for eight years and has tutored adults and children and coordinated literacy projects for the last fifteen years. She lives in Wisconsin with her three cats.



Sources: Alcock, J. E., Carment, D. W., & Sadava, S. W. (2005). *A Textbook of Social Psychology* (6th ed). Scarborough, Ontario: Prentice-Hall Canada; Ramsey, L. (2000). *Manners that Sell: Adding the polish that builds profits*. New York: Longfellow Press.

Quick: What's Your First Impression?



Describe your first impression of these two teachers.

How does your judgement affect you? Do you feel more drawn to one of the professors?

Explain how the confirmation bias might play out in each professor's classroom.

Handout 24.14 –Telephone Skills

Page 1 of 2

SELF EVALUATION

Directions: Rate yourself on a scale of 1 – 10 for each

	<u>Poor</u>					<u>Excellent</u>				
1. Rate <i>I don't speak too fast, nor too slow, but just right.</i>	1	2	3	4	5	6	7	8	9	10
2. Volume <i>I don't speak so softly I have to always repeat myself, and I don't scare people with a loud voice.</i>	1	2	3	4	5	6	7	8	9	10
3. Clarity <i>I enunciate well. I am easily understood.</i>	1	2	3	4	5	6	7	8	9	10
4. Attitude <i>I project a positive attitude in my voice, without slang.</i>	1	2	3	4	5	6	7	8	9	10
5. Tone <i>I sound friendly, pleasant and competent; not cold or rude.</i>	1	2	3	4	5	6	7	8	9	10
6. When answering the phone I speak calmly and give the caller my full attention.	1	2	3	4	5	6	7	8	9	10
7. I am polite. I avoid phrases that can be offensive to others, especially strangers.	1	2	3	4	5	6	7	8	9	10
8. When I leave phone messages I speak slowly, clearly and give my phone number twice.	1	2	3	4	5	6	7	8	9	10
9. My voice mail message reflects the image I want to give.	1	2	3	4	5	6	7	8	9	10
10. I return phone calls promptly.	1	2	3	4	5	6	7	8	9	10

Handout 24.14 –Telephone Skills

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TIPS FOR PLACING TELEPHONE CALLS

When you initiate a telephone call, follow these basic rules:

5. State your name and the purpose of your call.
6. Be aware of the tone of your voice. Smile, speak clearly and slowly.
7. Avoid phrases that could be perceived as offensive or rude.
8. Be prepared to leave a voice mail if necessary.

TIPS FOR LEAVING VOICE MAIL MESSAGES

Whether you leave a message with a real person, or on voice mail, these tips can help you to make good use of your call.

- | | |
|---|--|
| 1. State your name slowly and clearly. | <i>Hello. This is Kathy Smith.</i> |
| 2. Know what you want to say and leave a clear, concise message. | <i>I'm calling about the personal care worker position you advertised.</i> |
| 3. State the next step. | <i>I would like to talk with you about it. I can be reached any time today, or tomorrow before 4:00.</i> |
| 4. End with a friendly closing and state your name and phone number once again. | <i>I look forward to talking with you. Again, my name is Kathy Smith. My phone number is 3-2-3- 5-5-5-1-2-1-2. That's 3-23- 5-5-5-12-12.</i> |

Name: _____				Page No: 1			
Employer Contact and Job Search Activities							
Date of Contact MM-DD-YY	Business Name with Complete Address/Web Address	How contact was made (include phone number or complete e-mail address for all contacts)			Contact Person or Job Reference Number	Position Applied for or Approved WorkSource Activity	
CONTACT 1	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 2	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 3	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 4	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 5	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 6	Business _____ Street, P.O. Box or Web Address _____ City, State and Zip Code _____	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____				<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	

Name: _____		ID: _____		Page No: 2	
Employer Contact and Job Search Activities					
Date of Contact MM-DD-YY	Business Name with Complete Address/Web Address or Worksource Office	How contact was made (include phone number or complete e-mail address for all contacts)	Contact Person or Job Reference Number	Position Applied for or Approved Worksource Activity	
CONTACT 7	Business Street, P.O. Box or Web Address City, State and Zip Code	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____			
CONTACT 8	Business Street, P.O. Box or Web Address City, State and Zip Code	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____		<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 9	Business Street, P.O. Box or Web Address City, State and Zip Code	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____		<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	
CONTACT 10	Business Street, P.O. Box or Web Address City, State and Zip Code	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Online Phone: _____ Fax: _____ E-mail: _____		<input type="checkbox"/> Application / Resume <input type="checkbox"/> Interview	