

KANSAS

DEPARTMENT OF CORRECTIONS

Employment Program



Student Manual

*Offender
Workforce
Development
Student Manual*

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Introduction

Synopsis:

This class is your class. Your success or failure is determined by your actions and through your positive interaction with the instructor, guest speakers and each other. We want to see you every class session prepared to be able to utilize all the tools presented and better your success within the employment world.

Guidelines:

The purpose of this guide is to assist you, upon reentering society and the community. The overall aim of this is to prepare you for your return into society.

Classroom Guidelines:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Content of the Program:

This employment and training guide includes information on how to plan your career and future employment opportunities and how to conduct successful job searches in the community .Your involvement is very important as well as your participation in the program.

Materials:

You may be provided materials such as pencils, paper and folders. Please be responsible for the supplies given to you. Please inform your instructor if you need additional supplies.

Excuses and absences from the classes:

- Medical Lay-In
- Hospital Trip
- Medical/Dental Pass
- Protective Custody
- Ordered Segregation
- Any other authorized absence may be excused.

Hours of Participation:

The instructor will record your hours of participation and completion dates for topics covered. Therefore any absence from the class for any length of time must be documented and authorized.

Pre-Job Readiness: Take the Test

Instructions: Read each statement and decide whether it is true or false or don't know. Circle your answer.

1. Name 5 top reasons people get fired; the first one is provided for you.

a. Not getting along with the boss

b.

c.

d.

e.

2. Is networking an important activity when you're looking for work?

True or False or Don't know

3. A person's interest is not important when choosing a job.

True or False or Don't know

4. Your (formatted) résumé should be no longer than one or two pages in length?

True or False or Don't know

5. Using action verbs should be a key part of writing your resume and cover letters?

True or False or Don't know

Write below three action verbs, the first one is provided for you.

1. Coordinated.

2.

3.

6. Is sending a cover letter with your resume necessary?

True or False or Don't know

7. You should follow-up your cover letters with a phone call to the employer.

True or False or Don't know

8. Sending thank you letters to every person with which you interview is a nice gesture, but not really necessary.

True or False or Don't know

9. What you wear and how you look has an impact on job interviews.

True or False or Don't know

10. It is extremely important to prepare for interviews by preparing questions to ask as well as preparing answers to questions you may be asked.

True or False or Don't know

Write one question below that you may want to ask the interviewer

Write one question below that may be asked of you at the interview

11. Conducting basic research and being knowledgeable about a company or industry is crucial when job-hunting.

True or False or Don't know

12. It is wise to talk about or even try and negotiate a salary at the first interview?

True or False or Don't know

13. I have a clear understanding of the occupations or jobs that interest me —and that I am qualified for.

True or False or Don't know

Please list below three jobs that you-know of right now that you are skilled, educated and qualified to do.

•Job: 1_____

•Job: 2_____

•Job: 3_____

14. I can identify what my strengths and weaknesses are as it relates to the world of work

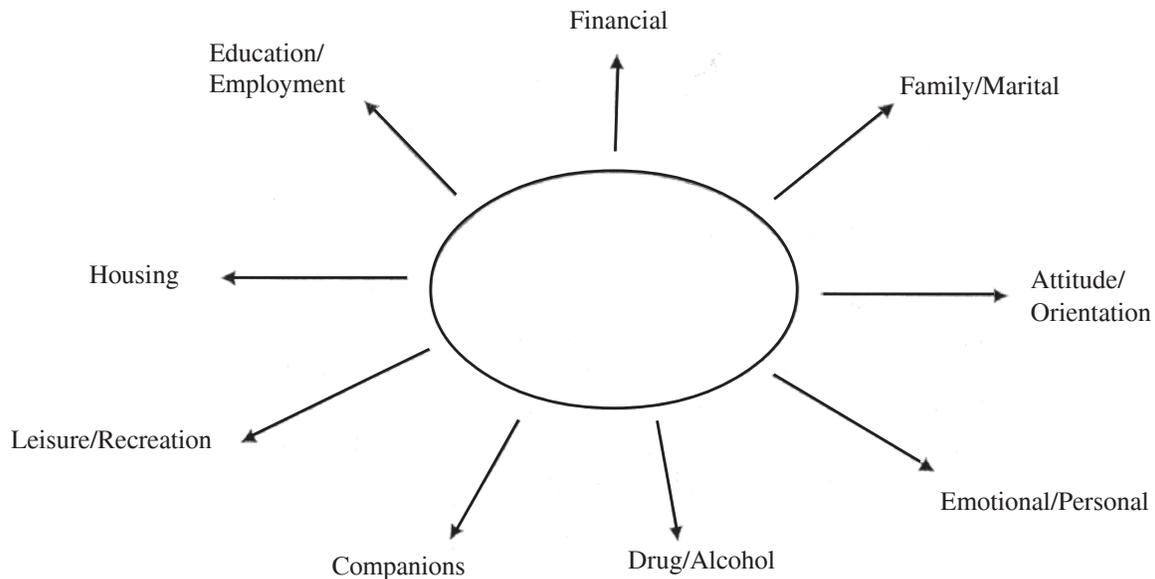
True or False or Don't know

My strengths are?

My weaknesses are?

15. Write below 3 transferable skills that you have

10 CRIMINOGENIC RISKS/NEEDS



EMPLOYMENT

When employment is obtained that is meaningful, it is more likely to be retained.

EDUCATION

Little or no education lowers the likelihood of higher paid employment. Literacy should be identified and addressed early and if special needs apply.

FINANCES

Lack of finances may lead to desperation and poor choices to obtain money.

FAMILY/MARITAL

Returning home to a difficult or bad situation may increase stress due to lack of positive supports. Stress increases reuniting with estranged children or family members without proper reintegration.

HOUSING

Lack of housing decreases success and living in “using” half-way houses, rescue missions or community release beds create a higher risk. Landlords, public housing may not accept felons.

FRIENDS

Non-positive friends and poor associates may lead to criminal thinking and behavior.

LEISURE/RECREATION

Too much spare time or lack of positive activities may lead to criminal thinking and behavior.

ALCOHOL/DRUGS

Addiction issues must be addressed as #1 prior to release. Stabilization is difficult to achieve if individuals have not addressed issues of addiction.

EMOTIONAL/PERSONAL

Mental health issues must be addressed as priority prior to release. If medication is necessary, it's helpful to establish while incarcerated and receive immediate attention upon release.

ATTITUDES

Anti-social thinking regarding circumstances of crime, criminal behavior, blame or prejudices should be addressed and challenged in ways to encourage positive thinking.



Questions to Ask Yourself to Assess Barriers and Strengths

Select from the following questions and add others as appropriate.

1. How are you feeling about your release from incarceration or community supervision?
2. What are some of the challenges you expect to have when released, or are having since release?
3. How ready do you feel to manage your life outside of a correctional facility?
4. What have you learned about yourself while in a correctional facility or under community supervision?
5. What else do you feel you need in order to be ready to be independent?
6. What experiences have you had in the past in which you successfully handled some significant change in your life?
7. Who is responsible for your life after you leave a correctional facility?
8. What are some interests that you want to pursue in your personal and work lives?
9. What will be some of the most important things to attend to as you start your life in the community, or to maintain your successful transition?
10. What do you think your best work-related skills are?
11. What kind of training or education, if any, have you had since you have been in a correctional facility?
12. How much education did you complete before entering a correctional facility? While in a correctional facility?
13. What kind of education or training do you wish you could have?
14. What kinds of jobs have you held in the past? How did you like each of those jobs?
15. What kind of work will you pursue in the future?
16. Do you know what this kind of work currently requires and how much it pays?
17. What steps will you need to take to get a job?
18. Do you know how to seek a job (find job openings, complete job applications, have an effective interview)?

19. Is there anyone who will help you find a job?
20. Do you have appropriate clothes for having a job interview?
21. Will you have transportation to get you to a job interview and to a job once hired?
22. In what general geographic area will you search for a job?
23. Do you know how to handle questions about your having been in a correctional facility?
24. What kinds of attitudes and behaviors do you think will be necessary in order to keep a job?
25. Do you have any kind of condition that would affect your ability to get and keep a job?
26. Are there any kinds of jobs you would not consider because they have work tasks that would be difficult for you?
27. Do you have the documents you need in order to get a job?
28. Will the kind of crime you have committed limit your possible job choices or place or work?
29. Do you currently take medication for any medical or mental health condition?
30. What will you need to do to stay out of a correctional facility?
31. What are your goals for a year from now?
32. What will you need to do to reach those goals?
33. In the past when you made a decision that had negative results, how did you make it?
34. How do you need to change that method of making decisions?
35. With whom will you live when you leave a correctional facility?
36. Do you have family members and/or friends who will encourage you and help you?
37. Others: _____

Barriers to work on:

Rate yourself:

Internal Barriers:	Not Confident	Ok	Confident
1. How do you feel about your release?			
2. Do you feel confident in the decisions you have to make?			
3. Do you have a purpose in this world?			
4. Are you ready to manage your life on the outside?			
5. Have I in the past handled decisions in the best way?			

Self-Knowledge:	Not Confident	Ok	Confident
1. I know what job I would like to do.			
2. I know what I am best at doing .			
3. I enjoy going to work.			
4. The people I work with look to me to help out.			
5. I know what steps to take to become a more valued employee.			

Vulnerabilities:	Not Confident	Ok	Confident
1. I have enough education to perform the job of my dreams.			
2. I have worked in my dream job.			
3. I wish to have more training or education.			
4. I will get my dream job.			

Items Needed:	Not Confident	Ok	Confident
1. I have all the documentation I need to get a job.			
2. I know places that will hire me.			
3. I am excited to learn how to get a job and budget my resources.			
4. I know where to go for help.			
5. I have strong support in the community.			

List Barriers you have identified as a NEED:

Barriers to Employment Worksheet

Please mark all statements that you believe to be true for your current situation.

- | | |
|--|--|
| <input type="checkbox"/> I am a recovering addict. | <input type="checkbox"/> I have a fear of rejection. |
| <input type="checkbox"/> I am a non-recovering addict. | <input type="checkbox"/> I have a fear of responsibility. |
| <input type="checkbox"/> I do not or will not have an address. | <input type="checkbox"/> I have a fear of success. |
| <input type="checkbox"/> I have poor hygiene. | <input type="checkbox"/> I have been fired from the past employment. |
| <input type="checkbox"/> I need a haircut. | <input type="checkbox"/> I have no references. |
| <input type="checkbox"/> I have visible tattoos and/or piercings. | <input type="checkbox"/> I am dependent upon public assistance. |
| <input type="checkbox"/> I do not have clean, unstained clothing. | <input type="checkbox"/> I have quit jobs in the past. |
| <input type="checkbox"/> I need assistance filling out an application neatly. | <input type="checkbox"/> I do not have residential stability. |
| <input type="checkbox"/> I cannot read English. | <input type="checkbox"/> I am not confident in myself. |
| <input type="checkbox"/> I cannot write English. | <input type="checkbox"/> I am a single parent. |
| <input type="checkbox"/> I have poor spelling skills. | <input type="checkbox"/> I do not have reliable transportation. |
| <input type="checkbox"/> I become angry easily. | <input type="checkbox"/> I have never had a job. |
| <input type="checkbox"/> I am dishonest. | <input type="checkbox"/> I have only had survival jobs. |
| <input type="checkbox"/> I lack initiative. | <input type="checkbox"/> I have no job skills. |
| <input type="checkbox"/> I lack motivation. | <input type="checkbox"/> I have no phone numbers. |
| <input type="checkbox"/> I have a negative attitude. | |
| <input type="checkbox"/> I am rude. | |
| <input type="checkbox"/> I act unprofessionally. | |
| <input type="checkbox"/> I am not willing to learn. | |
| <input type="checkbox"/> I do not have reliable child care. | |
| <input type="checkbox"/> I have chronic illness. | |
| <input type="checkbox"/> I have a limited vocabulary. | |
| <input type="checkbox"/> I am a former gang member. | |
| <input type="checkbox"/> I look like a gang member. | |
| <input type="checkbox"/> I am an active gang member. | |
| <input type="checkbox"/> I do not have current identification. | |
| <input type="checkbox"/> I am illiterate (cannot read). | |
| <input type="checkbox"/> I am an illegal immigrant. | |
| <input type="checkbox"/> I am an legal immigrant. | |
| <input type="checkbox"/> I have been laid off in the past. | |
| <input type="checkbox"/> I speak very little English. | |
| <input type="checkbox"/> I do not know how to market myself to employers. | |
| <input type="checkbox"/> I do not have a place where someone can leave a message for me. | |
| <input type="checkbox"/> I have no positive support. | |
| <input type="checkbox"/> I do not speak English. | |
| <input type="checkbox"/> I have never worked legitimately in the United States. | |
| <input type="checkbox"/> I am overweight. | |
| <input type="checkbox"/> I have been employed for only short periods of time. | |
| <input type="checkbox"/> I have poor communication skills. | |
| <input type="checkbox"/> I have a speech impediment. | |
| <input type="checkbox"/> I have a strong accent. | |
| <input type="checkbox"/> I am not dependable. | |
| <input type="checkbox"/> I take a lot of sick days. | |
| <input type="checkbox"/> I am usually late. | |
| <input type="checkbox"/> I have been involved in Domestic Violence. | |
| <input type="checkbox"/> I have poor self-esteem. | |
| <input type="checkbox"/> I do not have computer skills. | |
| <input type="checkbox"/> I do not have a high school diploma or GED. | |
| <input type="checkbox"/> I have no vocational training. | |
| <input type="checkbox"/> I have a fear of failure. | |

Employment Information Worksheet/Activity

Activity: The Interests and Skills Checklist

Jobs can be divided into six groups, based on the kinds of tasks you perform each day. The purpose of this inventory is to find out:

What you *like* to do related to each of these six groups what you think you *have skill* to do, and what kind of *work experience* you've had in or out of a correctional facility.

For the questions in each of the six groups, put a check mark in front of each activity that you think you would like to do. Similarly, put a check mark in front of each skill that you think you have. Finally, in the Work Experience section for each group, list any work experience you have ever had that relates to the kinds of activities listed in that group.

GROUP 1

Typical Activities

- Repairing equipment, cars, or houses
- Making things with your hands
- Driving or operating a machine or vehicle
- Doing painting or construction work
- Working with plants, shrubs, or farm crops

Typical Skills (Check any that you think you have.):

- Able to figure out what's wrong with a machine or equipment and fix it
- Able to build beautiful structures or objects with your hands and tools
- Able to drive a vehicle without accidents
- Able to work with plants, shrubs, trees to get them started or maintain them
- Able to paint, wallpaper, or clean a building or house

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group.)

(TOTAL SCORE FOR GROUP 1: _____)

GROUP 2

Typical Activities (Check any that you think you would like): Do various

- Kinds of tests or experiments in laboratory solve math problems
- Develop a plan or design for doing something
- Read and study manuals and books
- Study biology
- Play chess

Typical Skills (Check any that you think you have):

- Good at math
- Good at science
- Good at logical thinking
- Good at solving technical problems
- Good at reading

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group.)

- _____
- _____
- _____

(TOTAL SCORE FOR GROUP 2: _____)

GROUP 3

Typical Activities (Check any that you think you would like):

- Writing a short story or poem
- Painting or sketching a picture
- Taking beautiful photographs
- Making beautiful things for a crafts show
- Enjoying or participating in good music

Typical Skills (Check any that you think you have):

- Good at writing
- Good at creating artistic objects or presentations
- Good at some form of music
- Good at design of clothes, houses, or gardens
- Good at doing computer graphics

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group.)

- _____
- _____
- _____

(TOTAL SCORE FOR GROUP 3: _____)

GROUP 4

Typical Activities (Check any that you think you would like.):

- Teaching children or adults how to do something
- Caring for people who are sick
- Taking care of children (as in a daycare center)
- Assisting others by taking care of personal needs (cutting hair, serving food, for example). Assisting people in need due to hunger, fire, storm, or other disasters

Typical Skills (Check any that you think you have.):

- Good at talking with people
- Good at taking care of people
- Good at knowing how to express yourself through words or action
- Good at helping others with their needs and problems
- Good at teaching

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group.)

- _____
- _____
- _____

(Total Score Group 4 _____)

GROUP 5

Typical Activities (Check any that you think you would like):

- Selling products or services to other people
- Managing or leading people
- Taking responsibility for a project or for other people
- Starting a new idea, product, or service
- Convincing others to do or buy something

Typical Skills (Check any that you think you have):

- Talking to people with ease
- Being able to make a product or service sound appealing
- Managing or leading other people
- Persuading other people to do things your way
- Make a business or project grow and be successful

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group)

- _____
- _____
- _____

(TOTAL SCORE FOR GROUP 5: _____)

GROUP 6

Typical Activities (Check any that you think you would like):

- Organize things in a logical way
- Keep accurate records or files
- Remember and handle detail
- Do clerical work
- Keep accurate track of money

Typical Skills (Check any that you think you have):

- Do typing or word processing
- Use a computer
- File accurately
- Record facts and numbers accurately
- Prepare good business letters

Work Experience (List work experiences or kinds of training you have had either in or outside of correctional facilities related to this group.)

- _____
- _____
- _____

(TOTAL SCORE FOR GROUP 6: _____)

Instructions:

1. *Go back to each of the six groups and count the number of check marks in that group, including Activities, Skills, and Work Experience. Put that number in the space at the end of each group that says "TOTAL SCORE FOR GROUP X. "*

2. *Put those six totals in the spaces below:*

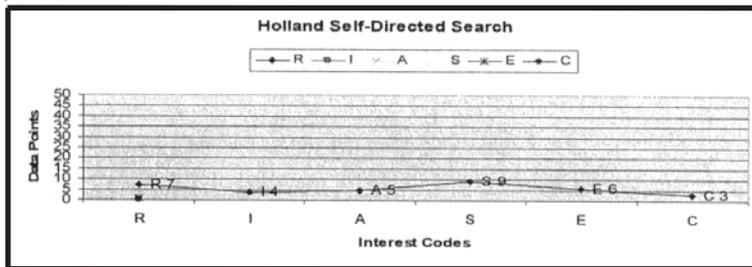
- Group 1: _____*
- Group 2: _____*
- Group 3: _____*
- Group 4: _____*
- Group 5: _____*
- Group 6: _____*

3. On the graph below, put a dot across from the total for each of the six clusters. Then connect the dots with a line in order to see the profile of the scores.

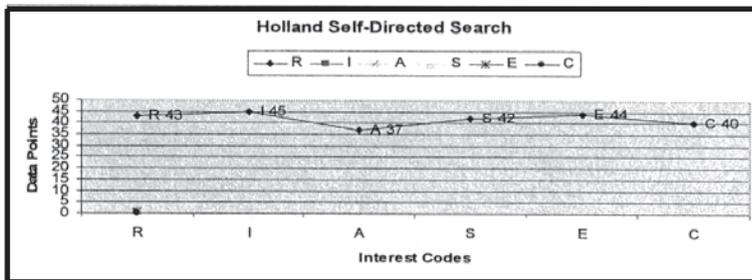
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Group 1 (R) 2 (I) 3 (A) 4(S) 5(E) 6(C)

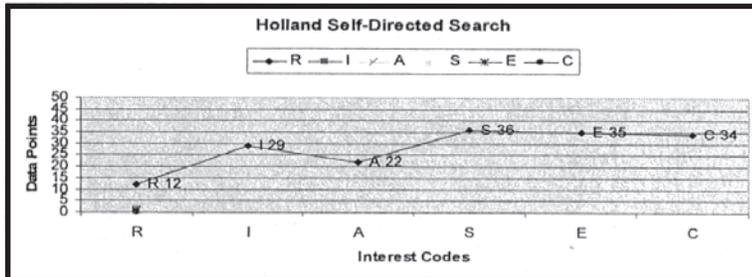
• A low flat profile may indicate a lack of social environment, self-deception, defused identity, immaturity, and inexperience



• A high flat profile may indicate a high level of energy, interest and talents



• A well defined profile may indicate a person with multiple talents and interest



GETTING STARTED

First, write your **name** and the **date**. Then, read the section below.

NAME: _____ **DATE:** _____

WELCOME TO THE INTEREST PROFILER

The **Interest Profiler** helps you find out what your interests are and how they relate to the world of work. It does this by asking you to answer questions that represent important interest areas. Your **Interest Profiler** scores will help you identify your strongest work-related interests. Knowing your work interests can help you decide what kinds of jobs and careers you want to explore.

You should use your **Interest Profiler** results to explore the world of work and identify occupations that can satisfy your particular interests. You will be able to look at the interests satisfied by occupations and compare them to your own interests. Talk to a vocational/employment counselor or teacher for more help on how to use your **Interest Profiler** results.

Your **Interest Profiler results should not be used for** employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process for jobs or training.

If you think that your **Interest Profiler results** are being used incorrectly, talk to your vocational/employment counselor, teacher, or program administrator. You can also contact the National Center for O*NET Development for assistance.

National Center for O*NET Development
Attention: Customer Service
700 Wade Avenue
Raleigh, NC 27605

Phone: (919) 733-2790
Fax: (919) 715-0778
e-mail: onet@ncmail.net

Now, turn the page to learn more
about your work-related interests!



HINTS FOR COMPLETING THE INTEREST PROFILER

The **Interest Profiler** questions describe work activities that some people do at their jobs. Read each question carefully and decide whether or not you would like to do the activity.

TRY NOT TO THINK

- (1) whether you have enough education or training to perform the activity, or
- (2) how much money you would make performing the activity.

SIMPLY THINK ABOUT WHETHER YOU WOULD “LIKE” OR “DISLIKE” PERFORMING THE WORK ACTIVITY.

POINTS TO REMEMBER

- (1) **THIS IS NOT A TEST!** There are no right or wrong answers to the questions. The goal is for you to learn more about your personal work-related interests.
- (2) **THERE IS NO TIME LIMIT** for completing the questions. Take your time.

HOW TO COMPLETE THE INTEREST PROFILER

THIS IS HOW TO MARK YOUR ANSWERS
TO THE INTEREST QUESTIONS:

If you think you would LIKE the work activity, fill in the box containing the L next to the question, like this:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you think you would DISLIKE the work activity, fill in the box containing the D next to the question, like this:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you are UNSURE whether you would like the work activity, fill in the box containing the ? next to the question, like this:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANSWER THE QUESTIONS IN THE RIGHT ORDER!

The work activity questions begin on the following page. It is important that you work from the top to the bottom in each column of questions!

- (1) Start with question #1 at the top of the first column and **continue down the first column** until you reach the bottom of the page.
- (2) **Then go to the top of the second column** and answer all the questions in that column until you reach the bottom of the page.
- (3) **Continue to work down each column** until you have finished all four pages of questions. Please be sure to complete all of the questions.

When you have completed the questions, you will be given instructions for scoring the results of your **Interest Profiler!**

G=green

P=pink

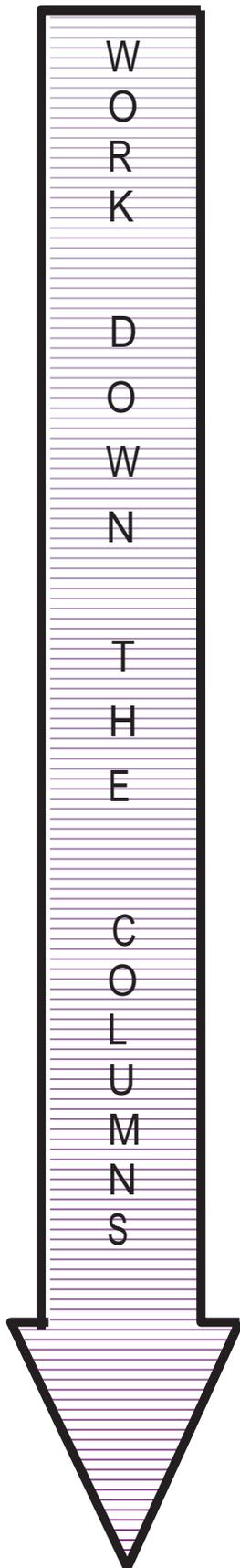
O=orange

Pu=purple

Y=yellow

B=blue

▼ START HERE



G.1. Build kitchen cabinets	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
G2. Guard money in an armored car	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P3. Study space travel	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P4. Make a map of the bottom of an ocean	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O5. Conduct a symphony orchestra	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O6. Write stories or articles for magazines	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu7. Teach an individual an exercise routine	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu8. Perform nursing duties in a hospital	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y9. Buy and sell stocks and bonds	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y10. Manage a retail store	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B11. Develop a spreadsheet using computer software	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B12. Proofread records or forms	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.

Continue at the top of the next column.

G13. Operate a dairy farm	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
G14. Lay brick or tile	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P15. Study the history of past civilizations	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P16. Study animal behavior	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O17. Direct a play	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O18. Create dance routines for a show	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu19. Give CPR to someone who has stopped breathing	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu20. Help people with personal or emotional problems	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y21. Sell telephone and other communication equipment	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y22. Operate a beauty salon or barber shop	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B23. Use a computer program to generate customer bills	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B24. Schedule conferences for an organization	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.

Continue at the top of the next column.

G25. Monitor a machine on an assembly line	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
G26. Repair household appliances	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P27. Develop a new medicine	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
P28. Plan a research study	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O29. Write books or plays	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
O30. Play a musical instrument	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu31. Teach children how to read	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Pu32. Work with mentally disabled children	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y33. Sell merchandise over the telephone	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
Y34. Run a stand that sells newspapers and magazines	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B35. Keep accounts payable/receivable for an office	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.
B36. Load computer software into a large computer network	<input type="checkbox"/> L. <input type="checkbox"/> ? <input type="checkbox"/> D.

Continue at the top of the next column.

G=green

P=pink

O=orange

Pu=purple

Y=yellow

B=blue



G37. Drive a taxi cab	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G38. Install flooring in houses	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P39. Study ways to reduce water pollution	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P40. Develop a new medical treatment or procedure	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O41. Perform comedy routines in front of an audience	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O42. Perform as an extra in movies, plays, or television shows	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu43. Teach an elementary school class	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu44. Give career guidance to people	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y45. Give a presentation about a product you are selling	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y46. Buy and sell land	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B47. Transfer funds between banks using a computer	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B48. Organize and schedule office meetings	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G49. Raise fish in a fish hatchery	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G50. Build a brick walkway	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P51. Determine the infection rate of a new disease	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P52. Study rocks and minerals	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O53. Write reviews of books or plays	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O54. Compose or arrange music	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu55. Supervise the activities of children at a camp	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu56. Help people with family-related problems	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y57. Sell compact disks and tapes at a music store	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y58. Run a toy store	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B59. Use a word processor to edit and format documents	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B60. Operate a calculator	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G61. Assemble electronic parts	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G62. Drive a truck to deliver packages to offices and homes	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P63. Diagnose and treat sick animals	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P64. Study the personalities of world leaders	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O65. Act in a movie	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O66. Dance in a Broadway show	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu67. Perform rehabilitation therapy	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu68. Do volunteer work at a non-profit organization	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y69. Manage the operations of a hotel	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y70. Sell houses	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B71. Direct or transfer phone calls for a large organization	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B72. Perform office filing tasks	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G73. Paint houses	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G74. Enforce fish and game laws	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P75. Conduct chemical experiments	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P76. Conduct biological research	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O77. Draw pictures	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O78. Sing professionally	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu79. Help elderly people with their daily activities	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu80. Teach children how to play sports	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y81. Sell candy and popcorn at sports events	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y82. Manage a supermarket	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B83. Compute and record statistical and other numerical data	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
84. Generate the monthly payroll checks for an office	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next page.

G=green P=pink O=orange Pu=purple Y=yellow B=blue



G85. Operate a grinding machine in a factory	L ? D
G86. Work on an offshore oil-drilling rig	L ? D
P87. Study the population growth of a city	L ? D
P88. Study whales and other types of marine life	L ? D
O89. Perform stunts for a movie or television show	L ? D
O90. Create special effects for movies	L ? D
Pu91. Help disabled people improve their daily living skills	L ? D
Pu92. Teach sign language to people with hearing disabilities	L ? D
Y93. Manage a department within a large company	L ? D
Y94. Sell a soft drink product line to stores and restaurants	L ? D
B95. Take notes during a meeting	L ? D
B96. Keep shipping and receiving records	L ? D

Continue at the top of the next column.

G97. Perform lawn care services	L ? D
G98. Assemble products in a factory	L ? D
P99. Investigate crimes	L ? D
P100. Study the movement of planets	L ? D
O101. Conduct a musical choir	L ? D
O102. Act in a play	L ? D
Pu103. Help people who have problems with drugs or alcohol	L ? D
Pu104. Help conduct a group therapy session	L ? D
Y105. Sell refreshments at a movie theater	L ? D
Y106. Sell hair-care products to stores and salons	L ? D
B107. Calculate the wages of employees	L ? D
B108. Assist senior-level accountants in performing bookkeeping tasks	L ? D

Continue at the top of the next column.

G109. Catch fish as a member of a fishing crew	L ? D
G110. Refinish furniture	L ? D
P111. Examine blood samples using a microscope	L ? D
P112. Investigate the cause of a fire	L ? D
O113. Paint sets for plays	L ? D
O114. Audition singers and musicians for a musical show	L ? D
Pu115. Help families care for ill relatives	L ? D
Pu116. Provide massage therapy to people	L ? D
Y117. Start your own business	L ? D
Y118. Negotiate business contracts	L ? D
B119. Type labels for envelopes and packages	L ? D
B120. Inventory supplies using a hand-held computer	L ? D

Continue at the top of the next column.

G121. Fix a broken faucet	L ? D
G122. Do cleaning or maintenance work	L ? D
P123. Study the structure of the human body	L ? D
P124. Develop psychological profiles of criminals	L ? D
O125. Design sets for plays	L ? D
O126. Announce a radio show	L ? D
Pu127. Plan exercises for disabled patients	L ? D
Pu128. Counsel people who have a life-threatening illness	L ? D
Y129. Represent a client in a lawsuit	L ? D
Y130. Negotiate contracts for professional athletes	L ? D
B131. Develop an office filing system	L ? D
B132. Keep records of financial transactions for an organization	L ? D

Continue at the top of the next column.

G=green P=pink O=orange Pu=purple Y=yellow B=blue



G133. Maintain the grounds of a park	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G134. Operate a machine on a production line	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P135. Develop a way to better predict the weather	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P136. Work in a biology lab	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O137. Write scripts for movies or television shows	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O138. Write a song	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu139. Teach disabled people work and living skills	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu140. Organize activities at a recreational facility	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y141. Be responsible for the operation of a company	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y142. Market a new line of clothing	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B143. Record information from customers applying for charge accounts	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B144. Photocopy letters and reports	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G145. Spray trees to prevent the spread of harmful insects	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G146. Test the quality of parts before shipment	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P147. Invent a replacement for sugar	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P148. Study genetics	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O149. Perform jazz or tap dance	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O150. Direct a movie	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu151. Take care of children at a day-care center	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu152. Organize field trips for disabled people	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y153. Sell newspaper advertisements	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y154. Sell merchandise at a department store	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B155. Record rent payments	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B156. Enter information into a database	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G157. Operate a motorboat to carry passengers	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G158. Repair and install locks	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P159. Study the governments of different countries	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P160. Do research on plants or animals	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O161. Sing in a band	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O162. Design artwork for magazines	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu163. Assist doctors in treating patients	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu164. Work with juveniles on probation	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y165. Sell automobiles	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y166. Manage a clothing store	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B167. Keep inventory records	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B168. Maintain employee records	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

Continue at the top of the next column.

G169. Set up and operate machines to make products	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
G170. Put out forest fires	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P171. Do laboratory tests to identify diseases	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
P172. Study weather conditions	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O173. Edit movies	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
O174. Pose for a photographer	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu175. Provide physical therapy to people recovering from an injury	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Pu176. Teach a high-school class	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y177. Sell restaurant franchises to individuals	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
Y178. Sell computer equipment in a store	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B179. Stamp, sort, and distribute mail for an organization	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D
B180. Handle customers' bank transactions	<input type="checkbox"/> L <input type="checkbox"/> ? <input type="checkbox"/> D

TURN TO THE NEXT PAGE FOR SCORING INSTRUCTIONS.

Interest Profiler Score Report

Name: _____

Date: _____

(Please print your name and the date in the spaces above.)

The Interest Profiler: How Can It Help You?

Recently, you took the Interest Profiler to learn more about your work-related interests. To help you think about and identify your interests, the Interest Profiler asked you whether you “like” or “dislike” many different kinds of work activities. As you probably noticed, these work activities described many different parts of occupations training.

The work activities also represent six broad career Interest Areas.

You already have scored your Interest Profiler. Remember, you can use your results to explore occupations that may satisfy your interests. Your results should not be used for employment or hiring decisions. Employers, education programs, or other job related programs should not use your results as part of a screening process for jobs or

Now, continue reading to find out what your strongest interests are and how you can use them to explore the world of work.

What Are Your Primary and Secondary Interest Areas?

In the spaces below, copy your Interest Area scores from the Interest Profiler:

Your R score:	<u>Green</u>	Realistic
Your I score:	<u>Pink</u>	Investigative
Your A score:	<u>Orange</u>	Artistic
Your S score:	<u>Purple</u>	Social
Your E score:	<u>Yellow</u>	Enterprising
Your C score:	<u>Blue</u>	Conventional

Primary Interest Area:

Which Interest Area has your highest score:
R, I, A, S, E, or C? Enter the letter for that Interest Area in the box below and **also in the box for Primary Interest Area on page 29.**

Your **Primary Interest Area:** _____

You will use your Primary Interest Area first to explore careers.

(If two Interest Areas are tied for the highest score or are within 5 points of each other; use both of them for your Primary Interest Area. You have two equally strong interests.)

Secondary Interest Areas:

Which Interest Area has your next highest score?
Which Interest Area has your third highest score?
Enter the letters for those areas in the box below and **also in the box for Secondary Interest Areas on page 29.**

Your **Secondary Interest Areas:** _____

(If you do not find many occupations that you like using your Primary Interest Area, you can use your Secondary Interest Areas to look at more career options.)

Using Your Interests to Explore Careers

You can use your interests to explore careers. Interests are good to use because you probably will find that occupations that meet your interests will be more satisfying and rewarding for you than occupations that don't meet your interests.

On the next pages, you can learn more about your interests and how you can use them to, explore the world of work. The following sections will:

- define each Interest Area for you, and
- give steps for you to follow to use your Interest scores in identifying groups of occupations to explore.

Remember, though, that interests are just some of the information that you can use to explore careers. Other useful information about yourself:

- your abilities,
- work values,
- experience,
- education, and
- motivation

are also important in exploring careers. The more aspects of yourself that you use to explore careers, the better chance you have of finding satisfying work.

What Your Primary Interest Area Means

You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six Interest Areas described below. Read over the definitions of your Primary and Secondary Interest Areas to get a better understanding of your occupational interests.

R **Realistic:** People with **Realistic** interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with **Realistic** interests do not like occupations that mainly involve doing paperwork or working closely with others.

I **Investigative:** People with **Investigative** interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

A **Artistic:** People with **Artistic** interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

S **Social:** People with **Social** interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

E **Enterprising:** People with **Enterprising** interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

C **Conventional:** People with **Conventional** interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

What Occupations Are Linked with Your Interests?

Now that you know your Primary and Secondary Interest Areas and have read their descriptions on the previous page, you are ready to find the occupations that are linked with your interests.

To help you identify occupations that can satisfy your interests, this score report provides six occupational lists, one for each of the six Interest Areas. Each list shows the occupations that link best with that Interest Area.

You will notice that each of the lists of occupations is divided into five Job Zones. Each Job Zone contains

occupations that require about the same amount of education, training, and experience. Knowing your Job Zone can help you focus your career exploration.

Read below to find out about the Job Zones and how to pick your Job Zone. **To explore occupations on this score report, you will need to know your Job Zone as well as your Primary Interest Area.** (If you have already picked a Job Zone, turn to page 29 and write your Job Zone(s) in the spaces provided.)

What is a Job Zone?

A Job Zone is a group of occupations that are similar in these ways:

- how most people get into the job,
- how much overall experience people need to do the job,
- how much education people need to do the job, and

- how much on-the-job training people need to do the job.

In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow down your career search.

The five Job Zones are:

Job Zone 1 - occupations that need *Little* or *No* preparation

Job Zone 2 - occupations that need *Some* preparation

Job Zone 3 - occupations that need *Medium* preparation

Job Zone 4 - occupations that need *Considerable* preparation

Job Zone 5 - occupations that need *Extensive* preparation

To help you explore occupations, you can think about Job Zones in two ways:

- your *current* Job Zone and
- your *future* Job Zone.

Current Job Zone: If you want to explore occupations at your *current* “level of preparation,” choose the Job Zone that best matches the amount of training, education, and experience you have now. This is your Current Job Zone, the zone with jobs that need the level of preparation you have right now.

Future Job Zone: If you want to explore occupations based on your *future* level of preparation (for example, after you finish high school, technical training, or college), choose the Job Zone that best matches the experience, training, and education you expect to have in the future. This is your Future Job Zone, the zone with jobs you may eventually have the knowledge and skills to do.

Job Zone Definitions

To get a better idea of what they mean, read the following Job Zone definitions:

Job Zone 1 : Little or No Preparation Needed

Overall Experience - No previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a general office clerk even if he/she has never worked in an office before.

Education - These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.

Job Training - Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Examples - These occupations involve following instructions and helping others. Examples include *bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses.*

Job Zone 2: Some Preparation Needed

Overall Experience - Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer might benefit from experience installing drywall, but an inexperienced person could still learn to be an installer with little difficulty.

Education - These occupations usually require a high school diploma and may require some vocational training or job-related course work. In

some cases, an associate's or bachelor's degree could be needed.

Job Training - Employees in these occupations need anywhere from a few months to one year of working with experienced employees.

Examples - These occupations often involve using your knowledge and skills to help others. Examples include *drywall installers, fire inspectors, flight attendants, pharmacy technicians, retail salespersons, and tellers.*

Job Zone 3: Medium Preparation Needed

Overall Experience - Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Education - Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.

Job Training - Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

Examples - These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include *dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreation workers.*

Job Zone 4: Considerable Preparation Needed

Overall Experience - A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Education - Most of these occupations require a four-year bachelor's degree, but some do not.

Job Training - Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Examples - Many of these occupations involve coordinating, supervising, managing, or training others. Examples include *accountants, chefs and head cooks, computer programmers, historians, and police detectives*.

Job Zone 5: Extensive Preparation Needed

Overall Experience - Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Education - A bachelor's degree is the minimum formal education required for these occupations. However, most also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Job Training - Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Examples - These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include *lawyers, instrumental musicians, physicists, counseling psychologists, and surgeons*.

Which Job Zone Suits You Best?

To help you decide if a Job Zone fits you, you might ask yourself:

“Do I have the experience, education, and training needed to do the work for occupations in this Job Zone?” (*Current Job Zone*)

“Am I willing to get the experience, education, and training needed to do the work for occupations in this Job Zone?” (*Future Job Zone*)

“Would I like to work in at least some of the occupations in this Job Zone?”

If you answered “yes” to these questions, then you have found your Job Zone(s).

If you answered “no” to these questions, you may want to look at the other Job Zone definitions to find one better suited to your situation.

Write the Job Zone(s) you picked in the space(s) below **and in the box on page 29**:

Your Current Job Zone: _____ (1, 2, 3, 4, or 5)

Your Future Job Zone: _____ (1, 2, 3, 4, or 5)

O*NET Occupations

On the following pages are some of the occupations that are linked with the six Interest Areas and the five Job Zones. They are organized first by Interest Area and then by Job Zone within Interest Area.

If you haven't already done so, copy your Primary and Secondary Interests from page 42 in the boxes below:

Your Primary Interest Area: _____

Your Secondary Interest Areas: _____ and _____

Also, copy your Job Zone(s) from page 46 in the box below:

Your *Current* Job Zone: _____ Your Future Job Zone: _____

To look at occupations linked with your Primary Interest Area, locate the section for your Primary Interest Area in the following pages and then find the occupational listing for your Job Zone under that section. For a longer list of occupations, refer to the **Interest Profiler O*NET Occupations Master List**. (See your teacher or counselor for the Master List.)

To look at occupations linked with your Secondary Interest Areas, locate the sections for your Secondary Interest Areas and then find the occupational listings for your Job Zone under each of those sections.

Write Below the O*NET Occupations You Have Picked to Explore:

O*NET-SOC#	O*NET-SOC Title
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____

Transition Guide

Name: _____ Date: _____

What kind of work skills do you currently possess: _____

Based on what I've learned my attitude about getting a job and being successful is: _____

What barriers do you believe or obstacles to your success are still hindering you: _____

Do you have any specific job prospects in mind now? If, so, list the prospective employers here: _____

What type of job related assistance do you need in obtaining the above specific job: _____

What is your level of motivation to succeed; please explain: _____

What are your plans for transportation to and from work: _____

Have you completed a career assessment? Yes No

Have you completed your career goals/action plan? Yes No

Have you practice interview training? Yes No

Is your résumé completed? Yes No

Write Any Comment Here: _____

GENERAL IDEA

Are there employers who hire ex-offenders?

Assume employers will hire you if you are a good match for their needs. One survey showed that of more than 1200 employers only eight percent said they would not hire an ex-offender. Since 92 percent of employers will consider hiring you, feel free to look for work from any legitimate source. Limiting yourself to employers that you believe hire ex-offenders can also limit your wages and job prospects. You should try to find employers who are a good match for your skills, experience, and career goals. Your job search should include **all potential employers**. According to Richard Bolles' popular employment book, *What color is your parachute*, some of the best ways to find a job are:

- 1) Asking for job-leads from family members, friends, and people in the community has a 33 percent success rate. (**This is networking**)
- 2) Knocking on the door of any employer, factory, or office that interests you, whether they are known to have a vacancy or not, has a 47 percent success rate). (**This is cold contacting and direct application**)

Employment Discrimination Protections

There are a number of laws that govern the employment of people with criminal records. Some of these laws protect ex-offenders from discrimination based on their conviction records and others restrict employers from hiring people with certain types of convictions. While employers are generally not allowed to have blanket bars against hiring people with criminal records, they are permitted to consider the relationship between the conviction record and the job sought. The types of jobs with legal prohibitions against ex-offenders tend to be in the fields of childcare, education, security, nursing and home healthcare, where "vulnerable" populations are involved. You should check with your state's Attorney General's office or another legal advisor for more detailed information about whether your state provides any protection to ex-offenders from employment discrimination or if you have questions regarding the application of these principals in a particular case.

What about federal programs to help ex-offenders?

Federal programs are generally designed to help people who need a job, housing, public assistance, and other services.

Each program has different standards for participation with low income being the most common requirement. **There are no federal programs exclusively for ex-offenders.**

Most assistance programs are administered locally by community agencies. You can find the addresses for them in the local telephone book's blue pages and on the Internet. One of the first stops you should make is to the One-Stop Career Center

to help you with job leads. You can find their local addresses in the blue pages of the telephone book or by calling our toll-free hotline: 1-877-US2-JOBS. You should ask the local One-Stop Center about job search assistance, federal bonding, employer tax incentives, job training, and Workforce Investment Act -sponsored training. The One- Stop Center will probably know about community assistance programs for ex-offenders.

What about state and federal jobs for ex-offenders?

Ex-offenders have no special status when applying for state and federal jobs. The application and selection procedures for state jobs follow state guidelines, and federal jobs follow the rules and guidelines of the Office of Personnel Management (OPM) whose Internet address is <http://www.state.ks.us>.

State Jobs

To find out about state jobs contact the Department of Human Resources in the state where you plan to release. You can also find out about state jobs at the Internet website for the state which is kansas.gov. Fill in the blank with the two letter postal code for the state.

Federal Jobs

Most federal jobs are announced by the OPM website at <http://www.usajobs.opm.gov>. You can also call the OPM automated telephone system, an interactive voice response telephone system (478) 757-3000 or TDD (478) 744-2299. Job seekers can access current job vacancies, employment information fact sheets, applications, forms, and apply for some jobs. Many federal agencies have job information telephone numbers located in the blue pages of the telephone book. Federal job postings are also available from the nearest One-Stop Career Center.

What about small business loans and grants?

Many agencies of the federal government competitively award a limited number of grants to non-profit and government organizations that support their program activities. **Most departments do not give grants to individuals directly for any program or activity.** The web site <http://www.grants.gov> provides a convenient access point for information about the availability of competitive grants and application instructions for businesses or non profit organizations offered by twenty six Federal grant-making agencies.

The website <http://www.firstgov.gov> provides a wide array of information for businesses and non profit organizations. This information is only available on the web. **There are no small business loans for grants specifically for ex-offenders.** The Small Business Administration (SBA) does not provide direct loans. They provide loan guarantees for certain businesses that borrow from lending institutions. They do not provide specific grants or low interest rate loans to ex-offenders for business start up or expansion. Every state has at least one SBA district office, with multiple resource partners to support the needs of the small business community. For further information, you may want to contact the Small Business Administration, 409 Third Street, S.W., Washington, DC 20416; or visit their website at <http://www.sba.gov> to locate your local SBA office.

Federal Bonding Program

The Federal Bonding Program provides individual fidelity bonds for job applicants with histories that might otherwise prevent them from being hired.

Who is eligible for the Federal Bonding Program?

- Bond coverage is provided for any at-risk job applicant whose background usually leads employers to question their honesty and deny them a job. This includes people with criminal records, people in treatment or recovery for alcohol and/or other drug addictions, and people with little or no work history, including people transitioning from welfare to work.
- All jobs are bondable in private and public sectors, full and part-time positions, as well as jobs secured through temporary agencies. The bond insurance is free to the employer. It goes into effect the first day of the job applicant's employment and will terminate after six months. After the six months, continued coverage can be purchased under the program's bond.

This insurance is a job placement tool because, in effect, it guarantees the job honesty of the applicant. It helps market the applicant's strengths to the employer and the bond can apply to any job.

Efficiency and Effectiveness of the Program

- Bonding services as a job placement tool has achieved a 99% success rate. About 41,000 job placements have been made for at-risk persons who were automatically made bondable.
- It encourages employers to hire people with criminal records. A survey of "Employer Attitudes toward Hiring Ex-Offenders," published in "The Prison Journal", determined that employers were much more willing to hire people with criminal records who are bonded. The report states "bonding was the only variable to which the majority of employers (51%) responded favorably."

-hirenetwork.org

The FBP provides individual fidelity bonds to employers for job applicants who are (or may be) denied coverage because of: (1) record of arrest, conviction, or imprisonment; (2) history of alcohol or drug abuse; (3) lack of employment history; or (4) dishonorable discharge. Each bond is for \$5,000 coverage for a six-month duration. FBP coverage is provided at no cost to the employer or job applicant.

Federal Bonding Program

- Federally funded program/available in most states
- Protects the employer against theft of money or property
- Covered for 6 months, up to \$25,000 (\$5,000 increments)
- After the 6 months, continued coverage will be made available for purchase by Travelers Property Casualty if the worker has exhibited job honesty under the program's bond.
- Any offender can use (misdemeanor, felony, etc.)
- Federal web site: www.bonds4-jobs.com

Script:

Sir/Ma'am, are you aware that I am bondable under the Federal Bonding Program? I'm covered for 6 months, and if money or property were ever taken from you, you would be reimbursed up to the allowed limit of the bond. And Sir/Ma'am, this doesn't cost you anything. This coverage is absolutely free, and the Federal Bonding Program representative will do all the paperwork for you! Just call the number on the handout, and I'll be covered as of the first day on the job. (Show the employer the handout)

Work Opportunity Tax Credit Program Reauthorization:

On December 20, 2006, President Bush signed the "Tax Relief and Health Care Act of 2006" (HR 6111). This legislation revives, extends, and modifies the program from January 1, 2006, through December 31, 2007.

Changes effective January 1, 2007 include:

- The Welfare to Work (WtW) target group (long term cash assistance recipient) is now incorporated into the target groups under WOTC-the 1st year credit is increased to 40% of the first \$10,000 in wages;
- 2nd year remains at 50% of the first \$10,000 in wages. (For the other target groups, except summer youth, the maximum tax credit remains at 40% of the first \$6,000 in wages for a maximum credit of \$2,400.)
- Food stamp category increased age to 39 (18-39).
- Income requirements for the ex-felon target group eliminated.
- Number of days required to file the IRS 8850 form (Pre-screening Notification) increased to 28 calendar days.

The process remains the same :

1. Complete form IRS 8850 (Pre-screening Notice and Certification for the WOTC Program). Have the applicant complete, sign and date page 1 on or before the day the job is offered.
2. When a decision to hire is made, complete page 2 (employer section).
3. On or before the first day of work, usually at orientation, have the applicant complete, sign and date form ETA 9061 (Individual Characteristics Form for the WOTC Program).
4. Make a copy of both the IRS 8850 and ETA 9061 forms for your files. Mail the originals to the following address within 28 calendar days of the start date.

The WOTC helps reduce the employer's federal income tax liability by as much as \$2,400 per qualified new worker. This is a program that lets an employer reduce his or her taxes by hiring individuals in certain "targeted" groups. Ex-felons are one of these groups! **None of this comes out of your pocket. In fact, it helps your chances of being hired, providing the employer knows of this program.**

Work Opportunity Tax Credit

Why should you hire me?

- Federally funded program/available in all states
- Provided a tax credit (up to \$2,400 in wages paid the first year of employment)
- Low income felony offenders
- Must be within 1 year from last conviction or release from incarceration
- Forms are completed by the employer
- Must be mailed within 21 days of employee start date
- Federal web site: www.users.doleta.gov/wotcdata.asp

Workforce Investment Act

What is WIA?

WIA is a Federal legislation designed to prepare youth and unskilled adults for entry into the labor force and to afford job training to economically disadvantaged individuals, to assist workers who have been dislocated and other individuals facing serious barriers to productive employment.

What does WIA Cost?

WIA services are available at no cost to you.

What does WIA do for you?

Laid off workers may find themselves in a position of having not only to find a new job, but a new career as well. Those workers whose skills are specific to a particular industry may find that there is limited, if any, existing demand for the skills they possess. Many may be in need of retraining to gain the skills needed to succeed in securing employment in occupations in demand now and in the future. These individuals may qualify for "Intensive Services" under the Workforce Investment Act.

Intensive Services

- Skills assessments
- Assistance in development of an employment plan with specific career goals
- Relocation Assistance
- Out of area interview assistance
- One time classes to upgrade skills
- Work Shops

Training Services

- Occupational skills training (classroom training)
- On-the-job training
- Combination of classroom and workplace training
- Customized training
- Get your GED or Alternative Diploma

What is On- The-Job Training?

On-the-job training allows for the employer to be reimbursed for up to 50% of a participant's salary for a negotiated period of time as compensation for the extraordinary costs of training new hires and for the costs associated with the lower productivity of participants while they are being trained. The training is provided by the employer while the participant is engaged in productive work that provides knowledge or skills essential to performing the job.

How does On-the-Job Training Work?

An Employment Specialist will visit with both the job candidate and the employer to confirm eligibility, establish the training tasks to be completed, and sign a contract. Upon approval, a simple monthly timesheet is submitted for hours that the employee participated in the On-the-Job Training activities. The employer will be reimbursed based on the hours reported on the timesheet.

*For more information, contact your local Workforce Center.



HOW DO I GET MY BIRTH CERTIFICATE?

Proper identification is required to cash a check, take a driver's test, and to get a job. Forms of acceptable identification are:

- Birth Certificate
- Social Security Card
- Driver's License
- Passport
- Marriage Certificate
- Court Order or Judgments

Birth Certificate

A birth certificate provides proof of when and where you were born. A certified copy of your birth certificate can be useful when providing identity in certain situations, such as applying for a driver's license, retirement benefits, passport, or federal and state assistance programs.

You may request an application form and requirements for a certified copy of your birth certificate from your correctional counselor. The information needed for your application include:

- Full Birth Name (First, Middle, Last)
- Date of Birth
- City of Birth
- Father's Name
- Mother's Name (including maiden name or as recorded at time of birth)

There is a fee charged for a certified birth certificate. Funding may be available. Ask your correctional counselor for assistance and information. Your birth certificate will be kept in your master file until you are released.

HOW DO I GET MY DRIVER'S LICENSE?

A driver's license is the best form of picture identification and can be useful in your employment search. Contact the state department of motor vehicles where you will be released for information on how to reinstate or obtain a driver's license. You may also request information on the status of your license by contacting your counselor for assistance and information.

Driver's License information proof of identity

Acceptable Documentation

All original applicants must present one item from list A, a second item from list A, B, C, or D, proof of residency and proof of principle residence address. Applicants that were not born in the US or those that are not American citizens must provide proof of lawful presence from list B, a second item from list C or D, proof of residence and proof of principle residence address.

All applicants for renewal must present the expiring license or ID card and at least one item from list E for proof of residency and proof of principle residence address. If they do not have the driver's license or ID card, they must present items as though they are an applicant for a replacement driver's license or ID card.

All applicants for a replacement driver's license or ID card must present at least two items from list A, B, C or D for proof of identity and at least one item from list E for proof of residency and proof of principle residence address.

A Social Security number is required from all applicants; however, it will not be used as the driver license or identification card number. If a Social Security number cannot be provided, documentation from list B, proving lawful presence will be required along with proof of residency and proof of principle residence address. All documents presented must be the original or a certified copy; no photocopies will be accepted.

PLEASE NOTE-An out of state license is acceptable as a second form of ID, but not as proof of your legal name and date of birth. Visit the National Center for Health Statistics for information on obtaining birth certificates, marriage licenses, and divorce decrees from each state.

A) Documentation for American Citizens or persons born in the United States:

- 1) Certified U.S. birth certificate (federal, state, county, Dept. of Justice)
- 2) Birth Certificate from a U.S. territory (Puerto Rico, Guam, US Virgin Islands, and US Samoa)
- 3) U.S. Passport or Passport Card -not expired
- 4) U.S. Military ID -not expired (active duty, dependent, retired, reserve or National Guard)
- 5) Certified Order of Adoption- original U.S. document
- 6) Certificate of Naturalization with intact photo (Form N-550, N-570, or N-578) or Certificate of U.S. Citizenship (Form N-560, N-561, or N-645)
- 7) U.S. military Common Access Card with photo, DOB, name and branch of service
- 8) U.S. government-issued Consular Report of Birth Abroad

B) Documentation from those not born in the US or those that are not American Citizens:

- 1) Valid foreign passport with 1-94 or valid "processed for 1-551" stamp with a mandated departure date greater than 60 days in the future -No Border Crossing Cards
- 2) 1-94 with refugee status (passport not required)
- 3) Valid 1-551 Resident Alien/Permanent resident card
- 4) Valid photo Employment Authorization (issued by U.S. Dept. of Justice)

C) Documentation for Proof of name change

- 1) Certified marriage certificate, U.S., city, county, state issued
- 2) Certified divorce decree, U.S. with official signature
- 3) Certified court order of name change, U.S. only
- 4) Certified court order of adoption
- 5) Marriage certificate from a foreign country -if not in English, the certificate must be translated

D. Additional Documentation to apply for a replacement Kansas DL or ID card:

- 1) Valid motor vehicle registration with signature
- 2) Selective Service Card with signature
- 3) Valid life insurance card or policy
- 4) Valid health insurance card or policy
- 5) Kansas Vehicle title
- 6) Diploma or GED
- 7) Valid Kansas school or college identification card with photograph; or, commercially produced school yearbook with photo less than three years old
- 8) Professional license
- 9) Medicare identification card
- 10) Student identification card
- 11) Employee identification card
- 12) Parole documents
- 13) Medical records
- 14) Kansas voter registration card
- 15) Photo DL or ID previously issued by Kansas or any other state
- 16) A copy of any federal or state income tax return bearing the signature of the person
- 17) An identification certificate issued by the department of corrections to an offender under the supervision of the secretary of corrections

E) Documents for Proof of Kansas Residency and/or Proof of Residence Address-must be in the name of the applicant

- 1) Kansas school forms; such as tuition invoices, receipts, class schedules, report cards, DE-99, or transcripts with the applicant's Kansas residence address; or, school, college or university records containing the student's name and Kansas residence address and valid school or college identification card with photograph
- 2) Utility bills that display a Kansas residence address
- 3) Kansas property tax bill or receipt indicating a Kansas residence address
- 4) Kansas mortgage documents or homeowner insurance documents for a Kansas residence or proof of Kansas home ownership with a Kansas residence address
- 5) W-2 Form not more than 18 months old with the applicant's name and Kansas residence address
- 6) Valid Kansas Motor Vehicle registration
- 7) Proof of Kansas public assistance with a Kansas residence address
- 8) Residential rental and/or lease agreement with a Kansas residence address; credit card statement with residence address issued within the last 90 days; checking or savings account statement within 60 days
- 9) Payroll check stub issued within the last two months with imprinted residence address
- 10) Original monthly bank statement not more than two months old issued by a bank with Kansas residence address
- 11) Utility bill, not more than two months old, issued to the applicant (Cellular phone and pager bills are not acceptable)
- 12) Current automobile, life or home owners insurance bill that includes the name and residence address of applicant (cards or policies are not accepted)
- 13) Copies of school records/transcripts from a Kansas school in which the applicant is currently attending
- 14) Driver's license, learner's permit, DMV issued identification card with photo, or renewal notice; displaying the applicant's current residence address
- 15) U.S. Postal Service change of address confirmation form or postmarked U.S. marked mail with forwarding address label (must display applicant's name)
- 16) Letter from social welfare institution (homeless shelter, battered women's shelter, halfway house, group home, orphanage, etc) stating applicant is resident of facility
- 17) An identification certificate issued by the department of corrections to an offender under the supervision of the secretary of corrections containing a residence address verification



SOCIAL SECURITY ADMINISTRATION

Application for a Social Security Card

Applying for a Social Security Card is free!

USE THIS APPLICATION TO APPLY FOR:

- An **original** Social Security card
- A **replacement** Social Security card
- A **change of information** on your record

IMPORTANT: You **MUST** provide the required evidence before we can process the application. Follow the instructions below to provide the information and evidence we need.

- STEP 1 Read the instructions on this application. They contain important information about documents that can be submitted as evidence, and how to complete and submit the application.
- STEP 2 Complete and sign the application using **BLUE** or **BLACK INK**. **Do not** use pencil or other colors of ink. Please write legibly. If you print this application from our website, you must print it on 8 1/2" x 11" white paper (if you live abroad and cannot obtain 8 1/2" x 11" paper, A4 size paper [8.25" x 11.7"] is the only acceptable alternative).
- STEP 3 Submit the completed and signed application with all required evidence to a Social Security office.

HOW TO SUBMIT THIS APPLICATION

In most cases, you can mail or take this application with your evidence documents to any Social Security office. However, if you live in an area serviced by a Social Security Card Center, you may need to visit the Social Security Card Center in person for all SSN related business. We will return your documents to you.

IMPORTANT: If you are age 12 or older and have never been assigned a Social Security number before, you **MUST apply in person.**

If you have any questions about this form, or about the evidence documents we need, please visit our website at www.socialsecurity.gov. Visiting our Internet site will help you make sure you have everything you need to apply for a card or change information on your record. You may also call Social Security at 1-800-772-1213 or contact your local office. You can find your nearest office or Social Security Card Center in your local phone directory or on our website.

PROTECT YOUR SOCIAL SECURITY NUMBER AND CARD

Protect your SSN card and number from loss and identity theft. **DO NOT** carry the card with you. Keep it in a secure location and only take it with you when you must show the card, e.g. to obtain a new job, open a new bank account, or to obtain benefits from certain U.S. agencies. **DO NOT** allow others to use your Social Security number as their own.

ABOUT YOUR EVIDENCE DOCUMENTS

You must provide the required documents based on your type of request. There will be situations when we must verify a document with the issuing agency. If your documents do not meet these requirements, we cannot process your application.

- We need **ORIGINAL** documents or **copies certified by the custodian of the record**. We will return your documents after we have seen them.
- **We cannot accept photocopies or notarized copies of documents.**
- See **EVIDENCE DOCUMENTS WE NEED TO SEE** on page 3.

ORIGINAL CARD: To apply for an **original card**, you will need to provide **at least two** documents to prove **age, identity, and U.S. citizenship or current lawful, work-authorized immigration status**. **If you are not a U.S. citizen or do not have current lawful, work-authorized immigration status, you **MUST** prove that you have a valid nonwork reason for requesting a card.** (See **HOW TO COMPLETE THIS APPLICATION, Page 2, Item 3.**)

REPLACEMENT CARD: To apply for a **replacement card**, you must prove your **identity** (See **IDENTITY**, Page 3). If you were born outside of the U.S., you will also need to prove your **U.S. citizenship or current lawful, work-authorized immigration status**.

CHANGE OF INFORMATION: If you need to correct information on your SSN card, or information shown in our records (e.g., a name change, or corrected date of birth), you will need to prove your **identity** and provide **documents that support the change and establish the reason for the change (e.g., a birth certificate to show your corrected date or place of birth)**. A name change document (e.g., marriage document) must identify you by both your old and new names. If it does not have enough identifying information (See **IDENTITY**, Page 3), we will request an identity document in your prior name and another in your new legal name in addition to the name change document. If you were born outside of the U.S., you also need to prove your **U.S. citizenship or current lawful, work-authorized immigration status**.

LIMITS ON REPLACEMENT SOCIAL SECURITY NUMBER (SSN) CARDS

Public Law 108-458 imposes **limits on the number of replacement SSN cards** you may receive at 3 per year and 10 in a lifetime. In determining these limits, SSA will not count changes in legal name (i.e., first name or surname), or changes to a restrictive legend (i.e., Valid for Work with DHS Authorization, Not Valid for Employment) shown on the SSN card. In addition, we may grant exceptions on a case-by-case basis if you provide evidence to establish a need for an SSN card **beyond these limits** (e.g., a letter from a social services agency stating you must show the SSN card in order to get benefits).

HOW TO COMPLETE THIS APPLICATION

Most items on the form are self-explanatory. Those that need explanation are discussed below. The numbers match the numbered items on the form. If you are completing this form for someone else, please complete the items as they apply to that person.

2. Show the address where you can receive your card 10 to 14 days from now.
3. If you check "Legal Alien **Not** Allowed to Work," you must provide a document from a U.S. Federal State or local government agency that explains why you need a Social Security number and that you meet all of the requirements for the U.S. government benefit. NOTE: Not all U.S. State or local benefits are acceptable for non-work SSN purposes. Contact SSA to see if your reason qualifies.

If you check "Other," you must provide a document from the U.S. government agency that explains why you need a Social Security number and that you meet all of the requirements for a Federal benefit except for the number.

5. Providing race/ethnic information is voluntary. However, providing this information helps us prepare statistical reports on how Social Security programs affect people. We do not reveal the identities of individuals in these reports.
6. Show the month, day and full (4 digit) year of birth, for example, "1998" for year of birth.
- 8.B. You **must** show the mother's Social Security number only when the application is for an **original** Social Security card for a person under age 18. However, this item may be left blank if the mother was never assigned a Social Security number, or if you do not know the mother's Social Security number and are unable to obtain it. We will still be able to assign a number to the person under age 18.
- 9.B. You **must** show the father's Social Security number only when the application is for an **original** Social Security card for a person under age 18. However, this item may be left blank if the father was never assigned a Social Security number, or if you do not know the father's Social Security number and are unable to obtain it. We will still be able to assign a number to the person under age 18.
13. If the date of birth you show in item 6 is different from the date of birth you used on a prior application for a Social Security card, show the date of birth you used on the prior application and submit evidence of age to support the date of birth in item 6.
16. If you are age 18 or older, you **must sign** the application. If you are under age 18, you or a parent or legal guardian may sign. If you are physically or mentally incapable of signing the application, generally a parent, close relative, or legal guardian may sign the application. If you cannot sign your name, you should sign with an "X" mark and have two people sign as witnesses in the space beside the mark. Please do not alter your signature by including any additional information on the signature line as this may invalidate your application. Call us if you need clarification about who can sign. (See the "IMPORTANT" note under evidence of **IDENTITY** on page 3.)

EVIDENCE DOCUMENTS WE NEED TO SEE

The following lists are not all inclusive. However, they provide examples of the types of documents we need to see. **All documents must meet the criteria shown under "ABOUT YOUR EVIDENCE DOCUMENTS" on Page 1 in order to be considered.** If you have questions or need to discuss additional documents, see "If you have any questions" also on Page 1. Some documents we **may** accept are as follows:

AGE: In general, we must see your birth certificate. In some situations, we may accept another document that shows your age. Some of the other documents we may accept are:

- U.S. Hospital record of your birth (created at the time of your birth)
- Religious record established before age five showing your age or date of birth
- Passport
- Final Adoption Decree (the adoption decree must indicate that the birth data was taken from the original birth certificate)

Call us for advice if you cannot obtain one of these documents.

IDENTITY: We must see evidence of identity in your legal name. Your legal name will be shown on the SSN card. Generally, we prefer to see documents issued in the U.S. Documents submitted to establish identity must show your legal name **AND** provide biographical information (your date of birth, age, or parents' names) **and/or** physical information (photograph, or physical description--height, eye and hair color, etc.). Additionally, if you send a photo identity document but do not appear in person, the document **must** show your biographical information (e.g., your date of birth, age, or parents' names). To protect your Social Security card and number, identity documents **must** be of recent issuance.

WE MUST SEE YOUR:

- U.S. driver's license; **or**
- U.S. State-issued non-driver identity card; **or**
- U.S. passport

If you do not have one of these documents, or cannot get a replacement within 10 days, we may accept other documents such as a U.S. military identity card, Certificate of Naturalization, or employee identity card. For young children, we may accept medical records (clinic, doctor, or hospital) maintained by the medical provider. We may also accept a final adoption decree, or a school identity card or a school record maintained by the school.

If you are not a U.S. citizen, we **must** see your current U.S. immigration document and your foreign passport with biographical information or photograph.

WE CANNOT ACCEPT A BIRTH CERTIFICATE, HOSPITAL SOUVENIR BIRTH CERTIFICATE, SOCIAL SECURITY CARD OR CARD STUB, OR A SOCIAL SECURITY RECORD as evidence of identity.

IMPORTANT: If you are **applying for a card on behalf of someone else, you must provide evidence that establishes your authority to sign the application on behalf of the person to whom the card will be issued** (e.g., a minor child's birth certificate establishes the authority of a parent to sign on behalf of the child). **In addition,** we must see different documents as proof of identity for both you and the person to whom the card will be issued.

U.S. CITIZENSHIP: In general, we can accept your U.S. birth certificate or U.S. Passport. Other documents we may accept are a Consular Report of Birth, Certificate of Citizenship, or Certificate of Naturalization.

IMMIGRATION STATUS: We need to see a current document issued to you by the Department of Homeland Security (DHS) showing your immigration status, such as Form I-551, I-94, I-688B, or I-766. We **CANNOT** accept a receipt showing you applied for the document. If you are not authorized to work in the U.S., we can issue you a Social Security card only if you need the number for a valid nonwork reason. (See **HOW TO COMPLETE THIS APPLICATION**, Page 2, Item 3.) Your card will be marked to show you cannot work. If you do work, we will notify DHS.

THE PAPERWORK/PRIVACY ACT AND YOUR APPLICATION

The Privacy Act of 1974 requires us to give each person the following notice when applying for a Social Security number.

Sections 205(c) and 702 of the Social Security Act allow us to collect the facts we ask for on this form.

We use the facts you provide on this form to assign you a Social Security number and to issue you a Social Security card. You do not have to give us these facts, however, without them we cannot issue you a Social Security number or a card. Without a number, you may not be able to get a job and could lose Social Security benefits in the future.

The Social Security number is also used by the Internal Revenue Service for tax administration purposes as an identifier in processing tax returns of persons who have income which is reported to the Internal Revenue Service and by persons who are claimed as dependents on someone's Federal income tax return.

We may disclose information as necessary to administer Social Security programs, including to appropriate law enforcement agencies to investigate alleged violations of Social Security law; to other government agencies for administering entitlement, health, and welfare programs such as Medicaid, Medicare, veterans' benefits, military pension, and civil service annuities, black lung, housing, student loans, railroad retirement benefits, and food stamps; to the Internal Revenue Service for Federal tax administration; and to employers and former employers to properly prepare wage reports. We may also disclose information as required by Federal law, for example, to the Department of Homeland Security, to identify and locate aliens in the U.S.; to the Selective Service System for draft registration; and to the Department of Health and Human Services for child support enforcement purposes. We may verify Social Security numbers for State motor vehicle agencies that use the number in issuing drivers' licenses, as authorized by the Social Security Act. Finally, we may disclose information to your Congressional representative if they request information to answer questions you ask him or her.

We may use the information you give us when we match records by computer. Matching programs compare our records with those of other Federal, State, or local government agencies to determine whether a person qualifies for benefits paid by the Federal government. The law allows us to do this even if you do not agree to it.

Explanations about these and other reasons why information you provide us may be used or given out are available in Social Security offices. If you want to learn more about this, contact any Social Security office.

~~This information collection meets~~ the requirements of 44 U.S.C. §3507, as amended by Section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget control number. We estimate that it will take about 8.5 to 9.5 minutes to read the instructions, gather the facts, and answer the questions. *You may send comments on our time estimate above to: SSA, 6401 Security Blvd., Baltimore, MD 21235-6401. Send only comments relating to our time estimate to this address, not the completed form.*

MAIL OR TAKE THE COMPLETED FORM TO A LOCAL SOCIAL SECURITY OFFICE. The office is listed under U.S. Government agencies in your telephone directory or you may call ~~Social Security at 1-800-~~772-1213. You may also locate the nearest Social Security office on the Internet at <http://www.socialsecurity.gov>.

TRANSFERRABLE SKILLS

KEY SKILLS FOR WORK SURVIVAL

Set & meet deadlines	Attention to detail	Make decisions	Punctual
Cooperate	Manage time	Planning	Negotiating
Implement decisions	Manage money	Communicate	Instructing others
Accept responsibility	Organize	Speak in public	Increase efficiency

COMMUNICATION SKILLS - USING WORDS AND/OR IDEAS

Speak clearly & effectively	Interviewing	Speak in public	Write speeches
Write clearly & effectively	Persuade	Describe feeling	Telephone skills
Express ideas	Listen	Quick thinking	Advertising
Negotiate	Analyze	Report information	Sign language
Remember information	Editing	Follow instructions	Bilingual

ORGANIZE, MANAGE, AND LEADERSHIP

Coordinate tasks	Counsel	Negotiate agreements	Explain things to others
Manage groups	Direct others	Sell ideas or products	Get results
Initiate new ideas	Detail Oriented	Decision making	Provide feedback
Motivate people	Self-motivated	Manage conflict	Solve problems
Promote change	Coach	Plan/Delegate	Deal with uncertainty

WORKING WITH PEOPLE

Motivate	Supervise	Tough	Being Sensitive	Negotiate
Listen	Share Credit	Cooperate	Represent others	Tactful
Kind	Understanding	Fitting in	Delegate with respect	Tolerant
Teach	Confront others	Outgoing	Express feelings	Sociable
Trust	Help others	Patient	Teamwork	Diplomatic

WORKING WITH DATA

Analyze facts	Classify data	Compare	Follow instructions
Detail-oriented	Observe	Take inventory	Do research
Count	Record facts	Locate information	Audit
Organize	Compute	Analyze	Work with budgets
Investigate	Calculate	Examine	Accurate

“THING” SKILLS

Work with hands	Operate tools & machinery	Typing
Repair things	Construct things/buildings	Drive & operate vehicles
Assemble things	Physically strong	Gathering & sorting
Sense of touch	Operate machines	Observing & inspecting

ARTISTIC / CREATIVE

Perform	Dance	Appreciate music	Design signs
Acting	Sing solo	Build stage sets	Imagination
Drawing	Expressive	Painting	Create characters
Write songs	Play instruments	Sing in choir	Write books

Employment Information Work Sheet

Employment Information Work Sheet

Use this worksheet to gather information about jobs you've had before. On an actual job application, you will usually be asked to list jobs starting with the most recent job first. Do the same with this worksheet. List all jobs previously worked. This is your work history. Include all non-paying jobs such as volunteer work, community service work, paid or unpaid.

Personal History:

Name: _____ Phone #: _____
Address: _____
City: _____ State: _____ Zip Code: _____

Work History #1:

Company _____
Supervisor _____
Address: _____
City: _____ State: _____ Zip Code: _____
Employment Dates: _____
Position: _____
Duties: _____

Work History #2:

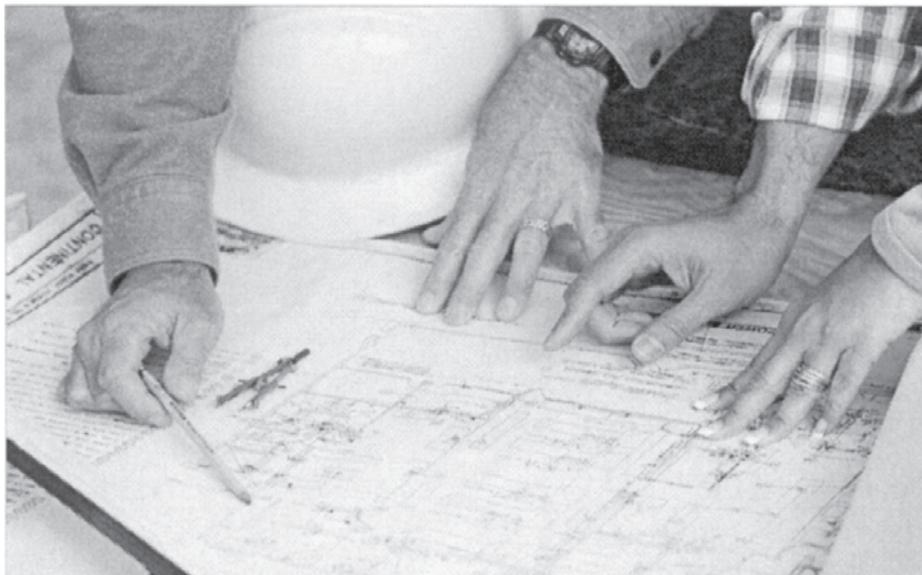
Company _____
Supervisor _____
Address: _____
City: _____ State: _____ Zip Code: _____
Employment Dates: _____
Position: _____
Duties: _____

Work History #3:

Company _____
Supervisor _____
Address: _____
City: _____ State: _____ Zip Code: _____
Employment Dates: _____
Position: _____
Duties: _____

Work History #4:

Company _____
Supervisor _____
Address: _____
City: _____ State: _____ Zip Code: _____
Employment Dates: _____
Position: _____
Duties: _____



Education History Worksheet

When people think of education, school comes to mind. However, school is not the only source of obtaining knowledge. You may have had other types of training in your lifetime such as CPR, parenting, or operating a forklift. Keep this in mind when completing this section.

Education History #1:

School/Class: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Degree/Certificate/Date: _____

Education History #2:

School/Class: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Degree/Certificate/Date: _____

Education History #3:

School/Class: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Degree/Certificate/Date: _____

Education History #4:

School/Class: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Degree/Certificate/Date: _____

Reference Worksheet

An employer may want to contact someone who has knowledge of your job performance and/or character. It is important when filling out a job application to have your reference's permission before using his or her name. References should be chosen from a professional standing rather than personal relationships, if possible. List three potential references you might use.

Reference #1:

Name:

Occupation:

Professional Relationship:

City, State:

Phone:

Reference #2:

Name:

Occupation:

Professional Relationship:

City, State:

Phone:

Reference #3:

Name:

Occupation:

Professional Relationship:

City, State:

Phone:

An Employer will want references

Matt Smith
539 Wichita, KS 67212
Home: (316) 555-1000
Business: (316) 555-0002

References

Gary Brinkman Jr.
Manager of Mountain Ridge Country Store
Phone: (316) 555-6481
Office: (316) 555-4474
e-mail: psmithereen@juno.com

Bobby Roberts
Store Clerk: Air Liquid, Canada
Office: (773) 555-5746
Fax: (773) 555-2592

Billie B. Barbuda
President of Western Canada Manufacturers Association
Phone: (312) 555-6222
Office: 1-800-555-4952
e-mail: abarb@bc.excellence.ca

Student Work Reference

Kirk M. Franklin-Murray
Director, Welding Sales and Supplies
Phone: (913) 555-6735
Fax: (913) 555-6550

Volunteer Work Reference

Michael Leonard Mapleton
Leader of Books for Cooks
Phone: (312) 555-8236

The Résumé

A well-typed resume is a very handy thing to have when you go to an interview. If done correctly, it will tell the employer about you as a person and your job-related skills. Resumes also, show your past work history.

Although you will fill out an application form before you interview with an employer, the resume will impress the interviewer. A good resume shows the employer that you care about finding a job and have taken the time to prepare yourself before the interview.

No matter what type of job you are looking for, a well-typed resume shows that you are a well-organized person. A well written resume will often set you apart from others who are interviewing for the same job.

A good resume is an important job search tool and “sells” your employment skills to a prospective employer.

Tips for an Effective Résumé

1. Try to Use a Computer- There are computer programs that make it much easier to prepare your resume. Your local library, work force center, or “quick print” shop can help. Practice on the computer in the library transition resource center.

2. Be Specific-Don’t waste valuable space with overused, general statements. An example of a general or “flowery” statement is: “A challenging position enabling me to contribute to organizational goals while offering an opportunity for growth and advancement.” Be direct and to the point in identifying your accomplishments.

3. One or Two Pages-If your career justifies a two-page resume, go ahead and create a document that explains the full range of your experiences and accomplishments. On the other hand, don’t ramble on about unrelated experiences. Ask yourself, “Will this statement help me land an interview?” Every word should sell you.

4. Avoid Use of Personal Pronouns- There should be no mention of “I” or “me” and only limited use of articles such as, “a,” “an,” and “the.” Also, do not use abbreviations.

5. List Only Necessary Information-Do not include your interests unless they are related to the job. For example, if applying for a position as a ski instructor, list cross-country skiing as a hobby. Personal information such as date of birth, marital status, height and weight, and salary or wages should not be on the resume.

6. Center or Align Headings-All headings should be easy to locate and consistent in layout.

7. Avoid Making Excuses-Don’t include the reasons you are no longer working at each job listed on your resume. The phrases, “company sold,” “boss was an idiot,” and “left to make more money” have no place on your resume. Be positive.

8. Check for Typos-Check for typos, grammatical errors, and coffee stains. Use the spell check feature on the computer and ask one or two friends to review the resume to find mistakes you might have missed.

9. Use Quality Copy Paper-Don’t try to save money by printing your resume on cheap copy paper instead of good quality stock. A resume should be printed on paper with a high

percentage of cotton fiber; it should also be mailed in an envelope with a high percentage of cotton fiber. You can find resume paper and envelopes at any store that sells office supplies. Inspect copies for smudges and marks before distributing.

Getting your Resume Out

Resumes should be sent to a person by name; make the extra effort to find out the name and title of the appropriate person.

If you are asked to send a resume to Personnel or Human Resources, also send a resume to the person in charge of the department for which you want to work. Though the personnel staff executes the screening, the department manager has the final hiring authority.

Always send your resume with a cover letter.

When directly contacting employers, always have a copy of your resume available and offer it to them.

When applying for a job with an employment application, you may want to attach your resume. Always take the time to completely fill out the application. NEVER write on the application, "see resume."

Give a copy of your resume to your references as it provides information about you and helps them talk to an employer about your qualifications.

Always phone the employer before or after sending your resume. Be courteous and professional and sell your qualifications.

Always bring extra copies of your resume to an interview.

Finally, follow up, follow up, follow up! It is no use mailing resumes if you do not take the time to follow up your efforts.

Action Verbs

(Choose action verbs to describe your skills, abilities and accomplishments confidently)

Analysis: Analyzed, Studied, Determined, Discovered, Calculated, Forecasted, Evaluated, Conducted, Identified, Interpreted, Investigated, Planned, Researched, Revised, Selected, Solved, Ascertained, Clarified, Pinpointed, Probed, Integrated, Appraised, Assessed.

Leadership/Supervision: Explained, Governed, Guided, Presided, Scheduled, Stimulated, Trained, Recruited, Supervised, Managed, Orchestrated, Administered, Appointed Controlled, Directed, Cared for .

Coordination: Coordinated, Controlled, Orchestrated, Directed, Harmonized, Maintained, Presided, Systemized, Shaped, Steered, Arranged, Assembled, Activated, Scheduled, Facilitated, Handled.

Training: Trained, Coached, Advised, Instructed, Educated, Oriented, Enhanced, Taught, Instilled Briefed, Stimulated, Groomed, Enlightened, Guided, Motivated, Counseled.

Organization: Organized, Collected, Arranged, Collated, Catalogued, Indexed, Revised, Scheduled, Systematized, Classified, Itemized, Specified.

Sales: Sold, Marketed, Distributed, Obtained, Promoted, Generated, Stimulated, Recruited, Penetrated, Energized.

Management: Planned, Administered, Fostered, Promoted, Consulted, Organized, Directed, Conferred, Discussed, Formulated, Contacted, Facilitated, Supervised, Trained, Prepared, Arranged, Coordinated, Marketed, Maintained, Analyzed, Recommended, Reviewed, Handled, Prescribed, Participated, Accomplished, Determined, Approved, Contributed, Established.

Creation: Animated, Created, Initiated, Originated, Authored, Wrote, Designed, Composed, Conceived, Conceptualized, Formulated, Pioneered, Developed, Defined, Invented, Engineered, Fashioned, Founded, Illustrated, Mapped, Reproduced, Visualized.

Growth: Gained, Increased, Augmented, Amplified, Accumulated, Advanced, Heightened, Intensified, Strengthened, Maximized, Enhanced, Enlarged, Expanded, Broadened, Doubled, Reinforced, Concentrated, Condensed, Consolidated, Saved.

Reduction: Decreased, Diminished, reduced, Lowered, Minimized, Alleviated, Curtailed, Curbed, Declined, Divided, Simplified.

Development: Developed, Converted, Designed, Devised, Refined, Established, Improved, Improvised, Installed, Planned, Cultivated, Evaluated, Engineered, Explored, Examined, Researched, Analyzed, Upgraded, Updated.

Efficiency: Streamlined, Facilitated, Expedited, Simplified, Combined, Converted Eased, Mobilized, Remodeled, Reorganized, Repaired, Reshaped, Restored, Revitalized.

Support: Assisted, Participated, Augmented, Relieved, Boosted, Strengthened, Represented.

Achievement: Achieved, Elected, Won, Earned, mastered, Maintained, Performed, saved, Salvaged, Solved, Started, Succeeded, Utilized, Volunteered.

Using Strong Action Verbs to Describe Skills

Focus on using strong action verbs to describe forceful, highly specific facts in your statements, instead of general verbs and adjectives. This is what makes you unique to all other job seekers out there. Here are some typical examples and ways to rework them.

Poor: Customer Service

Better: Provided customer service for bank clients

What were the bank services?

Were there policies/procedures?

What did it result in?

Best: **Resolved consumer problems, explained bank services and policies, and communicated knowledge of Financial planning, resulting in greater customer satisfaction.**

Poor: Department Manager

Better: Managed department and recruited participants

How did you manage the department?

What did you recruit for?

How many did you manage?

Best: **Managed a 12 person department that recruited Participants for marketing research studies resulting In cutting costs by one-third in less than six months**

Poor: Worked with children with special needs

Better: Organized and initiated group activities for children with Special needs

What duties?

What did they result in?

How did they fit into working with gifted students?

Best: **Organized and initiated group craft activities for Children with special needs to enhance peer Interaction and develop motor skills**

Poor: Duties included planning team teaching

Better: Coordinated team teaching activities

What grades did this include?

What was the result of the activities?

Best: **Coordinated team teaching activities resulting in understanding and cooperation among all primary grades**

*Document adopted from The College of St. Rose Career Center resources

Joe Job

1534 N. Pineview, Wichita, Ks 67219
Home 316-265-9987, Cell 316-727-7463, jjob@yahoo.com

Objective To obtain employment in the field of construction.

Summary of Skills **Draftsman**

- Skilled in all aspects of construction and inspection.
- Defined a project's scope based on client's requirements, reviewed architectural, engineering, and furniture installation plans.
- Demonstrated ability to troubleshoot creatively, solve problems effectively, and make informed decisions while successfully guiding others through constant change.
- Analyzed results of different operations for substantial gains and more efficient utilization of resources.

Carpenter

- Operated a variety of tools, including power saws, planers, jointers, routers, and pneumatic equipment.
- Built projects including garages, residential homes and additions from start to finish using hand tools and air tools associated with carpentry.
- Completed complex, custom detailing work including mantles, stairs, layout and design of closets.
- Proactively managed and ensured complete customer satisfaction for all custom work.

Concrete Work

- Performed framing, brick, and concrete work.
- Worked projects from initial conception to occupancy.
- Mentored new apprentices.

Employment History

2005 to 2006	Draftsman	Kansas Department of Corrections, Hutchinson, Kansas
2004 to 2005	Carpenter	Kansas Correctional Industries, Hutchinson, Kansas
2001 to 2003	Laborer	Tyson Skilled Construction, Inc., Kansas City, Missouri

Education and Credentials

Diploma	1986
Platt Business College, St. Joseph, Missouri. Computer Science	
Certificate	1985
Platt Business College, St. Joseph, Missouri. Draftsman Certification	
Certificate	1981
Area Vocational Technical School, Hutchinson, Kansas. Maintenance Certificate	

Jonathan George
2345 N. Main
Wichita, Ks 67543
(316) 222-3434
(316) 784-8997 (Cell)
jonathan.george13@yahoo.com

Objective: Seeking a warehouse/shipping and receiving position using my past learned skills, so as to be an asset for my employer as well as for personal career advancement.

Summary of Qualifications:

- Experienced in warehouse: shipping and receiving, stocking and pricing, coordinated inventory to various store locations, ensure quality of incoming products
- Skilled in production: machine operator in dairy plant, took inventory, ensured quality of product, drove forklift, load and unload incoming and outgoing delivery trucks, clean work area as needed, sanitize machines
- Knowledgeable in printing press operation, load and run newspaper printing press machine, run paper stacker, ensure quality of finished products, press machine maintenance, unload and load delivery trucks
- Created food products in a food service environment, ensured quality of food served, preparation of food products, mixed sauces, cooked pasta, made pizza dough, made deserts and breadsticks, clean work area, and any other duties assigned.

Education:	Wichita Heights High School Diploma	Wichita, KS 1977
	Central Area Kansas Vocational School Plumbing and Pipefitting	Hutchinson, KS 1985

Personal Qualities:

Hard worker, team player, responsible, dedicated, willing to learn new tasks, on time, honest, works well with others, stay on task

References: **Available upon request**



Dennis Newman

LANDSCAPER

Knowing trees, I understand the meaning of patience.
Knowing grass, I can appreciate persistence.

PERSONAL PROFILE

Worked as a self-employed Landscaper after school, weekends and summers since 2003. Performed work for over twenty different homeowners in the neighborhood. Used part of my income to purchase my own tools. Portfolio, with project pictures and reference letters, available upon request.

ACCOMPLISHMENTS

- ✂ Pruned shrubs and trees throughout a 120-unit townhouse complex in relief of contracted landscaper.
- ✂ Built a backyard water feature incorporating a 10'x14' pond and a 3' high waterfall; installed circulating pump.
- ✂ Maintained a 200sf greenhouse for an entire summer.
- ✂ Designed and built a 60' brick path from a house to the street.
- ✂ Cleared snow from driveways and streets after a heavy snowfall, working 60+ hours in a four-day period.
- ✂ Planted trees, shrubs and flowerbeds while volunteering with my high school over a two-week period.

EQUIPMENT USED

- | | | |
|-------------------|---------------------|------------------|
| Power Mowers | Hand Pruners | Cultivating Hoes |
| Tractors | Loppers / Spreaders | Landscape Rakes |
| Electric Chippers | Snow Blowers | Wheelbarrows |
| Chain Saws | Pruning Saws | Hedge Trimmers |
| Landscape Edgers | Garden Forks | Lawn Shears |

EDUCATION / CERTIFICATES / LICENCES

High School Diploma from Olathe North High School in Olathe
First Aid Level One Certificate from The Care Center - March 2005
Clean driver's license with a reliable late-model pick-up truck

CONTACT

1234 Main Street, Olathe, KS 66061 • 913.555.5555 • dnew@isp.com

- Weed Gardens
- Mow Lawns
- Prune Shrubs and Trees
- Design and Build Paths
- Install Water Features
- Maintain Greenhouses
- Plant Flowers, Grass, Shrubs and Trees
- Maintain Flower Beds
- Fertilize & Water Lawns
- Spread Top Soil
- Lay Sod
- Clear Gutters, Drains and Sewers
- Rake Leaves
- Clear Snow

Resume Practice

Name:

Address: _____ **City:** _____ **State:** _____ **Zip:** _____

Telephone: _____

Email Address: _____

Objective: _____

Summary of Skills:

_____	_____
_____	_____
_____	_____

Work History (Include all jobs) inside and outside of correctional environment

1. Company Name:

Job Title: _____ City, State: _____ Date Employed (Mo./Yr.) _____

Briefly describe what you did:

2. Company Name:

Job Title: _____ City, State: _____ Date Employed (Mo./Yr.) _____

Briefly describe what you did:

3. Company Name:

Job Title: _____ City, State: _____ Date Employed (Mo./Yr.) _____

Briefly describe what you did:

Education

Date Graduate (Mo./Yr.)

Honors/Awards/Achievements

Date Received

Cover Letters

A cover letter works well alongside a resume. It introduces you, your skills, and your experiences. Always include a brief, professional, and positive cover letter when sending a resume.

Sample Cover Letter

January 1, 2007

Address the letter to a person by name.

Mr. Davon Welch
Supervising Engineer
Wichita Water Company
P.O. Box 1875
Wichita, KS 67214

Explain purpose of your letter. Identify the position you are applying for and how you are qualified.

Dear Mr. Welch:

Please accept this letter of application for the chemical engineer position recently advertised.

My experience includes managerial and practical engineering work in both the water treatment and chemical industries. It is my intention to pursue a position where I can utilize my past experience and education.

The enclosed resume highlights my qualifications. I will call your office next week to schedule an interview to discuss the industry and any future openings you may have at Wichita Water Company.

Thank you for your consideration.

Thank them for considering you.

Sincerely,

Benny L. Simpson
1986 Glen Street
Wichita, KS 67214
Phone (316) 555-1754

Always include a daytime telephone number.

If this is a pre-interview letter, enclose resume.

Enclosure: resume

Cover Letter Practice

(Your street address/City/State, Zip/date above)

(Name of person (if known-call and ask if not known), co. name, street address P.O.box,
city, state, zip above)

Dear _____ (could be Human Resources, Personnel, Mr./Ms. last name)

1 st. _____

2nd _____

3rd _____

4th _____

Sincerely,

(Sign name) _____

(Print name) _____

Thank You Letters

A well written thank you letter helps you stand apart from the crowd. It thanks the interviewer or job search contacts for what they did, and at the same time, puts your name in front of the employer again. The extra effort in writing a thank you letter shows that you are someone that will take time to show appreciation for the efforts of others.

May 30, 2007

LaKeshia Townsend
Personnel Director
Dexter Manufacturing Company
Wichita, KS 67214

Dear Ms. Townsend:

Thank you for interviewing me last Wednesday for the position of Line Quality Inspector. I believe Dexter Manufacturing Company and I have a lot in common!

The information you provided about your community was very helpful. Relocating to such a beautiful area is very appealing.

As you requested, my references and transcripts are enclosed. I look forward to meeting with you again. Until then, don't hesitate to call me with any further questions regarding my candidacy for this position.

Sincerely,

LaRone L. Wright
268 6th Ave.
Wichita, KS 67214
(316) 222-1111

Follow up quickly. Send a letter the same day if possible.

Indicate specifically the reason for the thank you.

A thank you letter should be short and friendly. Be sure to use proper grammar and correct spelling.

Always include a daytime telephone number.

Let them know that you are available at their convenience and you are happy to supply any information needed.

A personal letter can be handwritten. If your handwriting is not neat and legible, type it.

Sample Thank You Letter

(Print or Write Neatly)

C/O Personnel/Human Resources/or name of HR/Personnel in known (call)
Company Name
Company Address
City, State, Zip

Mr. /Ms. (Name of Personnel/Human Resources):

Thank you for the opportunity I had to visit with you about (company name) on (date). I felt that I learned _____ (some specific things that stood out to you) about (the position) and how my skills and abilities might be able to assist (company name) to achieve its goals for success. I feel that I would be an asset in this position because _____ .
(your attributes)

Again, thank you for your time. You can reach me at (your phone number) and/or I will be checking back with you.

Sincerely,

(Your signature here)

Thank you letter practice

(Your street address, city ,state, zip, date)

(c/o HR Person-first and last name)

Dear _____ (use Mr. / Ms. And last name)

Sincerely,

Sign your name here

Type your name here

- 1) Go to: Yahoo.com on the Internet*
- 2) At this site find: Sign Up*
- 3) Click on: Sign Up*
- 4) Fill in the information that is asked for*
- 5) When picking an email: use your last name then first name and a number*

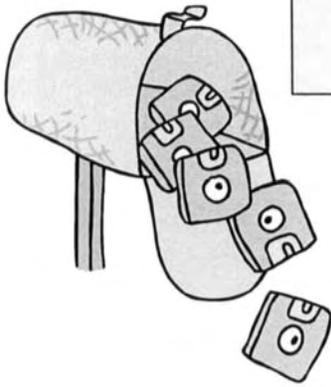
Example: smithjoe50@Yahoo.com

(Make sure the email address is professional sounding - Bobspartygirl15@ Yahoo.com is not professional.) Many times the employer will use your email address to get in contact with you to let you know if you were selected for an interview, or got hired, so make a good first impression with a professional email.

Set up a password that is very uncommon, that is a word that no one but you might know.

- 6) Print off the set up page: it will have your email and your secret answer (your password will not be on this paper).*
- 7) BE SURE TO WRITE DOWN YOUR PASSWORD ON THIS PAPER AND DO NOT THROW IT A WAY OR GIVE TO SOMEONE ELSE! (keep password in wallet)*
- 8) Now give this email address out to all the friends (not your password!) that you know and any employer that you want contact from. It will open up a new world.*
- 9) Put the email address on your resume with your name, address and phone.*
- 10) You should check your email several times a day at a computer that has Internet access, such as the library, Workforce Center, at a friends or relative house. You must check it frequently throughout the day.*

Welcome to the world of electronic communication!!!



HOW TO EMAIL YOUR RÉSUMÉ

1. Create an ASCII/Plain Text Resume and Cover Letter.

Your ASCII resume will be stripped of formatting enhancements such as bold and underline, so it won't be as attractive as your word-processed resume. However, it will be universally compatible, allowing you to control its appearance. The ASCII file should contain manual line breaks at 65 characters or less. To convert your file from MS Word:

- Open your document, go to Edit > Select All and change the font to Courier 12 pt; go to File > Page Setup and change the left and right margins to 1.5.
- Go to File > Save As > Under "Save as Type," select "Text Only with Line Breaks." Select "Yes" at the prompt that warns about features being compatible. Make sure that the file is saved as "Your Name Resume" rather than just "Resume" so it can be found easily by the employer.
- Close and reopen the file, which now has a text (.txt) extension.
- Review and clean up your document. Change bullets to asterisks or dashes; ensure that your contact information is in a logical sequence; add horizontal lines using a series of dashes or asterisks (up to 65 characters) to separate sections; and remove symbols (such as accent marks) that didn't convert properly.

2. Test the File.

Open the text file, copy and paste into your email message box and send to yourself and a few friends (preferably ones who use different email programs) to ensure that the text transfers as intended.

3. Select an Email Address to be used Throughout Your Job Search.

Use a personal email address, not one associated with your school, and pick a name that sounds professional.

HOW TO E-MAIL YOUR RESUME *continued...*

4. Create the Email Message.

Some employers provide instructions for emailing a resume -- follow these precisely. If no instructions are given, follow these steps:

- Open your email program and set your message format to plain text, not HTML. Enter the recipient's address and write a subject line that sells your value and references the position opening or your career objective.
- Open your ASCII resume and cover letter file. Customize your letter to suit the company and job opening. If you normally use a long cover letter, edit it so that it is brief (a couple of paragraphs). Rename the file for your records. When you are finished editing your letter, copy the text of your resume and cover letter to your clipboard.
- Place the cursor in the email message section and paste your ASCII cover letter and resume.
- Unless the employer has requested no attachments, attach your virus-free Word resume (.doc or .rtf file). This will accommodate hiring managers who prefer to see a traditional resume. Review your documents to ensure perfection and send your message.



FAX COVERSHEET

A fax coversheet should be sent with any item that is faxed. Your résumé and cover letter should have a coversheet **anytime** they are faxed.

A template is an easy way to obtain a coversheet. To use a template, go to the word *File* on the menu bar. Choose *New*, then the *Letter and Faxes* tab. Select from the available templates (Contemporary, Elegant, Professional or use the Wizard). Fill in all of the information you have, and **delete** the fields you will not be using. Double click on the square next to FOR REVIEW to place a check mark next to it.

The following is an example of a fax coversheet template.

[CLICK HERE AND TYPE COMPANY NAME]

FACSIMILE TRANSMITTAL SHEET

TO: [Click here and type name]	FROM: [Click here and type name]
COMPANY: [Click here and type company name]	DATE: 2/4/2009
FAX NUMBER: [Click here and type fax number]	TOTAL NO. OF PAGES INCLUDING COVER: [Click here and type number of pages]
PHONE NUMBER: [Click here and type phone number]	SENDER'S REFERENCE NUMBER: [Click here and type reference number]
RE: [Click here and type subject of fax]	YOUR REFERENCE NUMBER: [Click here and type reference number]

URGENT FOR REVIEW PLEASE COMMENT PLEASE REPLY PLEASE RECYCLE

NOTES/COMMENTS:

Select this text and delete it or replace it with your own. To save changes to this template for future use, choose Save As from the File menu. In the Save As Type box, choose Document Template. Next time you want to use it, choose New from the File menu, and then double-click your template.

[CLICK HERE AND TYPE RETURN ADDRESS]

How to Conduct an Effective Job Search

Unfortunately, the most popular method for locating positions, responding to advertised vacancies, is not the most effective. According to an article in the Harvard Business Review, nearly 80% of the openings available at any time are never advertised. Job-seekers should respond to employment ads, but the main thrust of your efforts should be toward establishing networks and identifying the hidden job market.

1. Begin with Self-Assessment

The job search process begins with an identification of your values, interests, skills, accomplishments, experience, and goals. How can you seek a position if you don't know what you want from a job and what you have to offer prospective employers? Self-assessment, though a time-consuming process, provides invaluable information to facilitate career decisions and to prepare you to market your skills effectively.

2. Research and Explore Career Options

The next step in the job search process is to explore the "matches" between your identified skills, interests, and values and the demands of career fields and organizations in that industry .

3. Choose a Career Field, then Target Employers

After thoroughly researching possible careers/jobs, several field options will emerge as most realistic and attractive to you.

4. Prepare Job Search Materials and Develop Job Search Skills

Once your job goals have been targeted, resumes and application letters can be tailored to reflect your qualifications as they relate to the interests of prospective employers.

5. Plan and Conduct Job Search

Next, establish a target date for getting a job and decide how much time you can devote to your search.

6. Develop a Contact Network

Once you have targeted a career or specific position, you should acquaint yourself with professionals in that field or organization.

Finding the Hidden Job Market

Experience has shown that informal networking is a very rich source of job leads and information about unpublished job opportunities. Successful networking requires that you have as many contacts as possible hear your story, so they realize you are in the job market.

Sources of Possible Contacts

To begin developing your network, secure names of specific individuals. These names can be obtained through several means:

Professors, friends, relatives, and former employers- or any professionals these people recommend.

People in the information business -resource center directors or librarians.

Community service agencies or area chambers of commerce.

Tools to Use for Job Search

School career planning and placement offices. Placement offices usually have a list of part-time, temporary, and summer jobs offered on and off campus. They also may have lists of jobs for regional, nonprofit, and government organizations. In addition to linking you to potential employers, career planning offices usually provide career counseling, career testing, and job search advice.

Employers. Through your library and Internet research, develop a list of potential employers in your desired career field. Employer Web sites often contain lists of job openings. Web sites and business directories can provide you with information on how to apply for a position or whom to contact. Even if no open positions are posted, do not hesitate to contact the employer and the relevant department. Even if they don't have a position available, they may be able to put you in contact with other people who might hire you, and they can keep you in mind if a position opens up. Make sure to send them your resume and a cover letter. If you are able to obtain an interview, be sure to send a thank-you note. Directly contacting employers is one of the most successful means of job hunting.

Classified ads. The "Help Wanted" ads in newspapers list numerous jobs. You should realize, however, that many other job openings are not listed, and that the classified ads 'sometimes do not give all of the important information. They may offer little or no description of the job, working conditions, or pay. Some ads do not identify the employer. They may simply give a post office box to which you can mail your resume, making follow-up inquiries very difficult. Some ads offer out-of-town jobs; others advertise employment agencies rather than actual employment opportunities.

When using classified ads, keep the following in mind:

- Do not rely solely on the classifieds to find a job; follow other leads as well. Answer ads promptly, because openings may be filled quickly, even before the ad stops appearing in the paper.
- Read the ads every day, particularly the Sunday edition, which usually includes the most listings.
- Beware of "no experience necessary" ads. These ads often signal low wages, poor working conditions, or commission work.
- Keep a record of all ads to which you have responded, including the specific skills, educational background, and personal qualifications required for the position.

Internet networks and resources. The Internet is an invaluable resource. Use it to find advice on conducting your job search more effectively; to search for a job; to research prospective employers; and to communicate with people who can help you with your job search. No single Web site will contain all the information available on employment or career opportunities.

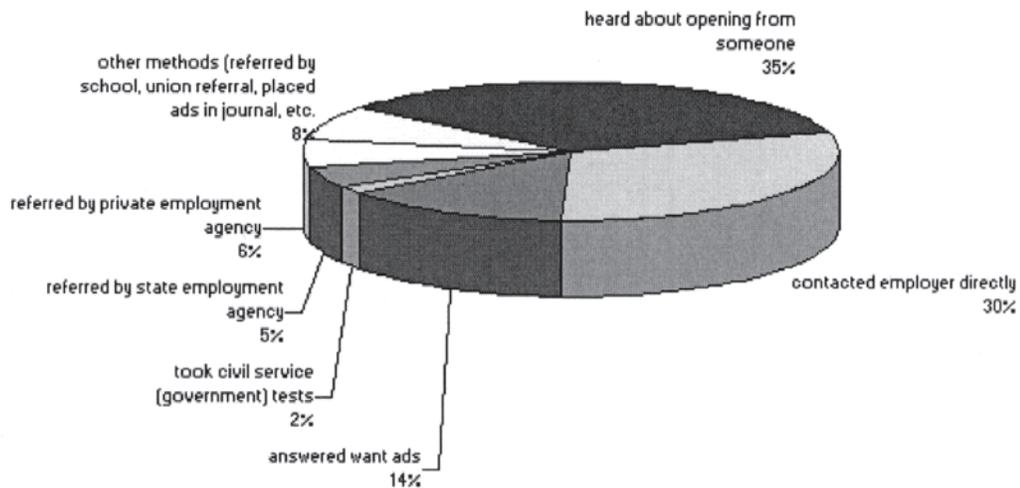
Job Applications Via Email

When applying for jobs via email, write your cover letter in the body of an email message. Make sure you include a signature with your email address and phone number. Include the title of the position you are applying for in the subject line of your message.

If the job posting asks you to send an attachment, send your resume as an MSWord document. Many employers do not accept attachments. In these cases, paste your resume into your email message. Use a simple font and remove the fancy formatting. Send the message to yourself first to test that the formatting works. If everything looks good, resend to the employer.

Traditional Job Search Methods Are Not Very Effective

Most job seekers don't know how ineffective some traditional job hunting techniques are. The chart that follows shows that fewer than 14 percent of all job seekers get jobs from reading want ads and other traditional job search methods.



Accept an Entry-Level Position-to get your foot in the door and then volunteer to help with more responsible positions within the business.

Temporary Help Agencies-are a fast source of income and supply you with helpful experience, even though the pay may be lower and fewer benefits offered. Many times the temporary job can turn into a full-time position.

Volunteer Work-shows employers a positive work ethic and may serve as

a foot in the door to a potential employer. It is also an excellent opportunity to network. If you are volunteering for an organization, ask your volunteer coordinator to be a job reference for you.

Internet-allows you to browse at your convenience at home and most public libraries. You can find many different websites containing possible employment opportunities. Be sure you have no special release conditions prohibiting your use of the Internet.

Job Card-Below is an example of a pocket-sized card to leave with an employer. These are especially handy for “drop in” or cold contacts for employment.

<p>Name: Bobby Brown</p> <p>Telephone: (316) 555-6873</p> <p>Position: Computer Technician</p> <p>Skills & Experience: Two-year degree in Computer Science, Two- year degree in Business Management. Worked as the supervising technician for Steffen’s Mortgage Company (five years). Type 80 words per minute. Excellent problem-solving skills Very motivated. Able to manage multiple tasks at the same time. Comments. I am able to start immediately and willing to travel or relocate if necessary. I will also work over-time.</p>

Blank Job Cards

<p>Name: Telephone:</p> <p>Position:</p>
--

<p>Name: Telephone:</p> <p>Position:</p>
--

Where to Find Job Information

If you know what job skills you have and what you like to do, you are ready to look for a job. You can look for job openings through the following sources:

- **Networking** - Tell everyone you know you are looking for a job. Ask about openings where your friends work (best way to find a job).
- **Private Employers** - Contact employers directly to market your job talents. Talk to the person who would supervise you, even if there are no jobs currently available. Informational interviews are great if you know what you want to do and are looking for the right company.
- **Kansas Works** - They provide assistance in finding jobs and offer a variety of other services at no cost. There is a list of Workforce Centers in your manual, or visit the Kansas Department of Commerce web site at www.kansasworks.com
- **Federal, State, and Local Government Offices** - The personnel offices list a wide range of job opportunities. Check the government listings in your local phone book.
- **Local Public Libraries** - They have books on occupations and often post local job announcements.
- **Newspaper Ads** - Look here, but remember, the newspaper contains less than five percent of the vacancies in your area.
- **Local Phone Book** - Look for career counseling centers in your area. Some may require a fee.
- **Local Radio or Television Stations** - They often list jobs available in your area.
- **Private Employment and Temporary Agencies** - They offer job-placement. Some may require a fee.

- **Community Colleges and Trade Schools** - Counseling and job information is available to students and alumni.
- **Private Training Centers** - They offer instruction in specific trades. Tuition is usually required. Check with your office of state education for credible schools.
- **Community Organizations** - Clubs, associations, women and minority centers, and youth organizations often have job listings for members.
- **Churches** - They frequently operate employment services or provide job search assistance.
- **Veterans' Placement Centers** - Contact the Veterans Representative at the Workforce Center in your area. Veterans' organizations often have job listings for members.
- **Unions and Apprenticeship Programs** - These provide job opportunities, information, and training. Contact a Workforce Center, the Kansas Apprenticeship council [(785)296-4161], or relevant labor union directly for information.
- **Government Sponsored Training Programs** - These programs offer direct placement or short-term training for applicants who qualify. Check the yellow pages under Job Training Programs or Government Services.
- **Journals and Newsletters** - Professional or trade associations often advertise job openings in their field. Ask for these at the local library.

Under the Civil Rights Act of 1964, all of the sources listed above serve persons of any race, color, religion, sex, or national origin. The Age Discrimination Employment Act of 1967 forbids discrimination of older workers. Both laws forbid employers to discriminate in hiring.

Informational Interview

One of the best sources for gathering information about what's happening in an occupation or an industry is to talk to people working in the field. This process is called *informational* or *research interviewing*. An informational interview is an interview that **you** initiate - you ask the questions. The purpose is to obtain information, not to get a job. Perhaps you may tap into a hidden job and "get hired."

Following are some good **REASONS TO CONDUCT INFORMATIONAL INTERVIEWS:**

- to explore careers and clarify your career goal
- to discover employment opportunities that are not advertised
- to expand your professional network
- to build confidence for your job interviews
- to identify your professional strengths and weaknesses

The informational interview provides the opportunity to build self-confidence and to improve your ability to handle a job interview.

Things you should do during and after an informational interview:

- Take notes during the meeting
- Write topics covered after the interview of the information gained to highlight or remember the important points discussed
- Write a thank you note to the people you interviewed. This will build a strong rapport with career contacts and you increase the likelihood that they will offer assistance with your job search.

Question to ask yourself after the interview:

- What did I learn from this informational interview?
- What did I like about this interview?
- What didn't I like about this interview?
- What advice did I receive?
- How was the environment?
- What made me nervous?

Job Search Strategies

List three job search strategies you have used in the past.

Which of the three job search strategies was most successful for you? Why?

What were the disadvantages of the job search strategies you used in the past?

Job Search

Complete the following three job search worksheets. Look for three specific job openings in the community that match your skills and interests. Unfortunately, being incarcerated limits available resources to newspapers, library references, trade magazines, and journals.

Example:

Seeking Method:	<i>Employment Weekly Newspaper</i>				
Company:	<i>Steffen's Custom Motorcycles</i>				
Contact Person:	<i>Mr. Olson</i>				
Applying Position:	<i>Custom Motorcycle Technician</i>				
Address:	<i>123 45th Street North</i>				
City:	<i>Bloomington</i>	State:	<i>MN</i>	Zip:	<i>55420</i>
Phone:	<i>612-555-5555</i>				

Job Search #1:

Seeking Method: _____

Company: _____

Contact Person: _____

Applying Position: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Job Search #2:

Seeking Method: _____

Company: _____

Contact Person: _____

Applying Position: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Job Search #3:

Seeking Method: _____

Company: _____

Contact Person: _____

Applying Position: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Notes: _____

Phone Script

FOR CLASSIFIED AD:

Hello, my name is _____. I'm calling about the (job title) _____ position advertised in (name of newspaper & edition, i.e. Sunday's, yesterday's) _____.

I've had (number of years, or use "a lot" instead of a specific number of years) _____ of experience in this field and would like to set up a time for us to get together and discuss this job in more detail.

FOR COLD CALL:

Hello, my name is _____. I'm calling to see if you have any openings for (job your interested in) _____. I've had (number of years, or use "a lot" instead of a specific number of years) _____ of experience in this field and would like to set up a time for us to get together and discuss this job in more detail.

IF THEY DON'T HAVE OPENINGS

Would it be possible for me to come down and fill out an application in case any positions become available? Do you know of any (job title) _____ openings in the area?

REMEMBER:

- ▶ Be polite. Whether you get the results you want or not, thank the person for taking the time to speak with you.
- ▶ Be prepared to answer questions about your background and/or experience.
- ▶ Have a pen and paper handy to take down information or directions.
- ▶ Be prepared to set up an interview.

This script will give you an idea of how to talk to an employer on the phone. You should always use your own words and use language with which you are comfortable. **AVOID SLANG.**

Job Applications

Master the job application in order to look like a superstar candidate

A company's policy may require you to fill out an application before being considered for a job. An application allows an employer to compare you to other applicants

Follow directions

Employers see how a job seeker completes an application as a test of his or her ability to follow directions. Do not just jump right in because the application may have hidden surprises. Read the application completely - especially the directions - before starting to write.

Neatness counts

All the information on your applications should be printed so the employer can read it. A sloppy application tells the employer, "I'm sloppy."

Fill in the blanks

Fill in all the blanks. If a question does not apply, use a dash or "NA" (not applicable) to show you read the entire question. Obviously, do not write in areas that say "Do Not Write." If an application is mailed to you, make a photocopy. Fill out the copy first, and then rewrite your information on the original.

Things to Remember

- Hobbies and interests that you list could relate to what the employer is looking for or could include tasks needed on the job, requiring less training by the employer.
- Application request for "pay desired" is best left "negotiable" or "open."
- Do not use lazy responses such as "see resume" or "same."
- Include volunteer work as it shows that you are responsible and those skills may be needed
- Criminal record checks by employers are common. The employer may even ask you to sign a release form to allow them to look beyond what is just public record. Don't be afraid. Be honest it's the best policy. If the door opens for that job "fine;" if it doesn't open "fine" shake the "dust" off and move forward. Don't ever give up. "Winners never quit" and "Quitters never win."

Reasons for Leaving

Never Write:

- Fired
- Boss always pick on me
- Company went broke

Do Write:

- Work slowed down
- Limited work schedule
- Company went out of business

Applications

- Don't lie about your experience or qualifications. Even if it helps you get the job initially, you can be fired if and when the truth becomes known (and it usually does).
- Never volunteer information that might be considered "negative" by employers (i.e. criminal record, substance abuse history, job terminations). If you are asked on the application about these things, put "will discuss." Since the purpose of an application is to get an interview for the job by putting "will discuss" instead of the possibly damaging information, you are forcing the employer to either give you the interview to get more information (which is the goal anyway) or eliminate you without really knowing why. If you are a qualified applicant, most employers won't do this.
- Remember: when you go to fill out an application, you should be groomed and dressed as if you were going on an interview. Sometimes you will be interviewed on the spot. When you file an application don't forget about it and hope the employer calls you. Follow-up! Usually after 5- 7 days. A phone call to check on the status of your application is recommended. In fact, the best advice any job seeker can get is "Don't give up!" There will probably be many "no's" before you get a job, however, if you are willing to work at getting a job, you will be successful. Good Luck!



Job Application

Imagine that you worked for a large or busy company. You are in charge of hiring new employees. You have three job openings now and about 500 people are applying for each position. You need to fill these jobs as quickly as possible. What's the fastest way to get through these job applications? Start the screening out process.

An employer can look over these job applications much faster than he can talk to each applicant right? Yes. Many of the applicants will be ruled out after a quick glance at their application. This process is called "screening out applications" and many applications will be screened out based on the information provided, the accuracy and neatness of the application. These application forms are designed for that purpose to help an employer quickly spot an applicant's lack of experience or other flaws. Most employers will follow the "screening out process" to eliminate all but the qualified applicant.

SCENARIO:

Who Gets Screened Out?

Read the following story to see how an application form can be used to screen you out.

Ricky needed a job. He saw a sign on the window of a department store. The sign said "Help Wanted." Ricky decided to go inside the department store and inquire about the job and request an application for employment. The receptionist handed Ricky the application. After getting the job application Ricky sat down, he remembered that he didn't have anything to write with. Ricky approached the receptionist again and asked for a pen. He sat down to complete the application and noticed another gentlemen sitting nearby. He noticed that the other gentleman was filling out a job application as well. Ricky noticed the other applicants' appearance and that he was wearing a nice pair of slack, white shirt and tie. He also had on a nice pair of casual dress shoes. Ricky said to "himself" it appears that if they would hire someone on the spot it would definitely be the other guy who appeared "ready" for work; or , possibly ready for an on the spot interview.

Ricky looked over his application and noticed that there were a lot of little boxes with some very small print. Not a lot of room to write or print letters. Ricky had to leave a lot of boxes blank. He had the information but didn't bring it with him. Ricky couldn't remember some of his previous job duties that he performed on his last job. Ricky couldn't remember the phone numbers or what references he could use. Ricky completed the information the best he could. Ricky noticed that he made several mistakes at least 6 on the application. And one of the reasons he listed for losing his previous job was he got "fired." Because the boxes on the application was so small Ricky had to scratch out information and try to write over it when he made a mistake and the information he wrote wasn't clearly written and couldn't be read. The gentlemen nearby was closing his notebook and putting his ink pen away; Ricky wondered within himself, wow! It looks like that guy had his entire information ready. ..it sure didn't take him long to complete his application. Minutes later, Ricky handed his application to the receptionist, she looked over the application and said "we'll call you if we need you."

LET'S DISCUSS THIS SCENARIO?

- 1. What problems did Ricky face in this scenario?**
- 2. What did the nearby applicant do that Ricky didn't**
- 3. Would Ricky's application be screened out? If, so then why?**
- 4. What are some steps Ricky can take to be "ready" the next time?**

Sample Job Application

Sample Employment Application (1)

Equal Opportunity Employer

POSITION APPLIED FOR

GENERAL INFORMATION

Name (last, middle initial)	Social Security No. (Optional)
Street Address	City, State, Zip
Home Phone No.	Work Phone No.
	Message Phone No.

Are you authorized to work in the United States? Proof of Authorizatoin will be required post hire.
 Yes No

TRAINING AND EDUCATION

CIRCLE HIGHEST GRADE COMPLETED: 8 9 10 11 12 GED

Colleges/other training	Major/subject	Degree/certificates

ADDITIONAL SKILLS Describe skills relevant to the job for which you are applying

SKILL	TYPE OF EXPERIENCE	LEVEL OF EXPERTISE
Office equipment, computers, software (typing speed, programs, etc.)		
Technical skills, professional licenses		
Heavy equipment, machinery		
Other		

Can you perform the essential functions of the job with or without reasonable accomodation? Yes No

BACKGROUND INFORMATION

EACH CASE IS CONSIDERED SEPARATELY BASED ON JOB DUTIES AND PERFORMANCE AREAS

Do you have a valid Kansas State Driver's License? Yes No Other State

(If position applied for involves driving), have you been convicted, pleaded to no contention or paid a fine for any traffic violations in the past three (3) years? Yes No If yes please explain:

Have you been convicted of a felony or served time in prison within the last ten (10) years? Yes No

Conviction will not necessarily bar you from employment. If yes, please explain:

How/where did you hear about the position for which you are applying? (Check one)

_____ Friend or relative	_____ City employee	_____ Employment Security
_____ Newspaper ad	_____ City job bulletin	_____ City job hotline

Which? _____

Please turn over and complete page 2

Job Application (cont.) (1)

EMPLOYMENT HISTORY			
Beginning with your present or most recent employment, list your employment history. Include self-employment, military service, volunteer experience and periods of unemployment. The following sections MUST be completed even if a resume is submitted.			
Employer	Employed from:	To:	
Address:	Supervisor		
Phone	Hours worked/week	Starting salary	
Position		Last salary	
Primary duties			
Number of employees supervised by you	May we contact this employer	Supervisor's phone	
Reason for leaving			
Employer	Employed from:	To:	
Address:	Supervisor		
Phone	Hours worked/week	Starting salary	
Position		Last salary	
Primary duties			
Number of employees supervised by you	May we contact this employer	Supervisor's phone	
Reason for leaving			
Employer	Employed from:	To:	
Address:	Supervisor		
Phone	Hours worked/week	Starting salary	
Position		Last salary	
Primary duties			
Number of employees supervised by you	May we contact this employer	Supervisor's phone	
Reason for leaving			
Employer	Employed from:	To:	
Address:	Supervisor		
Phone	Hours worked/week	Starting salary	
Position		Last salary	
Primary duties			
Number of employees supervised by you	May we contact this employer	Supervisor's phone	
Reason for leaving			
PROFESSIONAL REFERENCES Please list below any people in addition to supervisors listed above who can responsibly evaluate your work performance			
Name	Place of employment/title	Phone	

I understand that employment with the Employer is "at-will", which means that either the City or I can terminate the employment relationships at any time, with or without prior notice, and for any reason not prohibited by statute. All employment is continued on that basis.

Applicant's signature _____ Date _____

EMPLOYMENT HISTORY:

Present or Most Recent Employer

Employer: _____ Address: _____
Your Position: _____ Salary: _____
Duties: _____
Dates of Employment: _____ to _____
Supervisor: _____ May we contact? Yes No
Name Title
Reasons for Leaving: _____

Prior Employer

Employer: _____ Address: _____
Your Position: _____ Salary: _____
Duties: _____
Dates of Employment: _____ to _____
Supervisor: _____ May we contact? Yes No
Name Title
Reasons for Leaving: _____

Prior Employer

Employer: _____ Address: _____
Your Position: _____ Salary: _____
Duties: _____
Dates of Employment: _____ to _____
Supervisor: _____ May we contact? Yes No
Name Title
Reasons for Leaving: _____

EDUCATION

High School

Name and Address

Did you graduate? Yes No Attended from _____ to _____ .

If you did not graduate, did you receive your GED? Yes No

Special honors or awards: _____

Technical or Vocational School

Name and Address

Did you graduate? Yes No Attended from _____ to _____ .

Degree or Certification: _____ Specialty: _____

Special honors or awards: _____

College or University

Name and Address

Did you graduate? Yes No Attended from _____ to _____ .

Degree: _____ Major: _____

Special honors or awards: _____

College or University

Name and Address

Did you graduate? Yes No Attended from _____ to _____ .

Degree: _____ Major: _____

Special honors or awards: _____

POSITION INFORMATION:

Position Specifications

Position Applying For: _____

How did you hear about this job? _____

What hours are you willing to work? _____

Would you be able to work weekends? Yes No

Are you willing to travel for the job? Yes No

When would you would you be able to start? _____

Desired salary: _____ per _____

Skills

Please describe any skills you have in the following areas:

Computer: _____

Languages Spoken (other than English):

Other:

I hereby certify that my answers and assertions set forth in this application are true and complete to the best of my knowledge. If I am employed, I understand that any false statements on this application shall be considered sufficient cause for my dismissal. I hereby authorize this company to investigate any aspect of my prior educational and employment history.

Furthermore I understand that if I am hired, employment with this company is "at will," which means that either the company or I can terminate my employment for any reason not prohibited by state or federal law.

Signature: _____ **Date** _____

***What are your work preferences** for the position for which you are applying? *Check all that you will accept.*

- | | |
|---|---|
| <input type="checkbox"/> FT Full-time (40 hours/week) | <input type="checkbox"/> PT Part-time (less than 40 hrs/wk) |
| <input type="checkbox"/> EH Evening 2nd shift (3 to 11 pm or similar) | <input type="checkbox"/> NT Night 3rd shift (11-7 pm) |
| <input type="checkbox"/> SE Seasonal (minimum of 600 hours per year but less than 1 ,828 hours per year.) | |

***Where would you like to work?** *Enter counties where you will accept*

APPLICATION FOR EMPLOYMENT - Page 2

How did you hear about this job? *Check all that apply.*

<input type="checkbox"/> A Internet: <i>Select below.</i>	<input type="checkbox"/> Current State Employee
<input type="checkbox"/> B http://www.kansasjoblink.com	<input type="checkbox"/> Radio Ad
<input type="checkbox"/> C http://www.wichitahelpwanted.com	<input type="checkbox"/> Television Ad
<input type="checkbox"/> D JOBNET	<input type="checkbox"/> Job Fair
<input type="checkbox"/> E other career sites	<input type="checkbox"/> State Workshop
<input type="checkbox"/> F state agency web site	<input type="checkbox"/> Library
<input type="checkbox"/> G Department of Employment Relations	<input type="checkbox"/> Current Employee
<input type="checkbox"/> H Workforce Development /Job Center	<input type="checkbox"/> Other

Certification Statement

I certify that the information I have provided in this application is true to the best of my knowledge and I understand that I may be required to verify the information before being appointed. I understand that any false, misleading, or missing information may disqualify me from employment consideration.

I agree I disagree.

***Signature:** _____ **Date:** _____

Application for Employment

SAMPLE APPLICATION FOR EMPLOYMENT (4)

Directions: Type or print in *blue or black ink*. Answer all questions which are applicable. **Please do not state "See Resume"**. Date _____

Last Name	First Name	Middle
Address	City	State Zip
Phone	Day Phone (if Different)	Social Security Number
Fax Number	E-Mail Address	

Position for which you are applying _____

Are you employed at the present time? _____ If yes, please complete the information below

Employer's Name: _____
 Employer's Address: _____

1. How long have you been with this employer? _____ Present Salary: _____

2. If offered a position, when can you report for work? _____

3. If hired can you show proof of your legal right to work in the U.S. ? Yes _____ No _____

4. Have you ever been dismissed, or asked to resign from any position? Yes _____ No _____

5. Have you ever been convicted of a felony, or a misdemeanor which resulted in imprisonment? A yes answer to the above question does not necessarily disqualify an applicant from employment. Yes _____ No _____

If yes to number 4 or 5, please explain: _____

Please list on the following lines all schools attended and any other pertinent information about your education.

School(s)	Subjects studied (if applicable)
High School	
College (Including dates attended)	

EMPLOYMENT EXPERIENCE		
Name & Address	Position(s) Held	Dates (Start -End)

REFERENCES		
Name & Address (Include City, State, Zip)	Phone	Relationship

The following section is to be completed by applicant for an OFFICE POSITION :

Can you type?_____ How many words per minute?_____

Computer Skills Macintosh_____ PC_____

Please provide computer and software knowledge below:

I certify that all statements made herein and on the enclosed resume are true and correct to the best of my knowledge. I authorize investigation of all statements herein recorded. I release from liability all persons and organizations reporting information required by this application.

Signature _____

Date _____

Employment Background Checks

Why do employers want to check your background? It could be for one of several reasons. If government security clearances are required for the job you are interviewing for, an employment background check may be required. The employer may want to make sure you are telling the truth. It's estimated that up to 40% of resumes can contain false or tweaked information, so, employers want to insure that what they are getting in an employee is what they were promised. The employer may perform a background check to find out whether you actually graduated from the college you said you did or to confirm that you worked at your previous employer(s) during the time stated on your resume or your job application.

Background Check Information

What's included in an employee background check? The Fair Credit Reporting Act (FCRA) sets the standards for screening for employment.

The FCRA defines a background check as a consumer report. Before an employer can get a consumer report for employment purposes, they must notify you in writing and get your written authorization. If the employer is simply conducting inquiries (rather than running reports) they should also ask for your consent. That way you could withdraw your application if there is information you would rather not see disclosed.

If an employer decides not to hire because of this report, they must give you a pre-adverse action disclosure that includes a copy of the report and a copy of your rights. They must then give you notice that they have decided not to hire you and let you know the name and address of Consumer reporting Agency and information on your right to dispute the report.

At a minimum, a background check will verify your social security number. At most, it can include an analysis of your work history, the people you know, along with a full credit report. It can also include your credit payment records, driving records or criminal history. The inquiries should be related to the job. For example, if you are hired to work in a bank, it would be reasonable to find out if you have a history of embezzlement or theft.

Background Check Privacy

What can't be included in a background check? There is some information that cannot be disclosed under any circumstances. School records are confidential and cannot be released without the consent of the student. You cannot be discriminated against because filed for bankruptcy, however, bankruptcies are a public record, and so, it is easy for employers to obtain the information. Laws vary on checking criminal history. Some states don't allow questions about arrests or convictions beyond a certain point in the past. Others only allow consideration of criminal history for certain positions.

Employers cannot request medical records and may not make hiring decisions based on an applicant's disability. They may only inquire about your ability to perform a certain job. The same holds true for Worker's Compensation. The military can disclose your name, rank, salary, assignments and awards without your consent. Driving records are not confidential either and can be released without consent.

Be prepared

The best way to prepare for a background check is to be aware of the information that an employer might find. Get a copy of your credit report. If there is erroneous information, dispute it with the creditor. Check your motor vehicle record by requesting a copy of your record from your state Department of Motor Vehicles. Ask your previous employers for copies of your personnel files. Make sure you know what your references are going to say about you.

Most importantly, make sure your resume and job applications are accurate and truthful. If you lie you might not get caught right away, but, you will probably get caught at some point. It's not worth not getting hired, getting fired and ruining your employment history because you thought your resume might need some enhancing!

Resource: www.jobsearch.about.com

What is KASPER?

KASPER stands for Kansas Adult Supervised Population Electronic, Repository .This database contains information about offenders sentenced to the custody of the Secretary of Corrections since 1980. KASPER contains information on offenders who are: currently incarcerated; under post-incarceration supervision; and, who have been discharged from a sentence. Use of the search engine may return you the status of an offender currently incarcerated or on post-release supervision within the KDOC system, and is a useful tool for learning the county of conviction, conviction description, case status, where an inmate is housed, the inmate's race, date of birth, whether an offender has been released to post-incarceration supervision (parole, conditional release, post-release supervision, compact probation or parole), and where that offender is under supervision. The database does not have information available about inmates sent to Kansas under the provisions of the interstate compact agreement. KASPER also contains information about offenders under community corrections supervision on or after July 1, 2002. Information provided by community corrections includes the county of conviction, conviction description, case status, offender's race, date of birth, and current status (including the location where an offender is currently under supervision, if applicable). Absconder status is used in community corrections when an offender misses a scheduled appointment and an officer has been unable to make face-to face contact with the offender within 10 days after the missed appointment. Offenders reported as absconders by community corrections may/or may not have a warrant issued for their arrest or entered into the National Crime Information Center (NCIC).

Sample Letters of Recommendation [1]

January 1, 2006

Sean McGovern
84075 Sandra Blvd.
Alexandria, OH 45440-0195

Dear Mr. McGovern:

I would like to take this opportunity to submit this letter of recommendation for _____(NAME). _____(NAME) is a credit to his/her profession - a true professional. I have found him/her to be courteous, sincere, and trustworthy. He/She has been and continues to be an asset in satisfying our needs at _____(COMPANY) Company.

Please afford him/her the opportunity to work with you and prove his/her worth. Thank you for your cooperation.

Sincerely,

John T. Baptist

Sample Letters of Recommendation [2]

January 1, 2006

Steve Smith
31220 Rock Willow Blvd.
Seattle, WA 98136

Dear Mr. Smith:

This letter will serve as a letter of recommendation for _____ (NAME) who worked for our company in the capacity of _____ (TITLE). As his/her supervisor, I have had many opportunities to identify his/her superior work habits and skill levels.

During _____ (NAME)'s time with our company, he/she was responsible for _____ (ACTIVITY). In addition to a high energy level, _____ (NAME) demonstrated a high level of commitment, a willingness to accept responsibility, and the interpersonal skills necessary to handle conflict and challenging situations.

In my years of supervising employees at _____ (COMPANY), I believe that _____ (NAME) was one of the few employees I have worked with that seemed to recognize that excellence is a journey and not a destination.

I would highly recommend _____ (NAME) for a position with your firm. Your company will benefit from any association that will allow him/her to demonstrate his/her intelligence, cooperation, and self-confidence.

Sincerely,

Ezekiel J. Haven

Sample Letters of Recommendation [3]

January 1, 2006

Kent Doyle
47937 Fairway Terrace
Suite 220
Arlington, TX 76016

Dear Mr. Doyle:

Over the past _____ (NUMBER) years I have had the opportunity to work with _____ (NAME) on over _____ (NUMBER) different projects, including _____ (TITLE).

I have always felt very fortunate to have a solid relationship with _____ (NAME) and to know that all of our company's needs would be met during each project. _____ (NAME) consistently worked in a very professional manner that impressed everyone with the company. We learned that we could always count on _____ (NAME) for providing service in a reliable and flawless manner. We highly recommend his/her ability and service.

If you have any questions regarding _____ (NAME)'s work with our company, don't hesitate to call me at _____ (PHONE/E-MAIL).

Sincerely,

Daniel L. Den

CREATING A GOOD FIRST IMPRESSION



People form an opinion of someone they meet in the first two to four minutes. For that reason, it is important that you pay attention to detail to create the best first impression you can. Some factors that affect the impression you make are appearance (hair, clothing, hygiene, jewelry, make-up), movement, mannerisms, personal space, and speaking manner. A weak or too firm handshake makes a negative impression. You should practice shaking hands before an interview. To help enhance your chances of making a favorable impression, follow the basic rules discussed below:

Communicate your best image through APPEARANCE:

Dress appropriately. Keep your dress understated, conservative, and neat. If you're unsure about what to wear, a good rule of thumb is dress slightly better than you would to report to the job every day. For example, if blue jeans are acceptable attire at the work place, you could wear casual dress pants to a job interview with such an organization. You can determine the dress code in a work place by asking or observing, if it is a public place. If you are still unsure, a suit in a dark neutral color is almost always a good choice. Some social service agencies provide appropriate interview clothing to those in need.

Dress for Success:

It is helpful to try a “dress rehearsal” before a job interview. You can increase your confidence by seeing your put-together, professional self; you can be assured that the clothing is clean and in good repair; and you can ask the opinion of a friend or relative.

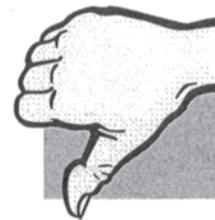


Women Should Avoid:

1. Hair that is over styled, teased, or moussed. It is best to keep hair conservative styled.
2. Dangling or large earrings.
3. Too many earrings, rings, necklaces, or bracelets.
4. Too much make-up. Too little is always better than too much.
5. Too much perfume- none is better.
6. Low-cut, tight, or short apparel.
7. Exposed undergarments.
8. Leather, suede apparel.
9. Ruffles, bows, or fringe (they do not project a professional or businesslike image)
10. Patterned nylons. Plain are best.
11. Very high heels.
12. Glittery , silver, gold, or open toes shoes.
13. Showing of tattoos or body piercings- cover with clothing or make-up if possible.

Men Should Avoid:

1. Earrings, bracelets, pinkie rings, or similar jewelry.
2. Too much aftershave or cologne- none is better.
3. Unbuttoned shirts.
4. Tee shirts.
5. Patterned T -shirts under dress shirts.
6. White socks with dress pants. Wear dark colored dress socks.
7. White pants.
8. Novelty or Leather Ties.
9. Sneakers.
10. Showing of tattoos or body piercing- cover with clothing or make-up if possible.



Interviewing/Communicate Your Best Image by Being Prepared

- Arrive early.** Plan your schedule and route so you arrive 10-15 minutes prior to the appointment. Allow time to stop in the building's bathroom, if there is a public one, for a last-minute check on your appearance.
- Be prepared.** Bring a black pen, extra copies of your resume, your reference list, copies of licenses, driving record (for jobs requiring it), and social security or alien card.
- Bring any other documentation** supporting your qualifications (portfolio, work samples, references, etc.).
- Introduce yourself politely** using your first and last name and stating the first and last name of the individual you are to see.
- Do not chew gum.
- Do not smoke** It is best not to smoke just before an interview as many people find the smell on your clothes and hair offensive.
- Say, "It's nice to meet you"** in your initial greeting to the interviewer. Shake hands firmly.
- Address the interviewer as Mr. or Ms.** Unless you are requested to do otherwise. Don't assume that if the interviewer calls you by your first name you are both on a first-name basis!
- Be willing to make a bit of small talk** possibly about the weather, about the interviewer's good directions, or about traffic on the way to the interview.
- Speak clearly**, and in a positive, audible manner but don't be too loud.

Notes:

Interviewing/Do's and Don'ts

- Do bring a pen.
- Do arrive early to show how organized, prepared, and dependable you are.
- Do greet everyone including the receptionist in a courteous, friendly way.
- Do smile and show a positive attitude; be enthusiastic.
- Do greet the interviewer by name (not first name!).
- Do look the interviewer in the eye.
- Do offer a firm handshake and introduce yourself.
- Do wait for the interviewer to ask you to be seated.
- Do speak clearly and loud enough to be easily heard.
- Do relax if you can; remember the interviewer may be as nervous as you are.
- Do sit still.
- Do thank participants for their time, smile, and shake hands when the interview is over.
- Do depart in a positive manner.
- Do send a thank-you letter recapping your interest in the job.

Don't-Don't-Don't

- Don't chew gum or smoke; even if the interviewer does.
- Don't put anything on the interviewer's desk (elbows, purse, notebooks, etc.).
- Don't play nervously with your keys, rings, or pens.
- Don't slouch or look tired.
- Don't mumble or speak too softly.
- Don't avoid looking the interviewer in the eyes.
- Don't look too scared or nervous.
- Don't argue or act defensive or secretive.
- Don't talk too much or too little.
- Don't wear a hat or dark glasses.
- Don't talk about personal problems.
- Don't talk negatively about past schooling, jobs, or supervisors.
- Don't ask the interviewer if the company is stable or unstable.
- Don't fidget. Don't use slang.

Interviewing/Communicate Your Best Attitude

- **Sit straight and relatively still.** Avoid distracting wiggling or jiggling of your hands or legs or tapping and clicking of a pen.
- **Fold your hands comfortably in your lap** or on top of your resume materials. Do not cross your arms over your chest (makes you appear disagreeable) or spread them across the back of the chair or couch (makes you appear too relaxed, lazy, or disinterested).
- **Maintain good eye contact.**
- **Show reserved confidence.** Let the interviewer start the dialogue. Listen carefully.
- **Avoid interrupting,** even if the interviewer does most of the talking.
- **Ask questions** if you don't understand something.
- Be positive and upbeat in your remarks.
- **Avoid complaining** about a previous job or employer. Whether or not your remarks are true, you won't appear professional if you "harp" on these subjects.
- **Avoid criticizing** or disagreeing with the interviewer.
- **Tell the employer about your skills.** If you don't, no one else will! Don't make the employer work harder than you during the interview.
- **Welcome all questions** and give direct, honest answers. Take your time by developing the answer in your head before you respond.
- **Try to plan ahead for tough questions** and practice your answers before the interview.
- **For women, crossing your legs is acceptable.**

Interviewing/Communicate Your Best Image by Finishing Strong

- **Don't overstay your time.**
- **If you want the job, say so!** Summarize why you are qualified. This is the time to state strengths and qualities you may have forgotten to emphasize earlier.
- **Thank the interviewer for his or her time and interest** and extend your hand for a strong parting handshake.
- **Be proactive in your follow-up.** Ask how you will be notified or arrange to call the employer to learn their decision.
- **Send thank-you letters or notes** within 24 hours to each person with whom you interviewed.
- **Use each interview as a building block for the next one.** You may go through many interviews before you connect with the right job. *It is not what happened at the last interview that is important, but what happens at this one!*



Interviewing/Questions Interviewers May Ask You

- Why should I hire you?
- Why do you think you might like this particular job?
- Why would you like to work for this company?
- Tell me about yourself.
- What are your main strengths? (skills, abilities, etc.)
- What do you consider your main weakness?
- Describe a time when you did not get along with a supervisor, teacher, or co-worker and how you handled the situation.
- What would you like to be doing five years from now?
- Tell me about your last job (likes and dislikes).
- How do you work under pressure?
- Tell me about any work gaps in your employment history.
- Have you ever been fired or asked to leave a job?
- Have you ever been convicted of a felony?
- What are your salary expectations?
- When would you be able to start work?
- Would you be willing to work overtime and/or weekends?
- Can you travel; do you have a car for travel?

**All interview questions are really asking the same question:
Why are you the best person for the job?**

Market Yourself!

View yourself as a product that needs to be sold to the employer. Analyze your strengths, qualifications, interests, and abilities and relate them to the position(s) for which you are applying. As a well-prepared candidate, you can use the interview process to send the message, “I am the best person for this job,” through everything you say and do.

To succeed in today’s job market, not only must you do more than be able to demonstrate evidence of talents and skills; you must also be prepared to sell yourself. This requires you to have a thorough understanding of who you are, including your short and long-term goals, what motivates you, and what you believe sets you apart from the competition.

Interviewing/Telephone Etiquette

Telephone Interviews

It is almost guaranteed that you will talk to a professional employer on the telephone at some point in the hiring process. In an extensive job search you will be using the telephone to conduct research, cold-call employers, make networking contacts, schedule meetings, and interview. Your first phone call to a potential employer can often mean the difference between getting an interview and being overlooked as a candidate.

There are three basic types of telephone interviews:

- You initiate a call to the hiring manager and they are interested in your background. The call from that point forward is an interview-
- A company calls you based upon a previous contact. You will likely be unprepared for the call, but it is still an interview-
- You have a pre-set time with a company representative to speak further on the phone.

Telephone Interview Preparation

In preparing for your phone interview, there are several things you can do.

To prepare for an unexpected contact:

Tape your resume to a wall in view of the phone. It will be there for the call and will be a constant reminder for your job search.

Keep all of your employer research materials within easy reach of the phone.

Have a notepad handy to take notes.

Conduct a telephone mock interview with a friend or a Career Services staff member.

If the phone interview will occur at a set time, there are additional steps you can take:

Place a “Do Not Disturb” note on your door.

Turn off your stereo, TV, and any other potential distraction.

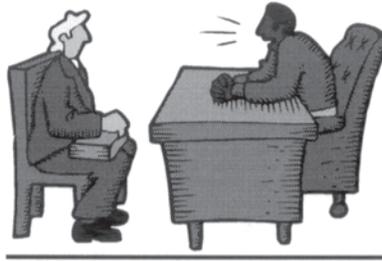
Warm up your voice while waiting for the call. Sing a song to yourself.

Have a glass of water handy, since you will not have a chance to take a break during the call.

In general, it’s best to make calls in the morning when people are alert and not yet involved in the day’s events.

The first rule of telephone etiquette is to be prepared. Know whom you want to speak to and what you want to say. If you sound hesitant or unsure of yourself, you may have more difficulty getting past the person answering the phone.

Knowing what you will say if you get someone’s voice mail and having a “script” ready will enable you to leave a simple, clear, and concise message. Your message should be 30 seconds or less and include a phone number with area code.



BEHAVIORAL INTERVIEWING

What is it?

Behavioral interviewing is a technique used by employers in which the questions asked assist the employer in making predictions about a potential employee's future success based on actual past behaviors, instead of based on responses to hypothetical questions.

In behavior-based interviews, you are asked to give specific examples of when you demonstrated particular behaviors or skills.

General answers about behavior are not what the employer is looking for. You must describe in detail a particular event, project, or experience and you dealt with the situation, and what the outcome was.

SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- Please discuss an important written document you were required to complete.
- Tell me about a time when you had to conform to a policy which you did not agree.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks-
- Give me an example of a time when you had to make a split second decision.
- What is your typical way of dealing with conflict? Give me an example-
- Give me a time when you showed initiative and took the lead.
- Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- Tell me about a time when you missed an obvious solution to a problem.

STAR Interviewing Reponse Technique for Success in Behavioral Job Interviews

One strategy for preparing for behavioral interview is to use the STAR Technique, as outlined below.

Situation Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific even or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

Or

Task

Action you took Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did -bit the efforts of the team. Don't tell what you might do, tell what you did.

Results you achieved What happened? How did the event end? What did you accomplish? What did you learn?

Interview Questions You May Ask an Employer:

1. Would you describe a typical work day and the things I would be doing?
2. Which duties are most important for this job?
3. How will I be trained or introduced to the job?
4. How long should it take me to get my feet on the ground?
5. How is this job important to the company-how does it contribute?
6. What are the department's goals for the year?
7. How many people work in your department? In the company?
8. Who are the people I'd be working with and what do they do?
9. How would I get feedback on my performance?
10. If hired, would I report directly to you, or to someone else?
11. Has the company had a layoff in the last few years?
12. Is this company owned by any other company?
13. Please explain the opportunities for promotion or growth.
14. Could you give me a brief tour?
15. Is this a permanent position?
16. Is there weekend or overtime work?
17. What is the most important part of the job?

"THE 3 R'S": RESPONSIBILITY, REGRET AND REDEMPTION

The first knock-out question most ex-offenders face often appears on an application form or in the job interview: "Have you ever been convicted of a felony? If yes, give details."

If you have been convicted, how should you best respond to this question on an application form? **You basically have four choices:**

1. Lie by saying "no".
2. Don't respond; just leave it blank and go on to another question.
3. Be truthful by saying "yes" and giving the details.
4. Be truthful by saying "yes" and then follow up by saying "details provided at the interview."

Do not lie. Lying will just delay the inevitable; the employer will most likely find out about your conviction during a background check. **Your best course of action would be #4 - inform the employer that you will provide details at the interview.** You want to do this because you need to be in control of the story relating to your conviction. This part of your story may take three to five minutes. But again, don't talk too much - just enough to let the employer know you are a new and potentially very productive person.

Once you get to the interview, the interviewer may ask about your conviction. **This is the time to follow "The 3 R's": Responsibility, Regret and Redemption.**

- 1. Responsibility:** Take responsibility for your actions. Give a very brief overview of what happened to you -the crime, the conviction, the outcome. You should be able to do this in less than a minute.
- 2. Regret:** Honestly express being sorry about what you did. But then quickly move to the third "R".
- 3. Redemption:** Focus on how you have changed your life for the better because of this experience. Remember, the employer wants to hire your future, not your past. Let him know you.

Employers are like many other people: sympathetic to those who have made mistakes but who are willing to take responsibility and make sincere efforts to change their lives. It's part of our culture of forgiveness, redemption, and self-transformation.

"THE 3 R'S": RESPONSIBILITY, REGRET AND REDEMPTION continued...

Whatever you do, make sure you stress your future rather than dwell on your past. But let's also acknowledge that some criminal activities are difficult to deal with in the job market. For example, if you have been convicted of assault, murder, or a sex crime, your red flag is bigger than most red flags of ex-offenders. These are frightening crimes for many employers, who do not want the liability of such individuals working next to other employees. If you've done time for such crimes, you'll need to put together a rehabilitation portfolio as well as seek jobs with employers who are known to work with such ex-offenders.

Here is an example of how the conversation can go during a job interview:

Employer: I've noticed that you've marked "yes" in the area regarding if you have ever been convicted of a felony; can you please explain?

Ex-offender: Last year I became involved with a new group of friends. Even though my friends were negative influences, the choices I made were my own fault and I don't blame anyone but myself. As a result, I was convicted of burglary and vandalism. I am now under supervision by the court, but that supervision has saved my life by getting me back on track, including passing in school and benefiting from other services given to me. I worked hard this year to understand the poor choices I made and to learn new ways to prevent making those kinds of choices again. I caught up in school by taking on extra work through a school program. I deeply regret the harm that I have caused, but I've learned a valuable lesson. I'm a hard worker; learn new things very quickly, and from what I know about your company, I believe I could be an asset to your business. You won't find anyone who will work harder than me to deserve your trust.

Now your turn:

Employer: I've noticed that you've marked "yes" in the area regarding if you have ever been convicted of a felony; can you please explain?

Your response: "In _____, I was convicted of _____.
(year) (crime(s) that you were convicted of)

I have _____ as a result of my poor decisions. As a result, I have
(supervision, etc.)
the opportunity to improve my life by focusing my attention on _____
(programs, etc.)

_____. I deeply regret the harm I have caused, but have learned a valuable lesson. I'm _____
(state specific skills and abilities)
_____, and from what I know about your company, I believe I would be an asset to your business."

Interviewing/If Asked Were you Incarcerated?

When interviewing you don't want to repeatedly put emphasis on the word "incarcerated." Furthermore, you only need to say "incarcerated" once; don't continually remind them of your incarceration. In the conversation say something like "during that time in my life"... "Never, ever say" I was in jail, prison, the dungeon, the hole or anything that sounds negative. You don't want to intimidate the interviewer.

- I did spend some time at an adult correctional facility for some bad choices I made.
- I took advantage of education offered and by participating in various courses (name a few) and volunteering to work while I was there.
- My time there helped me to focus and set new goals.
- I'm ready to work hard and do a good job.

Remember: Once you get the job, the word may get out that you are an ex-offender. Stay professional never discuss your past with fellow workers.

Don't lie; don't give details; don't get defensive; don't volunteer information; keep your answers brief and to the point!

Keep in mind that the question about your conviction/ or arrest on most job applications can be asked a number of different ways; the question may ask:

- have you ever been charged with a crime?
- have you ever been arrested?"
- have you ever been convicted?
- have you ever been convicted of a crime?
- have you ever been convicted of a felony?
- or "list all convictions
- have you been convicted in the last seven or 10 years

Remember if the question is asking about your conviction in regards to years past or present; do not, ever answer NO! Briefly write a statement in regards to explaining this in an interview. Even if this is true for you and you haven't been incarcerated in 10, 15 or 20 years your incarceration history will show up when they check. So, it's better to be honest up front.

Sample statements you could write are:

- I have not been convicted in the past___years. However, I would like to discuss this in an interview
- I have not been convicted in the past___years as specified on the job application.

If the question is limited to felonies, you are not required to list any misdemeanors.

Interviewing/Discussing Your Conviction Record

Be aware that the law prohibits felons from holding some types of jobs. However, there are many jobs available for offenders. Remember it is most important to tell the truth.

For many just out of prison and applying for a job, the most difficult part is facing the question on the application, “Have you ever been convicted of a felony?” Let’s say the employer needs someone with your energy and skills. He or she says “I see that you checked ‘yes’ on the felony question. Can you please tell me about that?” What will you say?

Three Choices for Discussing Your Record

1. Tell the truth—always the best choice.
2. Lie about it—and get disqualified or fined.
3. Avoid the subject—refusing to discuss it will “kill” the interview.

Steps to Discussing your Conviction Record

Step 1: Own it. Take responsibility for your actions

Show them you are owning up to your behavior. Statements should begin with “I.” Placing blame on someone or something else (it wasn’t my fault or I didn’t know) is the worst thing you can do. Suggested openers could be: In the past...

- I made some bad choices.
- I made bad judgments.
- I made a bad decision.
- I did something I shouldn’t have.

Step 2: State the positive changes you have made since the conviction:

- Completed GED.
- Completed a Critical Thinking Skills course.
- Paid restitution.
- Participated in counseling or treatment. Maintained aftercare.

Step 3: Tell them what you have learned or realized:

- Express your regret and speak about the lessons you have learned
- I’m not proud of what I’ve done; I’m sorry it ever happened.
- I wanted fast money and now I see it was wrong.
- I wish I had realized sooner just how immature and irresponsible I was being.
- I lost sight of what was really important; my priorities were really mixed up.

Step 4: Talk about the new goals you have and how that part of your life is over.

I now have new goals in life. I’m very focused on establishing a successful career. I’m moving forward and am willing to work hard to make it happen. I can’t un-do the past, but I did learn from it and will not repeat the same mistake.

Right to Know: The employer has a right to know about your incarceration. He is the one paying your wages and taking a chance on you.

Sincere: Be sincere. The employer wants to know that you have taken responsibility for your actions and that you are sorry for what you did. This shows him that you are on the path to rehabilitation.

Learn: What have you learned from your experience? List the positives things you have done and the changes you have made in your thinking and life.

Action -What actions are you taking now in your life?

HOW CAN I EXPLAIN MY OFFENSE?

Pick a suggestion from the following or come up with your own from each category.

A.

- * *In the past*
- * *One time*
- * *When I was young and stupid*
- * *Twenty years ago*
- * (_____)

B.

- * I made some poor choices
- * I made a bad decision
- * I did something I should not of
- * (_____)

C.

Tell them what you have learned or realized.
Some suggestions include..... CAN YOU PICK ONE

I'm not proud of what I've done; I'm sorry it ever happened.

I wanted fast money and now I see it was wrong.

*I wish I had realized sooner just how immature and irresponsible I was being
I lost sight of what was important; my priorities were really mixed up.*

D.

How can I explain my offense? CAN YOU PICK YOURS

Which sounds better to you???? I am a thief...? Or.....

THEFT - I took something that didn't belong to me.

SEX OFFENSE - I did something inappropriate with someone who was not yet of age.

PROSTITUTION - I used my body as a way to support myself.

POSSESSION - I had some _____ (marijuana usually ok to mention but cocaine is NOT)

SALES - I was looking for some fast, easy money.

TERRORIST THREAT - I got angry and said some things I should not have said.

DUI - I drove my car when I shouldn't have.

MENTAL HEALTH - I was struggling at the time.

VIOLENT - I was involved in a situation that got out of hand and someone ended up getting hurt, and I am sorry for what happened..

You might volunteer **GANG ACTIVITY** by saying, "I got involved in a group of people that I never should have been".

Or pick a "lighter" version of the offense.

E. State the positive changes you have made since the conviction.

Since then I have completed:

Completed my GED Completed a critical Thinking Skills Course

Paid restitution

Participated in counseling or treatment

Maintained aftercare

MANY OTHER POSITIVE THINGS YOU HAVE ACCOMPLISHED

F. Talk about goals you have and how that part of your life is over.

Suggestions.....

I now have new goals in my life. I am very focused on establishing a successful career. I am moving forward and am willing to work hard to make it happen. I can't un-do my past, but I did learn from it and will not repeat the same mistake.

EXAMPLE OF FULL FELONY SPEECH:

In the past, I made some poor choices. I am not proud of what I've done and see it was wrong. I drove my car when I shouldn't have. Since then I have paid restitution and completed my GED in hopes to better my position and grow as a person. Now my goal is to do a good job at work and be the person that I need to be for my family and myself.

Salary/Guidelines for Salary Questions

Do not mention money or benefits until the interviewer brings it up, or until a job offer has been made.

Give the amount as a range, for example \$20,000 to \$23,000 rather than saying \$8 per hour or \$22,000. A range gives room for salary negotiation.

Sometimes an employer will bring up salary early in an interview. If you are not ready to discuss this question simply say:

- “Before I can answer that question, I would like to know more about the position.”

The best time to discuss salary is after you have a job offer.

If possible, wait until you find out about the benefits and are offered the job before you answer questions about salary.

Here are some ways you can answer the question about minimum salary:

- “I’m really interested in long-term growth and advancement. Right now, I’m willing to consider whatever your company pays people with my skills”
- “I don’t have a particular amount in mind. I’m interested in a career with your company, not just a job.”

Hourly Wage Chart Annual Salaries based on 2080 hours worked

Dollars per hour	40 Hours Per Wk	Monthly Income	Annual Income	Each Minute is Worth
\$4.35	\$174.00	\$754.00	\$9,048.00	
\$5.00	\$200.00	\$866.00	\$10,400.00	\$0.09
\$6.00	\$240.00	\$1,040.00	\$12,480.00	
\$7.00	\$280.00	\$1,213.00	\$14,560.00	
\$8.00	\$320.00	\$1,386.00	\$16,640.00	\$0.13
\$9.00	\$360.00	\$1,560.00	\$18,720.00	
\$10.00	\$400.00	\$1,733.00	\$20,800.00	\$0.17
\$11.00	\$440.00	\$1,906.00	\$22,880.00	
\$12.00	\$480.00	\$2,080.00	\$24,960.00	
\$13.00	\$520.00	\$2,253.00	\$27,040.00	\$0.21
\$14.00	\$560.00	\$2,426.00	\$29,120.00	
\$15.00	\$600.00	\$2,600.00	\$31,200.00	
\$16.00	\$640.00	\$2,773.00	\$33,280.00	
\$17.00	\$680.00	\$2,947.00	\$35,360.00	
\$18.00	\$720.00	\$3,120.00	\$37,440.00	\$0.30

Interviewing/Reasons Employers Give for Not Hiring an Applicant

- Sarcastic or defensive responses.
- Boastful or “know it all” attitude.
- Over aggressive or high-pressure type.
- Makes excuses or lies about unfavorable facts in record.
- Seems unprepared for interview late, cannot answer questions, etc.
- Poor grooming or personal appearance.
- Immature or ill-mannered behavior.
- Speaks negatively of former co-workers, school, or other people.
- Lazy or low on energy.
- Talks about personal problems.
- Radical ideas-politics, religion, dress, life-style, etc.
- Seems overly concerned about salary and benefits.
- Shows no interest in company or job.
- Undecided appears to rely on others to make their decisions.
- Doesn't ask any questions about the job.
- Poor work history-a “job hopper.”
- Fails to make good eye contact.
- Limp handshake.
- Lack of confidence-poor posture, shy, etc.
- Unable to take criticism.
- Appears to have trouble getting along with others.



WHAT JOB INTERVIEW QUESTIONS ARE CONSIDERED ILLEGAL?

Interviewers may ask you if you were ever convicted of a crime. They cannot ask if you were arrested or accused. They may inquire into your use of drugs and alcohol. They cannot ask about anything related to national origin, race, or religion. They cannot get such information through devious channels by asking questions about your relative , citizenship or about what your name was before you changed it. Women cannot be asked for their maiden name.

Women, particularly, must understand that they cannot be asked questions about their marital status, like, “Will your relationship with men interfere with the job?” Are you free to travel?” and “Do you have periodic health problems?” For example, employers cannot ask if a woman’s family commitments (children) would prevent her from traveling. If the job requires travel, they can specify this requirement and permit a person to withdraw the application if necessary.

Questions about sexual preference (homosexuality) are not illegal in all states, although some local jurisdictions have ruled them out.

Employers can ask questions about your character and interests.

Illegal questions place you in a peculiar position. If you refuse to answer, the interviewer may see you as resistant or uncooperative. Because it is very hard to prove discrimination, you need to have a personal policy on what you will do if you are asked a question that you need not answer. Merely complying often places you in a compromising position. Before you go to the interview, decide whether you will simply answer if asked or whether you will make a statement about why you choose not to answer. If you take the latter course, the simplest way to handle it is to say, “I would prefer not to answer that question because it is ruled out under the Equal Employment Opportunity Act.” Don’t confront the interviewer or appear argumentative.

Excerpted from *Communicating in Organizations*
By Gerald M. Phillips

Employee Expectations

What can you expect of most employers? -"The Basics"

A safe work environment

Work procedures/processes governed by safety-OSHA
Safe from physical harm and violence-Company security policies
Safe from harassment and retribution-sexual harassment laws

Training

Work procedures & processes, performance measurement-evaluations
Rules, Company structure, Policies, Values-orientation, handbook
Continuous education, continuous improvement-internal/external

Compensation

Pay for hours worked-hourly pay including OT/salary
Some Paid Time Off (PTO)-paid vacations, holidays, leave
Commission, incentives, etc.-bonuses, sales commissions, etc.

Certain legal rights

Workers Compensation-law that varies in protection and benefit level by state, covering employees' on the job injuries
FLSA-requires a minimum wage and overtime be paid for certain jobs
FMLA-allows eligible employees to take unpaid leave for certain reasons
COBRA-allows employees if separated from an employer to purchase medical and dental insurance (if the employer offers to employees) at the company's plan group rates (i.e. reduction in force)
HIPAA-provides rights and protections for participants and beneficiaries in group health plans (such as limiting of exclusion of pre-existing conditions, bars discrimination from coverage based on health, and protects privacy of employee medical information from others including employer)
ADA-prohibits employment discrimination based on disability
Title VII of the Civil Rights Act-prohibits discrimination based on race, gender, color, religion, or national origin.

Employer Expectations

What employers can expect of you

Reliability: Punctual, Accountable, Consistent, and Accurate

Motivation: Work Ethic, Positive Attitude, Committed, and Professional

Teamwork: Flexible, Open-minded, Adaptable and Amiable

Integrity: Honest, Fair, Responsible, and Authentic

Employers have every right to expect employees to not only perform assigned work and carry out their responsibilities, but do so with the company's best interests in mind. Employers in general tend to value adaptability and flexibility over loyalty today, working smart not just working hard. Employers generally expect employees to take ownership of their job or role in the company on the team. Employees are expected to be self-starters in most companies, but the smart employers go a step further by working hard to try to motivate employees to motivate themselves. While some employers place less emphasis on this, many empower employees more than ever and emphasize both individual and team responsibility because of it. Employers are racing to keep up with change today and asking their employees to do the same.

WHY PEOPLE GET HIRED

Often the best job *hunter* rather than the best *qualified candidate* gets hired. Although qualifications and experience are important, the *impression* the job hunter makes is critical! Following are some examples of good impressions and the ways that job hunters can demonstrate them.

SELF-CONFIDENCE

- * describe past work history
- * describe training and education
- * have a good attitude
- * ask meaningful questions

ABILITY TO GET ALONG

- * be friendly and smile
- * don't argue with the interviewer
- * have a positive attitude
- * do not criticize past employers

DEPENDABILITY

- * complete materials accurately
- * be on time for the interview

GOOD EMPLOYEE

- * talk honestly
- * do not tell family problems

ABILITY TO FIT INTO COMPANY

- * dress appropriately for the job
- * use good manners
- * appear neat and clean
- * show eagerness to learn

BE AWARE OF YOUR GOALS

- * apply for a specific job
- * have future goals
- * ask meaningful questions
- * offer to call the interviewer back.

The interview is your opportunity to show what type of employee you can be ~
So learn to use your interviewing skills effectively





WHY PEOPLE GET FIRED!!



The lack of good work habits in an employee results in reduced production for the employer and the eventual discharge of that employee. To check your understanding of poor work habits, write the number of *Reasons for Firing* in the blank next to *How It Shows Up on the Job*.

Reasons for Firing

How it shows up on the Job:

- | | |
|-----------------------|---|
| 1. Tardiness | _____ Loafing on the job, not getting down to business and doing your job. |
| 2. Improper Grooming | _____ Not following directions or getting a along with others. |
| 3. Irresponsibility | _____ Not letting your supervisor know
When you have finished a task, not
Starting new tasks. |
| 4. Carelessness | _____ Job hopping, complaining about your employer, gossiping. |
| 5. Laziness | _____ Sloppiness, failing to follow through,
Not getting tasks done on time. |
| 6. Lack of loyalty | _____ Coming to work late, staying too long
At break or lunch. |
| 7. Non-cooperation | _____ Poor attitude, lack of attention to
Detail, sloppiness. |
| 8. Lack of initiative | _____ Underdressed or overdressed, poor
Personal care habits. |

~~~AGAIN~~~

Most people get fired for reasons like these  
not because they can't do the actual work.

## Coping with Rejection

Being rejected by potential employers is an inevitable part of every job search. This doesn't mean that it will be easy to accept or that you have to like it. No one likes to feel unwanted. This is as true in the job search as in any other aspect of life. Keep in mind two things that may help you handle negative feedback in a positive way.

First, you will hear "no" many more times than "yes." This is a fact of the job search and realizing this should help you put an employer's "no" into proper perspective.

Second, don't just accept an employer's negative response without looking at the reasons. Try to determine why you were turned down. Was there a poor fit between the position and your background? Did you fail to present yourself as a strong candidate in your cover letter and resume or in the interview? You may be able to see the answers to these questions yourself, but it is also a good idea to seek guidance and input from Career Services staff or from the interviewer by asking, "How could I have presented myself better?"

Accept the fact that you will be rejected more often than not, but learn from the experience to better prepare for the next interview. It is appropriate to call the employer who rejected your application to ask for feedback. Questions to ask might include:

- Can you give me feedback as to what areas of my resume were weak?
- How can I improve my interviewing skills?
- Are there certain skills I should develop in order to make myself more marketable in this field?

Remember to thank the employer for his/her help. Restate your interest in the position and the company. Anything could happen with the first candidate they chose, or another position may come along for which you are better suited.

## **Job survival skills**

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There are things you can do to increase your chances of success on a new job. If you want to do well, you may need to change the way you act and some of your attitudes. Employers say more people lose their jobs because they do not use good work habits rather than because they are not able to do the job. The following is a list of suggestions based on feedback from employers.

- 1. Be positive-** do not carry negative feelings into your new workplace. Take care of them elsewhere.
- 2. Always be on time-** Set an alarm clock to help you get up. Allow for a few extra minutes for traffic and children. Reliability and dependability gain the trust and respect of your employers.
- 3. Good attendance and promptness-** are always important. Ask your supervisor for the proper method of informing him/her in the event you will be unavoidably late or out sick. Unreliability may disrupt the work of others who have to make up for your absence and sets a bad example.
- 4. Honesty-** Employers do not want to pay someone who steals from them or that they can not trust. Dishonesty is one of the top reasons employers fire an employee.
- 5. Know and follow-** all office rules, policies, and procedures. Read the employee handbook.
- 6. Follow direction and get along with your supervisor-** in a battle with a supervisor, you will always lose!
- 7. Listen and learn-** Be open to new ways of doing things, even if you were taught differently in school or in a different job.
- 8. Work efficiently-** Working too slowly or making too many mistakes is a major reason for job failure. Unproductive employees cost more than they earn.
- 9. Treat co-workers with respect, courtesy, and dignity-** know your employer's harassment policy and monitor your own behavior and act early if you feel you have been placed in an uncomfortable position. Harassment can occur at any time and at any place. Harassment can be physical, verbal or visual and can occur whenever employees interact with each other.

## **Skills for Job Retention**

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### **SKILLS FOR JOB RETENTION**

Once your job search has ended and you find a job, there are things you can do to make your working life successful.

Here are things you can do to increase your chances of success on a new job. If you want to do well, you may need to change the way you act and your attitude. Employers say more people lose their job because they do not use good work habits rather than because they're not able to do the job.

#### **Businesses need people who:**

- 1) Do their work well
- 2) Set priorities
- 3) Work well under pressure
- 4) Can solve problems
- 5) Can make decisions
- 6) Work well with others
- 7) Can communicate with others
- 8) Know how to learn or be willing to learn

\*87.5% of the people, who are able to retain jobs, do so because of these qualities. \*Only 12% are retained because of their skills.

This indicates that training in **working well with others** and developing **personable skills** may be your best approach for job preparation and retention.

- Always arrive on time and be ready to work
- Follow health and safety regulations
- If you will be late for work, or will be away, tell your employer well ahead of time
- Ask for more work if you finish a task ahead of time. Try to find answers to questions before asking them
- Use good judgment. Don't call in sick on the busiest day of the year. Don't badmouth your boss or other employees behind their backs. Make sure you act in a responsible way in everything you do
- Knowing what your employer expects of you at work is the first step in making sure you keep your job. Following the guidelines and using common sense will help to build a good employer-employee relationship that could last for years.

## **Skills for Job Retention**

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To err Is human; we've all been guilty of mistakes large and small. Remember the following when the inevitable mistake occurs:

- ❑ First take a deep breath. Do not run, hide, get angry, or blame others. Move from “stewing” about what cannot be undone to figuring out what needs to be done next and right away.
- ❑ Figure out what went wrong, how it went wrong, and what to do about it. Think clearly and gather information so that you can solve the problem and make amends.
- ❑ Be a problem-solver. Whether it was a minor embarrassment or a major disaster, think of yourself as a problem-solver and explain to your supervisor how you will avoid a repeat.
- ❑ Tell your supervisor the mistake. Keep emotion to a minimum -be straightforward, clear, and direct, “This is what happened and I’m sorry. I know we have to deal with this, and this is what I recommend.”
- ❑ Listen to your boss’s response. Be prepared to hear everything, including anger, criticism, silence, etc. Above all, do not argue or offer excuses.
- ❑ Apologize and accept responsibility. Grace under fire can win you new respect.
- ❑ Check for causes of repeat mistakes. Try to change it so you can be in control in the future.
- ❑ The longer you wait to deal with a mistake, the harder it will be to correct it.



## Keeping Your Job

It would be easy to think you've got it made when you finally land a job! You have worked hard to get that job and you should be proud of your success. But, research says that getting the job is only the first step, though an important one. The fact is that 60% of ex-offenders lose the job they get within the first month. Perhaps this class will help you be a part of the 40% that are able to keep their jobs!

Keeping the first job for at least a year before making a job change is very, very important. Follow-up of thousands of ex-offenders nationwide (the almost 600,000 who leave a correctional facility each year) done by the Bureau of Justice Statistics tells us that 40% of those who leave a correctional facility return within 3 years because they have been convicted of another crime. One of the top clues as to whether you will be one of the 40% who return to a correctional facility is whether or not you have and can keep a job that satisfies you, that is, one that is a good job match and offers some chance for advancement.

Getting and keeping a job can help you become independent and stay out of a correctional facility for several reasons, such as

- If you are working, you have far less time to spend in activities that could lead to committing another crime and less opportunity to meet individuals who will encourage you to commit another crime.
- If you are working in a job that you are interested in and can do well, you may be satisfied with your work life.
- If you are earning a reasonable wage and have some hope of moving to a better job, you may be able to have and support a family, giving you new parts of life to enjoy.

## **Reasons Ex-Offenders Lose Jobs (Job Loss Indicators)**

There are several reasons why ex-offenders lose jobs. You could experience one or a combination of these.

- **Reason 1: Lack of knowledge of the work culture on the outside**

A correctional facility is a culture of its own. Offenders are very closely supervised. They are seldom allowed to make their own decisions. Their time is scheduled for them, and they haven't learned how to manage their own time. Their dress, food, and activities are dictated; and they are not faced with making choices. Language is often crude, and there are few chances to practice and use good communication skills. There may be few opportunities to work together as a team to achieve a goal because a "dog-eat-dog" attitude is common. Social politeness and polish are not valued or developed. Conformity is given, not out of respect for others, but out of a requirement to bend to authority. All of these conditions and others create an atmosphere in which anger, bitterness, and defiance may be a part of everyday life.

The workplace is entirely different. Though workers in many jobs are supervised, a boss values a person who will see what needs to be done and do it without being told. Employees are expected to be on time at the beginning of the work day and to work hard during the required work hours. They are expected to be capable of making good decisions and choices when there are options about their work. They are expected to be able to get along with their supervisors and co-workers, though these may come from a great variety of backgrounds. They are expected to be courteous, cooperative, and have a positive attitude with the boss and other workers even when things do not go the way they'd like them to. They are expected to dress appropriately for work in this place and to fit in with the "culture" of the workplace. That culture may include how they dress, whom they eat lunch with, where they eat, whom they adopt as friends, and how they join in with office activities.

- **Reason 2: Problems with Characteristics of Your Job**

Having a job that fits your interests and skills as well as providing a reasonable salary with opportunity for advancement, is very important. Yet, for various reasons, ex-offenders may have to take a first job that doesn't have those characteristics. This fact may result from restrictions due to the crime they have committed, lack of education or training, lack of past work experience, or the state of the current job market. And so, it may have been necessary to take a job that is not very interesting, doesn't pay well, doesn't have much chance of advancement, and has a negative work environment or unpleasant job duties. In other words, it's a job that can be used as a stepping stone to another that is better.

Another condition of the job may be finding yourself with co-workers who tempt you to go back to the use of drugs or alcohol -- or to get involved in other activities that are sure to spell failure at keeping the job. Drug and alcohol abuse is the # 1 contributor to committing crimes in the first place; it is also the # 1 cause of losing a job.

- **Reason 3: Lack of Support from Others**

We all need help and emotional support from others when we face new challenges. Leaving a correctional facility and re-entering the "real world" of work and family life is a very difficult and challenging thing to do. This move will be easier if you have even one person who really cares about you and whether you will make it. Ideally, there will be more than one such person in your life. These people may be family members, friends, parole officers, case managers, or individuals who work in volunteer organizations (such as churches and community agencies) that have the goal of helping you succeed. Such people have confidence in you, model good behavior for you, and help you solve problems or barriers that you face.

- **Reason 4: Lack of Inner Strength and Knowledge**

Different people have different kinds and amounts of inner strength and knowledge that they can use to face challenges and succeed. One kind of strength is knowing how to make decisions -that is, how to find alternatives when a choice is needed and how to choose the one that will have the best outcomes (cognitive skills). Another kind of strength is knowing when to seek

help from others. Another is having a high level of motivation and determination to succeed in spite of things going wrong. Another is having a strong inner sense about yourself -that you are a person of value with strengths and with know-how that you can call on to combat problems. Still another kind of strength is religious faith, an ability to call on an external source of strength to add to your own.

- **Reason 5: Challenges with the Basics**

There are certain basics related to keeping a job. These include having transportation to get to the job, having clothes to wear, having good care for children while you are at work, having tools for the job (if you are required to own them), having good physical health, and having harmony within the family. The lack of anyone of these basics will make it harder for you to keep a job. If you lack a combination of them, keeping the job will be even tougher.

All of the following are reasons why ex-offenders lose their jobs except they

- a. do not have good knowledge of the work culture outside of a correctional facility.
- b. have too much help from community agencies, which cuts into work time.
- c. have had to take a job that is not a good match with their personal characteristics.
- d. have problems with basic needs, such as housing, childcare, and clothing.

- **Suggestions about Making the Barriers as Small as Possible**

Removal of some of these barriers or job-loss indicators is best done long before you get your job. Years or months before your release, do these things:

- Take advantage of all the education and training you can get while in a correctional facility in any way possible - GED classes, correspondence courses, training available in the correctional facility, TV courses, and reading on your own.
- Through TV, newspapers, and other reading you can do in the library or career center, try to understand what the workplace outside of a correctional facility is like. Find out what employers expect of employees. Learn how computers have affected almost all jobs and how to use the Internet when you can have access

to it. Attend career planning classes, career fairs, or any other activities offered to you that can add to your learning.

- Use your work assignments while in a correctional facility to develop understanding and skills. There is much in common between jobs in a correctional facility and jobs outside of a correctional facility. In both cases, there is a supervisor who defines work that is to be done. The supervisor expects you to be on time, to be courteous, to have a positive attitude, to complete the work as fast as possible, to do the work well, and to make good choices whenever the work requires a choice. Your supervisor will probably be tougher than your outside-job supervisor. He or she will probably not allow you to make as many choices as the outside-job supervisor. But you can learn the skills and attitudes that please supervisors from him or her.

You can also work on good communication with your supervisor and co-workers. Correctional facility slang is not used in the outside world. Polite communication that gives a message clearly and expresses a positive, working-together attitude is required. Practice that kind of communication while you are still in a correctional facility.

- Develop a positive, non-angry attitude. No employer is pleased with a worker who sees everything negatively and is always ready to be angry at the drop of a hat. Such attitudes are common among offenders. Attempt to modify those attitudes, and take advantage of any chance for help in changing them - through classes in anger management or cognitive thinking.
- Take the inventories in this workbook - and others available to you that measure your interests and skills. Use this information to get permission for education and training while in a correctional facility and to help you come up with jobs that interest you and require skills that you have.
- Plan for the other roles in your life - spouse/partner, parent, citizen, leisurite, homemaker. Decide which you will play and what you want to do and get from each. Take this into account as you think about your job after being in a correctional facility - what your budget will be and what your needs will be.
- With the help of a career coach, counselor, case manager, parole officer, or volunteer helper, plan for the human support you will need. Figure out who can

give you encouragement, emotional support, and even financial help when you need it. This help may come from your family, those who work with offenders in and out of a correctional facility, and/or from community referral sources that you need to learn about.

- Remember the basic needs -documents, transportation, clothes, housing, childcare -that you will have. Include these in your action plan, and with the help of your case manager, figure out how you will deal with these basic needs.
- Develop and write down an action plan for getting and keeping a job, including planning for some people to support you through it. An action plan lays out two or more long-range goals (for one to three years ahead) and related short-term goals (small steps that get you to the long-term goal). You should also develop “back up” plans, that is an alternate plan for some of your goals in case the primary plan fails. You have been developing this plan as you go through this workbook.

A good tool for getting and keeping a job is

- a. an action plan with some back-up plans.
- b. a well-thought-out budget.
- c. trying to get on the good side of the boss.
- d. relying on the services of a government agency.

One of the things that can help an offender most to know more about him- or herself and to make a good job match is to

- a. talk with buddies in the correctional facility.
- b. take inventories that measure interests and skills.
- c. develop a positive, non-angry attitude.
- d. keep in touch with changes in the outside world.

### **Job Loss Indicators**

You can do the things listed above while you have plenty of time to think about them in a correctional facility. Now, let’s assume that you have completed these and have been successful in finding a job. What are some of the signs you and your

support system (family , friends, professional helpers) need to watch for -signs that may spell defeat if not dealt with immediately?

- Being late for work
- Missing work
- Drinking alcohol
- Using drugs
- Hanging around with old friends that helped you get in trouble
- Being a part of family arguments and violence
- Having difficulty with good child care
- Not doing your job well
- Displaying negative and angry attitudes

What can you do when any of these things begin to happen? Probably the first thing to do is to go to see your case manager and/or a person you have adopted as a mentor or counselor...and to do that quickly. In dealing with these problems, there are “critical windows,” that is, a very important time to try to solve the problem. Generally, the critical window of time is immediately after the problem begins to occur. When you go to others for help, describe how you feel and what you think is the cause for your feelings and actions. Let them help you think through the problems and try to find some possible solutions.

Warning signs that an offender may lose a job include all of the following except

- a. getting to work late.
- b. having a lot of absences from work.
- c. getting a promotion.
- d. hanging around with old friends who are negative influences.

The best thing to do when a warning sign of job loss appears is to

- a. quit that job before you get fired.
- b. ignore it.
- c. start looking for a different job.
- d. discuss the problem immediately with your case manager and employer .

Job retention is the responsibility of

- a. one’s employer.
- b. one’s case manager.
- c. oneself.
- d. the state Job Service office.

# Education

## **Education and Marketable Skills**

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So you want to work? Who is going to hire you? What can you do that an employer will pay you for doing? The skills you possess that someone will pay you for are marketable skills. Knowing how to frame a house is a marketable skill.

Typing 50 words per minute and knowing Microsoft Word are examples of marketable skills. Programming a computer is a marketable skill.

However, going to school does not just teach you specific skills, such as how to program a computer or how to frame a house. Continuing your education will help you develop other marketable skills. Basic abilities in problem solving, verbal skill mathematical skills, as well as general scientific/technical skills, management skills, critical thinking, medical knowledge, and human service skills are important in the job market.

## **Apprenticeships, Practical Education On-the-Job**

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Many jobs, especially in the construction trades, offer apprenticeships. An apprentice works at the occupation he or she wants to learn. The apprentice learns along the way and receives pay increases with increasing skill. Getting into an apprenticeship can be competitive. You will start at less than half of the salary that the job will eventually pay, work full-time, and get paid to go to school. Typically it takes about five years to work up to full salary. There were over 3,000 new apprenticeships in 2000. Apprenticeship training is available in selected trades at correctional facilities. Apprenticeship training does not guarantee job placement upon the offender's release. Hiring decisions and credit for on-the-job training remain the final decision of the employer and associated union, but training does improve the offender's opportunities and likelihood of finding employment in the trade.

## **Education/Part-Time Student Options**

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After getting released from a correctional facility, most offenders need to focus upon getting themselves reestablished with employment so that they can support themselves. This does not mean that you cannot continue your education. It is possible to work a job and attend school part-time. Many schools offer evening and weekend programs, and these programs often qualify for financial aid. If your release requirements do not restrict Internet access, check out some of the excellent educational opportunities offered on the Internet.

Often, it is not easy being a part-time student. However, education is the key to a better life. It may take longer to reach your goals by attending school part-time, but it is well worth the rewards. Remember- **Knowledge is power.**

## **Acceptance and Enrollment**

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Each school may have different requirements for enrollment in their programs. As a rule, colleges and technical schools require a high school diploma or GED certificate. Schools may require testing such as an ACT or SAT, which will demonstrate your knowledge of a broad range of academic subjects.

1. Most schools require a non-refundable fee for processing your application.
2. You will need to supply a copy of your high school transcript or GED.
3. Most schools will have you speak to an advisor to help set up your class schedule. You may need to take additional placement testing.
4. It is a requirement that students' immunizations be up-to-date.
5. Make sure that you know when your classes will start.

You can research school offerings using the computer in the library transition resource center. If a school interests you, use the skills that you have learned to write and ask for an application form and college admission packet.

When your application form arrives, fill it out and send it back to the school you have chosen. You may need to visit the school for an interview once your application has been returned. Keep a notebook with the dates for any necessary school visits, class registration, visiting with guidance counselors, and the date classes start.

## Education/Financial Aid

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### Higher Education Reconciliation Act of 2005

**The FAFSA form is the first step to take to get financial aid for school.** You can fill out one of these forms while still in prison

Changes that may affect your student aid are listed below. These changes are the result of a new federal law that went into effect on July 1, 2006; read further to see if any changes may affect your student aid.

#### **Drug Conviction Affecting Eligibility**

Federal law now suspends federal student aid eligibility for any student who has been convicted for the possession or sale of illegal drugs if the offense occurred during a period of enrollment for which the student was receiving federal student aid (grants, loans, and/or work-study). If you have a previous drug conviction and are not sure about how to answer question on the FAFSA application, we encourage you to complete the new **2007 -2008 Drug Conviction Worksheet.**

The answer from the Drug Conviction Worksheet should be used to answer question 31 on your FAFSA, Renewal FAFSA, or Correction to a processed FAFSA.

#### **Active Duty Military**

Under the new law, if you are currently serving on active duty in the U.S. Armed Forces for purposes other than training, you are considered to be an "independent" student and will not need to provide parental information on your Free Application for Federal Student Aid (FAFSA). If you are on active duty and have already provided parental information when you completed your FAFSA, contact your financial aid office to see if your information should be adjusted.

#### **Simplified Calculation**

If you (your spouse) or anyone in your household or you, your parents, or anyone in your parent's household, received benefits in 2006 from certain federal benefit programs and have an income of \$50,000 or less (your AGI in 035 or your parent's AGI in 079 if not filing a tax return) or (your earned income in 038-39 or your parent's earned income in 082-83 if not filing a tax return), you may qualify for an Expected Family Contribution (EFC) that does not count all of your income and assets.

The benefit programs that qualify you for this exemption are the:

- Supplemental Security Income Program (SSI)
- Food Stamp Program
- Free or Reduced Price School Lunch Program
- Temporary Assistance for Needy Families (TANF)
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

If you were a recipient of any of these benefit programs at any time during 2006 and have already completed your FAFSA, check with your financial aid office to find out if your information should be adjusted.

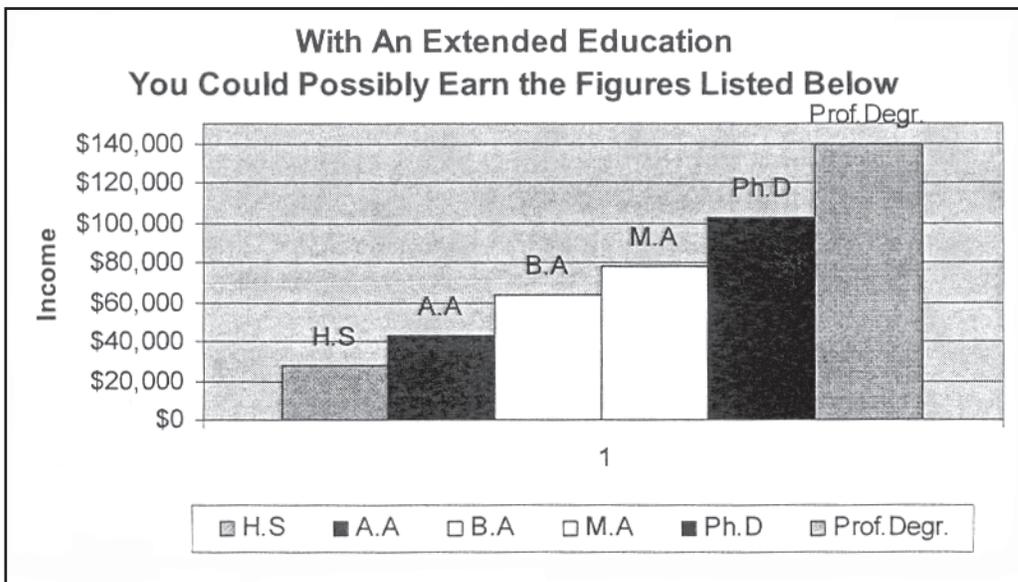
### **New Grant Program**

The law also created a new student aid grant program called the Academic Competitiveness Grant (ACG). Congress has provided funding and the grants are available for the 2007-2008 award year. First-year undergraduate students will be eligible to receive up to \$750. Second-year undergraduate students will be eligible to receive up to \$1,300. The ACG eligibility criteria are listed below:

To be eligible for an ACG each academic year, a student must:

- Be a U.S. citizen;
- Be Federal Pell Grant eligible;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

If you have not filed a FAFSA or Renewal FAFSA, at the time that you complete your application, FAFSA on the Web will predetermine if you are eligible to answer the ACG questions. Please call the Federal Student Aid Information Center at 1-800-4FED-AID.



## **Education/FAFSA-Free Application for Federal Student Aid**

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Read the direction sheet which is titled “What is FAFSA?” on one side and “What Does Your School Want You To Know?” on the other. Make sure that you apply early. When you decide on a school, read their admissions forms to see if the school uses any different or additional forms for Financial Aid. After you fill out and mail the FAFSA form, you will receive a Student Aid Report (SAR) by mail. Check this for errors. Correct any mistakes in the SAR form and send corrections to the address indicated on the form.

The federal government considers your financial need for schooling to be the cost of attending school minus the “expected family contribution.” In filling out this form you will be telling how much money you make and how much your family makes. If an individual and/or the individual’s family have high incomes or a lot of money, he or she will be eligible for less financial aid.

In order to be eligible for Financial Aid, you must be registered for Selective Service. This doesn’t mean you “have” to join the military.

### **Work Programs**

- Many schools offer work/study programs where you work part-time -and go to school part-time. In work/study programs you will continue to pay tuition and other expenses for your education. However, you will learn and get paid while working at your chosen occupation.

### **Loans**

- Federal Subsidized Stafford Loan Program
- Federal Unsubsidized Stafford Loan
- Federal Direct Student Loans
- Federal Parent Loans for Undergraduate Students (PLUS)
- Student Educational Loan Fund (SELF)
- Federal Perkins Loan Program

**Veterans of United States Military Service may be eligible for:**

- Veteran's Education Assistance Program
- Montgomery GI Bill
- Operation Desert Shield/Desert Storm Veteran's Programs
- National Guard Benefits
- Kansas Veterans' Dependents Assistance Programs
- Kansas Educational Assistance for War Orphans and Veterans

**Private Funds**

- Check with the financial aid office at the school you expect to attend

**Tax Benefits**

- Hope Scholarship Tax Credit
- Lifetime Learning Tax Credit
- Student Loan Interest Deduction
- Employer-Paid Tuition Assistance
- Series EE Savings Bond interest for tuition and fees
- Education Individual Retirement Account
- Kansas College Savings Plan
- Penalty-Free IRA Withdrawals
- State Grant Savings Allowance

## **Interview Role Play/Job Application**

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### **NOTE:**

The crime is not listed on the application. Applicant stated will explain in interview.

Applicant's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Company Name: \_\_\_\_\_

Position Applied for: \_\_\_\_\_

**Is the job application legible?**

Yes      No

**Is the job application complete?**

Yes      No

**Does the applicant have good eye-contact?**

Yes      No

**Does the applicant have good posture?**

Yes      No

**Applicant explains incarceration in positive terms?**

Yes      No      Needs Improvement

Would this person be eligible for hire in a "real: interview?"

Yes                      Probably                      No

**If not, what does the applicant need to work on?**

\_\_\_\_\_

\_\_\_\_\_

**Overall Interview Performance:**    Excellent                      Good                      Average                      Poor

**(Note: give the evaluation to the applicant at the end of the interview)**

Sample Interview Questions: Please ask the traditional job interview questions that focus on applicant's previous experience, skills, education and general qualifications. By asking the following questions you will sense whether the applicant has accepted responsibility for their behavior and have taken action to improve their lives.

1. Tell me a little about yourself.
2. Tell me about your past work experience.
3. Your application indicates that you have a criminal conviction. Will you please explain the nature of the offense and the circumstances?
4. How can I be assured that your problems with the law are resolved?
5. What have you done to prepare yourself to return to work in the community?
6. What are three reasons why we should consider hiring you?

# Mock interview:

Date:

Whom observed:

Explain your thoughts of the interview and what you learned from it?

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What were your goals prior to the interview:

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How did those change after the interview?

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What did I do well ?

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What are some observations I would like to work on?

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Next time I practice an interview what are my new goals?

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## **Putting It All Together/My Career Portfolio**

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### **Ambition/Goals for Employment**

**Short-term:** \_\_\_\_\_

**Long-term:** \_\_\_\_\_

### **Please Summarize How You Plan to Accomplish These Goals?**

**Short- Term** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Long- Term** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Listed Below are a summary of my needs and the people or agency I need to contact to get assistance.

| <b>My Needs Are</b>                  | <b>Contact Person Name</b> | <b>Contact Phone Numbers</b> |
|--------------------------------------|----------------------------|------------------------------|
| <b>Housing/Agencies</b>              |                            |                              |
|                                      |                            |                              |
| <b>SRS/Temporary Cash Assistance</b> |                            |                              |
|                                      |                            |                              |
| <b>Clothes</b>                       |                            |                              |
|                                      |                            |                              |
| <b>Transportation</b>                |                            |                              |
|                                      |                            |                              |
| <b>Education/Training</b>            |                            |                              |
|                                      |                            |                              |
| <b>Emergency/Medical Numbers</b>     |                            |                              |
|                                      |                            |                              |

## **Putting It All Together/My Career Portfolio**

**Based on what I've Learned and the information gathered by me; I now know what my interest, abilities, and skills are. Based on this information I will now list them below:**

**My Interests are: (Things I like to do)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**My Abilities: (What I'm Able to Do)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**My Skills: (Skill I already possess or know how to do)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**These are the skills that I possess that are transferable:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Based on what I know about my self I am still in need [of] or I already have:**

|                            |              |                     |
|----------------------------|--------------|---------------------|
| GED/High School Diploma    | [Yes] I need | [No] I already have |
| College Degree             | [Yes] I need | [No] I already have |
| Some Literacy Instruction  | [Yes] I need | [No] I already have |
| Some Occupational Training | [Yes] I need | [No] I already have |
| Training Certificates      | [Yes] I need | [No] I already have |

**List Certificates/Special Training here:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Putting It All Together/My/Career Portfolio

Based on the summary of my Career Assessments I have at least three possible career opportunities to explore upon release. I understand that these opportunities may require me to get more education or training. I also understand what my skill, abilities and interest are pertaining to these future opportunities.

### Jobs to Explore Upon Release:

1. \_\_\_\_\_

I do have the skill, and qualifications to obtain this kind of work. Yes      No

Are there any restrictions in this job? Yes      No

Is this position in high demand? Yes      No

2. \_\_\_\_\_

I do have the skill, and qualifications to obtain this kind of work. Yes      No

Are there any restrictions in this job? Yes      No

Is this position in high demand? Yes      No

3. \_\_\_\_\_

I do have the skill, and qualifications to obtain this kind of work. Yes      No

Are there any restrictions in this job? Yes      No

Is this position in high demand? Yes      No

## Interpretation of Assessment:

My “dream” jobs matches my assessment: Yes      No      N/A

Are my R.I.A.S.E.C codes Consistent: Yes      No      N/A

Skills Interest Inventory Checklist Says: High flat      Low flat      Well Defined

My three letter R.I.A.S.E.C. codes are: \_\_\_\_\_

My three letter R.I.A.S.E.C. codes are: 1      2      3      4      5

### **Employment Portfolio**

First, do you have all the documentation needed to obtain employment in the United States of America?

Do you have?

|                                        |     |    |
|----------------------------------------|-----|----|
| Photo Identification                   | Yes | No |
| Driver's License                       | Yes | No |
| Birth Certificate                      | Yes | No |
| Social Security Card                   | Yes | No |
| Copies of Diploma                      | Yes | No |
| Letters of Recommendation              | Yes | No |
| Résumé                                 | Yes | No |
| Sample Cover letter                    | Yes | No |
| Sample Job Application                 | Yes | No |
| Names of References with Addresses     | Yes | No |
| Do you understand the Bonding program? | Yes | No |
| Do you understand the WOTC program?    | Yes | No |
| Do you know how to use a computer?     | Yes | No |

If you answered no to any of the items listed above please answer the following questions on the next page?

**Putting It All Together/ My Career Portfolio**

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**Employment Portfolio / Do you have (from previous page)**

**How to complete this page: If you answered no to any of the question on the previous page write out your answer/s below. Answer these 4 “s” questions in regard to how “You” will address them?**

**1. My Situation? 2. My Self? 3. My Supports? 4. My Strategies?**

What is the Situation you will be facing upon release? Can you identify Self/your strengths in resolving the problem? Are you aware of any agencies, family networks or other Supports that can assist you with this concern? Can you develop a Strategy to deal with the immediate transition? A strategy or plan is one that will work to help you either eliminate the concern or issue or at least get you started in the right direction to solving the issue or concern? What are some strategies or plans for the “no’s” you checked or circled above?

**Example: My Plan**

**1. My short-term goal is? I need a letter of recommendation**

The situation I will be facing upon release is: I need a letter of recommendation. How do you (self) plan to fix this problem? I plan to ask my previous boss for a letter of recommendation. Are there any other support/s you can call on? I volunteered at the church often, I’m sure the pastor would also write a letter of recommendation for me. Strategies: #1) I would make a list of all the people I have worked for and have had positive relationships with; #2) then, I would write or call them to ask for their assistance with a letter of recommendation.

**Please answer the 4 (s) questions below:**

1. My short-term goal is. \_\_\_\_\_

Please summarize how you plan to accomplish this goal?

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2. My short-term goal is? \_\_\_\_\_

Please summarize how you plan to accomplish this goal.

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**Putting It All Together/ My Career Portfolio (cont) from previous page**

3. My short-term goal is? \_\_\_\_\_

Please summarize how you plan to accomplish this goal.

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4. My short-term goal is. \_\_\_\_\_

Please summarize how you plan to accomplish this goal?

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Name: \_\_\_\_\_ DOC# \_\_\_\_\_ Date: \_\_\_\_\_

## Post-Job Readiness: Take the Test

Instructions: Read each statement and decide whether it is true or false or don't know. Circle your answer.

5. Name 5 top reasons people get fired.

a.

b.

c.

d.

e.

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2. Is networking an important activity when you're looking for work?

True or False or Don't know

3. A person's interest is not important when choosing a job?

True or False or Don't know

4. Your (formatted) resume should be no longer than one or two pages in length?

True or False or Don't know

5. Should action verbs be a key part of writing your resume and cover letters?

True or False or Don't know

**Write below three action verbs, the first one is provided for you.**

1. Prepared.

2.

3.

6. Is sending a cover letter with your resume necessary?

True or False or Don't know

7. Is it Ok to follow-up with a phone call to an employer after you have provided a resume and cover letter?

True or False or Don't know

8. Is sending a thank you letter to every person you interview with really necessary?

True or False or Don't know

9. Does what you wear and how you look have an impact on job interviews?

True or False or Don't know

## Student Evaluation

1) I feel that I know how to complete a skills/interest assessment:

Yes            No            Unsure

2) I understand my own barriers

Yes            No            Unsure

3) I know how to write a resume cover letter and thank you letter and have composed them.

Yes            No            Unsure

4) I know how to interview appropriately both on the phone and in person

Yes            No            Unsure

5) I have practiced and answered the felony question aloud and on an application

Yes            No            Unsure

6) I have set both short and long term goals

Yes            No            Unsure

7) I know various ways to job search and access community resources

Yes            No            Unsure

8) I have participated in mock interviews

Yes            No            Unsure

9) I know about the Work Opportunity Tax Credit and the Federal Bonding programs

Yes            No            Unsure

10) I have a list of employers I can contact after release that I found during my job search

Yes            No            Unsure

11) At the mock interview, I received an assessment from employers to improve my skills

Yes            No            Unsure

12) Overall, the class was:

Poor            Fair            Good            Excellent            Superior

13) What I liked best about this class:

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14) What I would like to learn/change/add:

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