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ABSTRACT

Designed for professionals in rehabilitation settings, this curriculum guide presents fifteen lessons that focus on preparing to seek a job, job seeking, and job maintenance. Among the lesson titles included in the guide are (1) How to Find the Right Job and Categories of Jobs, (2) Self-Expressed Interests and Attitudes for Specific Jobs, (3) Completing an Application for Employment, (4) Using the Telephone to Contact an Employer and Self-Evaluating Your Grooming for a Job Interview, (5) Behaviors That Are Acceptable or Unacceptable for an Individual During a Job Interview and Special Concerns for the Disabled, (6) Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits, and (7) Getting the Most out of Life through Advancement on the Job and a Question and Answer Conclusion on Job Readiness Training. Each lesson follows a typical format that includes the following parts: lesson title, objectives, outline, reference materials, information sheets, and worksheets. Transparency masters, audiovisual references, and assessment instruments are appended. (LRA)

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## Job Readiness Training Curriculum

by

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Florida International University

Miami, Florida

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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CE 025 404

Many requests have been received by the Materials Development Center for information about and examples of materials designed to train clients in job/employment readiness skills--areas such as grooming, interviewing, self-appraisal, and finding and maintaining a job, just to mention a few. Because of the interest in this area of program development, MDC has reprinted Dr. Dennis Tesolowski's doctoral dissertation entitled Job Readiness Training Curriculum in order to make the document readily available to rehabilitation facility professionals.

Ronald R. Fry  
February, 1979

Note: Masters for overhead transparencies and work sheets for clients are included in this document. For copying purposes, it is suggested that the needed pages be cut out and then placed back in the Job Readiness Training Curriculum after use. Holes have been punched in the document so that rings or fasteners can be used to keep loose pages from falling out.

ADDITIONAL COPIES OF THIS PUBLICATION MAY BE  
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### Acknowledgement

Dr. Dennis G. Tesolowski is presently an assistant professor of vocational special needs education in the Division of Vocational Education at Florida International University in Miami, Florida. During the development of this Job Readiness Training Curriculum, he was a Doctoral Candidate in Rehabilitation Services Education (RSE) and an employee of the Alabama Facility Training Project (AFTP) at Auburn University in Auburn, Alabama.

The AFTP is an extension program in RSE at Auburn University which is funded by Alabama's Division of Rehabilitation and Crippled Children Services. AFTP staff members serve rehabilitation facilities and personnel throughout the State of Alabama, by providing in-service training and consultation services.

Particular appreciation is due to Mr. J. W. Cowen, State Director, Division of Rehabilitation and Crippled Children Services, for his support which made this Job Readiness Training Curriculum and investigative study possible.

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## Job Readiness Training Curriculum:

### Application and Implications

The Secretary of Health, Education, and Welfare (HEW) was mandated by Congressional Amendments to the Rehabilitation Act of 1973 to conduct an original study of the role of sheltered workshops in rehabilitation and employment of handicapped individuals. This Congressional mandate was fulfilled when the United States Government contracted with Greenleigh Associates, Inc. of New York.

The study, which was completed in 1975 and cost approximately \$600,000.00, stated that placement (job) readiness training makes a tremendous difference in determining trainees who gain competitive employment from other trainees. In fact, Part B of Section IX of the Greenleigh Associates' (1975) Executive Summary listed placement readiness and development of a generally enhanced placement program as their number one recommended funding priority.

A need for further developmental research on job readiness training (JRT) was identified in conjunction with Greenleigh's recommendation. Research documented in the literature showed that job readiness training has a positive effect on individuals' abilities to obtain and maintain jobs (Azrin, Flores, & Kaplan, 1975; Benson & Whittington, 1973; Brandzel, 1963; Brewer, Miller, & Ray, 1975; Cuony & Hoppock, 1954; Currie, 1974; Kemp & Vash, 1971; Lasky, 1970; McClure, 1972; Way & Lipton, 1973). A majority of the studies reported the success of job readiness training in terms of positive benefit outcomes. Essentially these studies indicated that more placements occurred at less expense and that employed individuals expressed greater satisfaction with their new jobs as a result of participating in JRT programs.

An experimental investigation was conducted in conjunction with the development of the current Job Readiness Training Curriculum. The study was a process evaluation which attempted to determine what changes take place in participants during training which could be the basis of their subsequent employment. Results of the investigation provided evidence that the JRT process effectively facilitated more positive attitudes toward work and enhanced clients' worker personality characteristics.

An abstract of this doctoral dissertation is available in Dissertation Abstracts International, 1978, 39 (1), 255-A. Or the complete dissertation (order No. 78 10561) may be obtained through University Microfilms in Ann Arbor, Michigan. A portion of the research on attitudes toward work on job readiness postures has been reported in the Educational Resources Information Center (ERIC) under the number ED 151 544 as well as in the Journal of Vocational Education Research, 1978, 3 (1), 1-8. A second related manuscript entitled "Modifying Work Personalities of the Handicapped" will be published in the Vocational Guidance Quarterly, June, 1979, 27 (4).

The preceding information has identified a rationale for providing clients with "Job Readiness Training." Training of this type can be selected from numerous job related curriculums and programs which have been developed. The development of this Job Readiness Training Curriculum was based on the strengths of other relevant programs reported in the literature. Utilization of this curriculum is being recommended in its entirety or any of its parts to supplement or complement existing programs.

Professionals in rehabilitation settings and other work related environments, such as work adjustment specialists, instructors, and counselors, should find that this curriculum will serve as an effective service delivery system in attempting to enhance clients' attitudes toward work and work personalities. Practitioners should feel free to modify, supplement, or delete any lesson(s) in this training program. In addition, it should be remembered that any or all of the lessons can be utilized independently of each other. Lessons were organized in a logical order related to client preparation, job seeking, and job maintenance. However, it is not mandatory that the lessons be used sequentially.

Instructional materials, such as work sheets, information sheets, and masters for transparencies are included in the Job Readiness Training Curriculum. Practitioners utilizing the training program, or any portion of it, should feel free to reproduce these instructional materials. Work sheets and information sheets are located in the body of the curriculum, and transparency masters are in Appendix A.

Various audiovisual instructional materials, such as 16mm films, filmstrips and cassettes, and cassettes, have been identified in the training program. Professionals utilizing this curriculum must realize that there are other excellent audiovisual materials which could be supplemented for those that are identified. It is not absolutely necessary to use these materials in order to successfully implement the program. However, the utilization of videotape recording during the simulated job interview experiences is highly recommended and appears to be of critical importance. Information about the publishers of the identified audiovisual materials is located in Appendix B.

Two assessment instruments related to vocational interests and attitudes about jobs were listed in lessons 2 and 3. Publishers of the Gordon Occupational Check-List and Mellenbruch's Job Attitude Analysis are located in Appendix C. Other instruments can be supplemented for these while successfully implementing the program.

This Job Readiness Training Curriculum was implemented in an experimental investigation with a wide array of physically handicapped sheltered workshop employees. In this study, members of the experimental group had functional reading levels which ranged from 1.10 to 11.60 and averaged 5.97 on the Wide Range Achievement Test. Their intelligence quotients ranged from 39.00 to 90.00 and averaged 70.09 on the Columbia Mental Maturity Scale. Subsequently, it was often necessary to orally read the various instructional materials aloud. This was effectively handled through verbal group discussions.

The development and experimental application of this Job Readiness Training Curriculum resulted in the identification of some assumptions and implications which could benefit practitioners in their use of the program. Prescription of JRT for clients receiving vocational development services should be based on individual differences and needs identified in the evaluation process. All aspects of this training program should not necessarily be applied to all clients receiving adjustment services. An appropriate application of this JRT program would tend to enable clients to meet Olshansky's (1961) charge: That individuals must have the ability to come alone, to stand on their own feet, and to speak for themselves in order to convince employers that they are ready for work.

In some instances clients may have absolutely no intentions of going to work in competitive employment. Situations of this type may indicate that consideration should be given to extend sheltered employment where the client can experience more security. However, if this is the case, utilization of various job readiness training techniques to modify identified problem behaviors and attitudes should not be ruled out.

Effects of job readiness training appear to be contingent upon the strength of the instructor or group leader in addition to the system itself. Group leaders' personalities or charisma, as well as their drive or determination to have a program succeed appear to play a major role in the success of the program. Group leaders seem to be an important factor whether evaluating attitudes toward work or benefit outcomes in the form of actual placements.

Clients' perceptions of losses associated with obtaining and maintaining a job were only slightly modified. These results concur with Currie's (1974) findings in a similar investigation. Currie surmised that these results might be explained by the media's capacity to overly stress the value of work (heightened attractions) while providing a contrast for clients to rate themselves against the ideal working person in functional work attitudes (perceived losses). The present JRT program stresses the value of work. Consequently, employees are required to compare themselves to functional work attitudes of ideal workers through elements of the curriculum and audiovisual materials.

Clients' perceptions about barriers to employment were modified very little. The lack of change in perceptions about medical, transportation, child care, and family problems is understandable because the JRT program did not permit enough time or resources to identify and modify specific problem areas. This situation could possibly be improved by increasing the length of the JRT program, by offering individualized problem analysis, by providing more individualized instruction, by providing vocational counseling which would deal with identified problems, or by applying social work or related services to individuals' specific employment barriers.

Findings of this investigation indicated that clients' perceptions about entering new situations and meeting new people were not greatly modified. However, these quantitative results were contradicted by clients' observed behaviors. Many participants verbally expressed feelings of being more comfortable and confident while being interviewed for a job after having had several opportunities to role play the situation.

The Job Readiness Training Curriculum, as well as other programs reported in the literature, supports the need for working with small groups of clients (Anderson, 1968; Housman & Smith, 1975; Manpower Research Visibility, 1972; Multi Resource Centers, 1971; Way & Lipton, 1973). Manpower Research Visibility (1972) indicated that small groups of high staff-to-trainee ratios help hold individuals in programs. Maintaining group sizes in the six to ten range provides a greater opportunity for each client to become involved in the training process. Involvement of this type promotes participation which contributes to individual client growth.

Audiovisual materials were utilized consistently throughout the program as training aids. These materials, which included transparencies, 16mm films, filmstrips and cassettes, cassettes; and videotape recordings, played a prominent role in the presentation of related information. Use of audiovisual



instructional materials served to motivate clients to participate in discussion groups. Participation in these group discussions appeared to make a major contribution toward strengthening clients' work attitudes and worker personality characteristics.

A dilemma concerning the total placement process was identified in the review of the literature between selective placement and the client-centered approach or job readiness training. Both procedures seek the same primary goal; however, means of achieving that goal are different. Pockrass (1959) described the essence of selective placement with the simple cliché "the square peg in the square hole." In contrast, Salomone (1971) stressed the importance of training individuals to obtain their own jobs. Salomone believed that client-centered programs provide individuals with more job satisfaction as well as with some lifetime security. Rose (1963), an advocate of selective placement, stated that the problem is not finding jobs for clients but enabling them to retain a job once it is secured.

Findings of the present investigation do not totally support or refute either side of this issue. Due to individual differences and needs, it appears that programs attempting to place people in jobs should offer a combination of job readiness training and selective placement.

Usdane (1974, 1976) stated that the solution to this dilemma rests with preparation of professional rehabilitation placement personnel in graduate programs. Usdane (1976) indicated that placement is often being dealt with by disposing of it in the referral shuffle or by preparing clients to get their own jobs.

As suggested by Usdane (1974, 1976) professionally trained placement personnel could probably more effectively provide JRT and selective placement services. However, even if several graduate placement programs were developed in the United States, and if funds were available for rehabilitation facilities to hire such professionals, the problem conceivably would not be solved for a considerable period of time due to effects of supply and demand.

It seems, therefore, that professional staff already present in vocational development programs should provide job readiness training to improve individuals' abilities to obtain and maintain employment. Skills and information which are necessary to provide JRT programs can be made available to professional staff through in-service training and continuing education courses.

The process of improving or modifying clients' attitudes toward work or work personalities is complex. Consequently, this Job Readiness Training Curriculum can be implemented more successfully if it is carefully woven into the holistic, multifaceted vocational development program.

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JOB READINESS  
TRAINING CURRICULUM

Lesson 1 - Program Orientation, Discussion of Why People Work, and Self-Appraisal of Occupational Interest Areas

Objectives:

1. To explain the length and purpose of this job readiness training program.
2. To explore why people work.
3. To assess individual interests in ten occupational areas.
4. To assist individuals in exploring and expressing self-appraised interests.
5. To identify some occupations which match expressed interests.

Outline:

I. Program Orientation

A. Length of Course

1. Three weeks or 15 days
2. One hour per day

B. Purpose of Job Readiness Training

1. To prepare individuals to find and obtain employment
2. To prepare individuals to hold or maintain a job

II. Work Sheet: Why People Work

A. Individuals record their ideas

B. Group discussion

C. Reasons why people work

1. To attain recognition by successfully completing personal goals
2. To earn money
3. To obtain self-satisfaction and feel independent
4. To obtain work experience and a feeling of importance
5. To feel useful by achieving or accomplishing your individual goals
6. To be around other people
7. To have a feeling of being secure by preparing for the future
8. To make a contribution to society

D. Filmstrip and cassette: RV32 - Job Attitudes: Why Work At All.  
(approx. 10 min.)

III. Self-appraisal of occupational interest areas

A. Individuals' self-expressed ratings

1. High interest
2. Average interest
3. Low interest

- B. Work Sheet: Individual Interests in Occupational Areas
1. Outdoor: Enjoys working outside, often with plants or animals
  2. Mechanical: Enjoys working with machines and tools
  3. Computational: Enjoys adding and subtracting numbers
  4. Scientific: Enjoys dealing with and solving problems and discovering new facts
  5. Persuasive: Enjoys meeting and dealing with people and selling objects
  6. Artistic: Enjoys doing creative work with hands that involves design, color, and materials
  7. Literary: Enjoys reading and writing
  8. Musical: Enjoys playing an instrument or singing
  9. Social Service: Enjoys helping other people
  10. Clerical: Enjoys precise and accurate office work
- C. Discuss individual ratings
- D. Briefly consider some jobs which could fulfill self-expressed ratings  
(See Kuder Preference Record - Administrator's Manual)

Materials:

1. Work Sheet: Why People Work
2. Filmstrip and cassette: RV32 - Job Attitudes: Why Work At All (approx. 10 min.)
3. Work Sheet: Individual Interests in Occupational Areas
4. Transparency: Individual Interests in Occupational Areas
5. Transparency: Reasons Why People Work

Why People Work

Please list as many reasons as you can why people work.

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

Individual Interests in Occupational Areas

Please circle high interest, average interest, or low interest to indicate how much you like each of the following 10 occupational interest areas.

1. Outdoor: Enjoys working outside, often with plants or animals.

High Interest      Average Interest      Low Interest

2. Mechanical: Enjoys working with machines and tools.

High Interest      Average Interest      Low Interest

3. Computational: Enjoys adding and subtracting numbers.

High Interest      Average Interest      Low Interest

4. Scientific: Enjoys dealing with and solving problems and discovering new facts.

High Interest      Average Interest      Low Interest

5. Persuasive: Enjoys meeting and dealing with people and selling objects.

High Interest      Average Interest      Low Interest

6. Artistic: Enjoys doing creative work with hands that involves design, color, and materials.

High Interest      Average Interest      Low Interest

7. Literary: Enjoys reading and writing.

High Interest      Average Interest      Low Interest

8. Musical: Enjoys playing an instrument or singing.

High Interest      Average Interest      Low Interest

9. Social Service: Enjoys helping other people.

High Interest      Average Interest      Low Interest

10. Clerical: Enjoys precise and accurate office work.

High Interest      Average Interest      Low Interest

Note: Individual Interests in Occupational Areas adapted from Kuder, G. F.,  
Kuder preference record - Administrator's manual. Chicago: Science  
Research Associates, 1960



## Lesson 2 - How to Find the Right Job and Categories of Jobs

### Objectives:

1. To teach where to locate jobs.
2. To teach what information should be identified in want ads.
3. To teach utilization of the classified section of a telephone directory.
4. To teach an awareness of job categories.

### Outline:

- I. Review the importance of finding the right job. Motion Picture: MP31 -  
YOUR JOB: FINDING THE RIGHT ONE (12.5 min.)
- II. Work Sheet: How to Find a Job
  - A. Individuals record where to find jobs
  - B. Group discussion
  - C. Information Sheet: Where to Locate Jobs
    1. Help wanted ads in newspapers
    2. Telephone directories (yellow pages)
    3. Friends or relatives
    4. Local community organizations
      - a. Chamber of commerce
      - b. Better business association
      - c. Interdenominational church council
    5. State employment service
    6. Private employment agencies
    7. Better business bureau
    8. Business establishments
      - a. Signs in windows
      - b. Some factories have help wanted billboards or bulletin boards located outside
    9. Industrial directories
    10. Observe construction areas
    11. Civil service announcements (usually located in Post Offices)
    12. School and college placement services
    13. Professional staff members in rehabilitation facilities
    14. Vocational teachers
    15. Rehabilitation counselors
  - D. Filmstrip and cassette: RV12 - #4 THE WORLD OF WORK - Finding the Job (approx. 10 min.)
  - E. Examine want ads in a daily newspaper
    1. Brief group discussion of what a want ad should tell a job seeker
    2. Information Sheet: Look for this Information in Want Ads
      - a. Type of job or nature of work
      - b. Working hours (shift)
      - c. Required work experience
      - d. Required level of training
      - e. Salary and frequency of payment
      - f. Required personal equipment or material
    3. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News"
  - F. Use classified section (yellow pages) in telephone directory

### III. Categories of Jobs

- A. Unskilled
- B. Semi-skilled
- C. Skilled
- D. Professional

### IV. Give individuals a Gordon Occupational Check List for completion at home

- A. Improve individuals' occupational awareness
- B. Help match individuals with an occupation
- C. Help match individuals with sets or clusters of occupations

### Materials:

1. Motion picture: MP31 - YOUR JOB: FINDING THE RIGHT ONE (12.5 min.)
2. Filmstrip and cassette: RV12 - #4 THE WORLD OF WORK - Finding the Job (approx, 10 min.)
3. Work Sheet: How to Find a Job
4. Information Sheet: Where to Locate Jobs
5. Transparency: Where to Locate Jobs
6. Information Sheet: Look for this Information in Want Ads
7. Transparency: Look for this Information in Want Ads
8. Gordon Occupational Check List
9. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News"
10. Transparency: A Help-Wanted Ad Published in the "Anniston Daily News"

How to Find a Job

How would you find a job? Where would you look for a job? Who would you ask about getting a job?

Please write down as many answers as you can.

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

Where to Locate Jobs

1. Help wanted ads in newspapers
2. Telephone directories (yellow pages)
3. Friends or relatives
4. Local community organizations
  - a. Chamber of commerce
  - b. Better business association
  - c. Interdenominational church council
5. State employment service
6. Private employment agencies
7. Better business bureau
8. Business establishments
  - a. Signs in windows
  - b. Some factories have help wanted billboards or bulletin boards located outside

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9. Industrial directories
10. Observe construction areas
11. Civil service announcements (usually located in Post Offices)
12. School and college placement services
13. Professional staff members in rehabilitation facilities
14. Vocational teachers
15. Rehabilitation counselors

Job Readiness Training Program  
Information Sheet

Name: \_\_\_\_\_  
Lesson 2

Look for this Information in Want Ads

1. Type of job or nature of work
2. Working hours (shift)
3. Required work experience
4. Required level of training
5. Salary and frequency of payment
6. Required personal equipment or material

A Help-Wanted Ad Published in the "Anniston Daily News"

MACHINIST -> GRINDER

Plenty of Room for Advancement

Openings for 8 workers over 18. Prefer individuals with previous work experience in industrial operations. However, if you have ability and desire to learn, our company is willing to train you. First and second shift workers are needed. Beginning salary is \$2.65/hr., with a raise after a six month trial period. If interested, please contact:

Mr. Dennis Tesolowski  
Personnel Manager  
National Aluminum Company, Inc.  
216 Petrie Avenue  
Anniston, Alabama 36201

An Equal Opportunity Employer

# Lesson 3 - Self-Expressed Interests and Attitudes for Specific Jobs

## Objectives:

1. To identify specific jobs which coincide with expressed interests.
2. To assist individuals in exploring and expressing attitudes toward specific jobs.

## Outline:

I. Review how to find a job, Motion Picture: MP32 - YOUR JOB: APPLYING FOR IT (13.5 min.)

II. Help individuals complete the Gordon Occupational Check List

A. Group discussion of individual responses.

B. Information Sheet: Occupational Interest Areas on "Gordon Occupational Check List" (interpreting responses)

1. Business - 48 items	
a. Clerical (Misc.)	1-8
b. Clerical - Contact	41-48
c. Clerical - Computational	81-88
d. Clerical - Persuasive	121-128
e. Sales	161-168
f. Managerial	201-208
2. Outdoor - 24 items	
a. Farming	9-16
b. Outdoor (Misc.)	49-56
c. Risk-Taking	89-96
3. Arts - 24 items	
a. Design	129-136
b. Arts (Misc.)	169-176
c. Entertainment	209-216
4. Technology - 96 items	
a. Food Products	17-24
b. Textile Products	25-32
c. Metal Work	57-64
d. Metal Work (Misc.)	65-72
e. Electrical	97-104
f. Mechanical Repair	105-112
g. Construction	137-144
h. Construction	145-152
i. Chemical Products	177-184
j. Fine Manual	185-192
k. Technology (Misc.)	217-224
l. Medical - Dental	225-232
5. Service - 48 items	
a. Service (Misc.)	33-40
b. Personal Service	73-80
c. Transportation	113-120
d. Protective Services	153-160
e. Social Service	193-200
f. Instructional	233-240

Note: Outline-II, B, 1-5 adapted from the Gordon Occupational Check List and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.

### III. Mellenbruch's Job Attitude Analysis

- A. Verbal administration in class or answer as take home questionnaire
- B. Identify feelings about jobs
  1. Very desirable
  2. Neutral
  3. Very undesirable
- C. Group discussion
- D. Review individual responses

#### Materials:

1. Motion Picture: MP32 - YOUR JOB: APPLYING FOR IT (13.5 min.)
2. Gordon Occupational Check List
3. Mellenbruch's Job Attitude Analysis
4. Information Sheet: Occupational Interest Areas on "Gordon Occupational Check List"
5. Transparency: Occupational Interest Areas on "Gordon Occupational Check List"
6. Transparency: Table 7 - Job Titles and DOT Codes for Check List Items (Taken from Gordon Occupational Check List Manual)

Note: Materials - Items 4, 5 & 6 adapted from the Gordon Occupational Check List and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.



Occupational Interest Areas on  
"Gordon Occupational Check List"

1. Business - 48 items
  - a. Clerical (Misc.) . . . . . 1-8
  - b. Clerical - Contact . . . . . 41-48
  - c. Clerical - Computational . . . . . 81-88
  - d. Clerical - Persuasive . . . . . 121-128
  - e. Sales . . . . . 161-168
  - f. Managerial . . . . . 201-208
  
2. Outdoor - 24 items
  - a. Farming . . . . . 9-16
  - b. Outdoor (Misc.) . . . . . 49-56
  - c. Risk-Taking . . . . . 89-96
  
3. Arts - 24 items
  - a. Design . . . . . 129-136
  - b. Arts (Misc.) . . . . . 169-176
  - c. Entertainment . . . . . 209-216
  
4. Technology - 96 items
  - a. Food Products . . . . . 17-24
  - b. Textile Products . . . . . 25-32
  - c. Metal Work . . . . . 57-64
  - d. Metal Work (Misc.) . . . . . 65-72
  - e. Electrical . . . . . 97-104
  - f. Mechanical Repair . . . . . 105-112
  - g. Construction . . . . . 137-144
  - h. Construction . . . . . 145-152
  - i. Chemical Products . . . . . 177-184
  - j. Fine Manual . . . . . 185-192
  - k. Technology (Misc.) . . . . . 217-224
  - l. Medical - Dental . . . . . 225-232
  
5. Service - 48 items
  - a. Service (Misc.) . . . . . 33-40
  - b. Personal Service . . . . . 73-80
  - c. Transportation . . . . . 113-120
  - d. Protective Services . . . . . 153-160
  - e. Social Service . . . . . 193-200
  - f. Instructional . . . . . 233-240

## Lesson 4 - Personal Resume

### Objectives:

1. To explain what information is included on a resume.
2. To explain why a resume is important.
3. To teach how to write a resume.

### Outline:

#### I. Personal Resume

- A. Definition: The gathering of information about an individual's personal, educational, training, and work background slanted toward a specific job which is being sought
- B. Present all information you want the employer to know
  1. Identification
    - a. Name
    - b. Address
    - c. Social Security Number
    - d. Telephone number
  2. Personal background
    - a. Age
    - b. Date of birth
    - c. Place of birth
    - d. Height
    - e. Weight
    - f. Health (medical aspects)
    - g. Marital status
    - h. Dependents
    - i. Military status
  3. Vocational objective
    - a. Position wanted
    - b. Type of work you would like to be doing ten years from now
  4. Education
    - a. College
    - b. Vocational or technical school
    - c. High school
    - d. Junior high school
    - e. Elementary school
    - f. General Equivalency Diploma (GED) Certificate
  5. Work experience
  6. References
- C. Purpose of having a resume
  1. To have necessary information when filling out an application form
  2. To enable you to get an interview
  3. To enable you to better present yourself during an interview
  4. To leave important information with an employer after an interview
  5. To send to an employer after an interview
- D. Quality of a resume
  1. A good resume makes a good impression
    - a. Use correct grammar
    - b. Spell correctly
    - c. Type or neatly print in ink

2. A bad resume seriously reduces your chances of being hired
- E. Work Sheet: Personal Resume
- F. Information Sheet: Sample Personal Resume

II. Brief introduction of an application form

- A. Required information on an application can show the importance of having a resume
- B. Point out categorical similarities

Materials:

1. Work Sheet: Personal Resume
2. Transparency: Personal Resume
3. Information Sheet: Sample Personal Resume
4. Transparency: Sample Personal Resume

Personal Resume

IDENTIFICATION:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Social Security Number: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_

PERSONAL BACKGROUND:

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Place of Birth: \_\_\_\_\_  
Height: \_\_\_\_\_ Weight: \_\_\_\_\_  
Health: \_\_\_\_\_  
Marital Status: \_\_\_\_\_ Dependents: \_\_\_\_\_  
Military Status: \_\_\_\_\_

VOCATIONAL OBJECTIVE:

Position Wanted: \_\_\_\_\_  
Type of Work I Would Like To Be Doing Ten Years From Now: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION:

College:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Degree Received: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Major Area of Study: \_\_\_\_\_ Years Completed: \_\_\_\_\_

Vocational or Technical School:

Name: \_\_\_\_\_ Did you complete the program? \_\_\_\_\_  
Address: \_\_\_\_\_ Hours of Training: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Skill Area Studied: \_\_\_\_\_

High School:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Areas of Concentration: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you did not graduate from high school, have you received a GED (General Equivalency Diploma) Certificate? \_\_\_\_\_ Yes \_\_\_\_\_ No

If you quit high school before graduating, please explain why. \_\_\_\_\_  
\_\_\_\_\_

**Junior High School:**

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Last Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_

**Elementary School:**

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Last Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_

**WORK EXPERIENCE: (Begin with your most recent job.)**

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
Street City State Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
Street City State Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
Street City State Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

REFERENCES:

Name: \_\_\_\_\_  
              First  Middle  Last  
Address: \_\_\_\_\_  
              Street  City  State    ✓   Zip Code  
Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
Where Employed: \_\_\_\_\_

Name: \_\_\_\_\_  
              First  Middle  Last  
Address: \_\_\_\_\_  
              Street  City  State       Zip Code  
Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
Where Employed: \_\_\_\_\_

Name: \_\_\_\_\_  
              First  Middle  Last  
Address: \_\_\_\_\_  
              Street  City  State       Zip Code  
Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
Where Employed: \_\_\_\_\_

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Sample Personal Resume

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PERSONAL RESUME

IDENTIFICATION:

Name: James Worker  
Address: 1234 Main Street  
Anniston, Alabama 36201  
Social Security Number: 123-45-6789  
Telephone Number: (205) 237-1977

---

PERSONAL BACKGROUND:

Age: 30  
Date of Birth: March 12, 1947  
Place of Birth: Birmingham, Alabama  
Height: 5' 10"  
Weight: 165 lbs.  
Health: Good  
Marital Status: Married  
Dependents: Four  
Military Status: None

VOCATIONAL OBJECTIVE:

Position Wanted: Machinist-Grinder

Type of Work I Would Like To Be Doing Ten Years From Now:

Ten years from now I would like to be a Tool and Die Maker or a Foreman in a machine shop.

EDUCATION:

TECHNICAL SCHOOL:

Certificate: 780 Hour Machinist Program

School: Knoxville Technical School  
4321 N. Brown Boulevard  
Knoxville, Tennessee 37900

Dates: June, 1970 - November, 1970

HIGH SCHOOL:

Diploma: Completed tenth grade in 1963

Concentrations: Mechanical Drawing, Machine Shop,  
and Science

School: Ensley High School  
9521 Lesnik Lane  
Birmingham, Alabama 35203

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WORK EXPERIENCE:

Opportunity Center  
217 West 13th Street  
Anniston, Alabama 36201

From: January, 1975 to present  
Duties: Valve Assembler

American Tool and Die Company  
3628 S. Freeman Road  
Knoxville, Tennessee 37900

From: August, 1970 to July, 1974  
Duties: Assistant Tool and Die Maker

Acme Die Casting Company  
1456 S. Helm Avenue  
Knoxville, Tennessee 37900

From: March, 1964 to May, 1970  
Duties: Laborer in Foundry



REFERENCES:

Name:  
Address:

Carl S. Lawrenz  
3634 Wustum Avenue  
Anniston, Alabama 36201  
237-9136  
Minister  
Calvary Baptist Church

Telephone:  
Position:

Name:  
Address:

Robert A. Barofsky  
3328 Cudahey Road  
Knoxville, Tennessee 37900  
(629) 341-1800  
Foreman  
American Tool and Die Company

Telephone:  
Position:

Name:  
Address:

Will N. Wilson  
1642 S. Melanie Road  
Anniston, Alabama 36201  
231-1911  
Shop Foreman  
Opportunity Center

Telephone:  
Position:

## Lesson 5 - Completing an Application for Employment

### Objectives:

1. To teach how to respond to an application for employment.
2. To explain how to evaluate an application after it has been filled out.

### Outline:

#### I. Job Application Form

##### A. Information Sheet: Important Points to Remember when Completing an Application for Employment

1. Read instructions carefully and follow them
2. Either print or write, but do not alternate (instructions usually state to print)
3. Where signature is required, this means "write"
4. Use a typewriter if it is possible
5. Do not use any color besides blue or black when using an ink pen
6. Completely answer questions as honestly as possible
7. Put the word "None" if a question does not apply
8. Have three good references
  - a. People who will represent you and speak well of you
    - 1.) Achievements
    - 2.) Abilities
    - 3.) Personal background
    - 4.) Character
    - 5.) Education
    - 6.) Experience
    - 7.) Training
  - b. Get permission from people before using them as references
  - c. Acceptable references
    - 1.) Church - pastor, minister, or priest
    - 2.) School - teachers, principal, or counselor
    - 3.) Professionals - doctor, lawyer, or dentist
    - 4.) Previous employer
    - 5.) Friend of family
  - d. People who should not be used as references
    - 1.) Relatives
    - 2.) Friends your own age (mainly if they are young and have not had much previous work experience)
  - e. Information required for references
    - 1.) Complete name
    - 2.) Complete address (include zip code)
    - 3.) Telephone number (include area code if different than potential employer's)
    - 4.) Occupation
9. Spell correctly
10. Helpful miscellaneous information for completing an application
  - a. Resume
  - b. Social security card
  - c. Birth certificate
  - d. Driver's license
  - e. Military records
  - f. Training certificates

B. Information Sheet: Self-Evaluating Your Application for Employment

1. Did I follow instructions on the application form?
2. Are my responses neatly written?
3. Do my responses say what I want them to say?
4. Is my grammar, spelling, and punctuation correct?
5. Did I clearly present my qualifications?
6. Did I give accurate dates?
7. Did I give references who know some details about my background?
  - a. Personal background
  - b. Education
  - c. Work experience
  - d. Training
  - e. Interests (hobbies)
  - f. Personality (character)
8. Did people I specified as references give me permission to use their names?
9. Upon completing the application for employment, did I carefully read all responses to see if there were any errors or omissions?

II. Work Sheet: Application for Employment

Materials:

1. Information Sheet: Important Points to Remember when Completing an Application for Employment
2. Transparency: Important Points to Remember when Completing an Application for Employment
3. Information Sheet: Self-Evaluating Your Application for Employment
4. Transparency: Self-Evaluating Your Application for Employment
5. Work Sheet: Application for Employment
6. Transparency: Application for Employment

Important Points to Remember when Completing  
an Application for Employment

1. Read instructions carefully and follow them
2. Either print or write, but do not alternate (instructions usually state to print)
3. Where signature is required, this means "write"
4. Use a typewriter if it is possible
5. Do not use any color besides blue or black when using an ink pen
6. Completely answer questions as honestly as possible
7. Put the word "None" if a question does not apply
8. Have three good references
  - a. People who will represent you and speak well of you
    - 1.) Achievements
    - 2.) Abilities
    - 3.) Personal background
    - 4.) Character
    - 5.) Education
    - 6.) Experience
    - 7.) Training
  - b. Get permission from people before using them as references
  - c. Acceptable references
    - 1.) Church - pastor, minister, or priest
    - 2.) School - teachers, principal, or counselor
    - 3.) Professionals - doctor, lawyer, or dentist
    - 4.) Previous employer
    - 5.) Friend of family
  - d. People who should not be used as references
    - 1.) Relatives
    - 2.) Friends your own age (mainly if they are young and have not had much previous work experience)
  - e. Information required for references
    - 1.) Complete name
    - 2.) Complete address (include zip code)
    - 3.) Telephone number (include area code if different than potential employer's)
    - 4.) Occupation
9. Spell correctly
10. Helpful miscellaneous information for completing an application
  - a. Resume
  - b. Social security card
  - c. Birth certificate
  - d. Driver's license
  - e. Military records
  - f. Training certificates

Self-Evaluating Your Application for Employment

1. Did I follow instructions on the application form?
2. Are my responses neatly written?
3. Do my responses say what I want them to say?
4. Is my grammar, spelling, and punctuation correct?
5. Did I clearly present my qualifications?
6. Did I give accurate dates?
7. Did I give references who know some details about my background?
  - a. Personal background
  - b. Education
  - c. Work experience
  - d. Training
  - e. Interests (hobbies)
  - f. Personality (character)
8. Did people I specified as references give me permission to use their names?
9. Upon completing the application for employment, did I carefully read all responses to see if there were any errors or omissions?

APPLICATION FOR EMPLOYMENT

Directions: Answer questions completely and accurately. Write the word "None" if a question does not pertain to you. Please print all responses, unless asked to do otherwise.

Personal Data:

Name: \_\_\_\_\_  
Last First Middle  
Address: \_\_\_\_\_  
Street City State Zip Code  
Telephone No.: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Mo. Day Yr.  
Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_  
Separated \_\_\_\_\_  
Number of Dependents: \_\_\_\_\_  
U.S. Citizen: Yes \_\_\_\_\_ No \_\_\_\_\_  
Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Social Security No. \_\_\_\_\_

Background Information

Do you have a driver's license? Yes \_\_\_\_\_ No \_\_\_\_\_  
Can you be bonded? Yes \_\_\_\_\_ No \_\_\_\_\_  
Have you ever been arrested? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please explain: \_\_\_\_\_

Were you in the military service? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what type of discharge did you receive? \_\_\_\_\_

Rate your general health: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_  
Rate your vision: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_  
Rate your hearing: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_  
Do you have any disabilities, handicaps, or diseases? Yes \_\_\_\_\_ No \_\_\_\_\_ If  
yes, please explain: \_\_\_\_\_

Have you ever received treatment for an emotional condition? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please explain: \_\_\_\_\_

Have you ever received Workman's Compensation? Yes \_\_\_\_\_ No \_\_\_\_\_ Number of  
days absent from work last year. (If unemployed, number of days you think you  
would have missed.) \_\_\_\_\_ Days

Educational Background:

Elementary School:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Last Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_

Junior High School:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Last Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_

High School:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Grade Completed: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Areas of Concentration: \_\_\_\_\_

If you did not graduate from high school, have you received a GED (General Equivalency Diploma) Certificate?  Yes  No

If you quit high school before graduating, please explain why. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Vocational or Technical School:

Name: \_\_\_\_\_ Did you complete the program?   
Address: \_\_\_\_\_ Hours of Training: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Skill Area Studied: \_\_\_\_\_

College:

Name: \_\_\_\_\_ Year Graduated: \_\_\_\_\_  
Address: \_\_\_\_\_ Degree Received: \_\_\_\_\_  
City & State: \_\_\_\_\_  
Major Area of Study: \_\_\_\_\_ Years Completed: \_\_\_\_\_

**Work Experience:** (Begin with your most recent job.)

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
                    Street                                    City                                    State                                    Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
                    Street                                    City                                    State                                    Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

Name of Employer: \_\_\_\_\_  
Address: \_\_\_\_\_  
                    Street                                    City                                    State                                    Zip Code  
Dates Employed - From: \_\_\_\_\_ To: \_\_\_\_\_  
Job Title (Position): \_\_\_\_\_  
Rate of Pay: \_\_\_\_\_  
Duties Performed: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

**Type of Work Wanted:**  
First Choice: \_\_\_\_\_  
Second Choice: \_\_\_\_\_





References:

Directions: Persons listed as references should have known you for at least one year or more. Do not include relatives,

Name: \_\_\_\_\_  
                     Last  First  Middle  
 Address: \_\_\_\_\_  
                     Street  City  State  Zip Code  
 Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
 Where Employed: \_\_\_\_\_

Name: \_\_\_\_\_  
                     Last  First  Middle  
 Address: \_\_\_\_\_  
                     Street  City  State  Zip Code  
 Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
 Where Employed: \_\_\_\_\_

Name: \_\_\_\_\_  
                     Last  First  Middle  
 Address: \_\_\_\_\_  
                     Street  City  State  Zip Code  
 Telephone Number: \_\_\_\_\_ Position: \_\_\_\_\_  
 Where Employed: \_\_\_\_\_

To the best of my knowledge, I swear that all information presented in this application for employment is accurate and truthful. I hereby authorize this company to verify any or all of the above information. I understand that presentation of inaccurate information can result in my not being hired or in my release after being hired. I also understand that all new employees must successfully complete a written examination and a physical examination before being hired.

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

Lesson 6 → Application for Employment, Writing an Application Letter, and Employment Examinations

Objectives:

1. To teach how to write a letter of application for employment.
2. To teach helpful hints about taking employment examinations.

Outline:

- I. Review "Application for Employment," Filmstrip and Cassette: RV12 - #5 THE WORLD OF WORK - Getting the Job (approx. 20 min.)
- II. Continue completion of application for employment
- III. Information Sheet: Letters of Application for Employment
  - A. Important points to remember when completing a letter of application
    1. Leave proper margins on both sides of letter
    2. Begin letter approximately two inches from top of page
    3. Place your address in upper right hand corner of letter
    4. Date letter with today's date
    5. Leave space between date and company address
    6. Person (or job title) and company are first items which appear on left side of page
    7. Leave space after company address and salutation
    8. Use zip codes in addresses
    9. Use proper salutation
      - a. Dear Mr. Tesolowski:
      - b. Dear Sir:
      - c. Gentlemen:
    10. Use a colon (:) after salutation
    11. Each paragraph should represent a separate idea
    12. Leave a space between paragraphs
    13. Use a proper closing
      - a. Sincerely,
      - b. Yours truly,
    14. Leave space between closing and signature
    15. Place closing and signature in lower right hand corner of letter, but align them with address and date in upper right hand corner
    16. Neatly write your name and address in upper left hand corner of envelope
    17. Use complete name and address of company being written on letter and envelope
    18. Neatly write and properly space company name and address on envelope
    19. General appearance of a letter of application, including handwriting, spelling, and grammar, should impress a potential employer
  - B. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
  - C. Information Sheet: Sample Letter of Application for Employment

#### IV. Information Sheet: Helpful Hints for Employment Examinations

- A. Complete required identifying information
- B. Carefully read directions
- C. Be aware of time limit (if required).
- D. Rapidly observe test questions to determine which are most difficult
- E. Calculate approximately how much time can be spent on each question
- F. Carefully read every question which you attempt to answer
- G. Leave difficult questions which you cannot answer and return to them after completing other questions
- H. Try to relax
- I. Remember that your best effort is all that anyone can ask of you.

#### Materials:

1. Filmstrip and cassette: RV12 - #5 - THE WORLD OF WORK - Getting the Job (approx. 20 min.)
2. Information Sheet: Letters of Application for Employment
3. Transparency: Letters of Application for Employment
4. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
5. Transparency: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
6. Information Sheet: Sample Letter of Application for Employment
7. Transparency: Sample Letter of Application for Employment
8. Information Sheet: Addressing the Envelope When Writing a Letter of Application for Employment
9. Transparency: Addressing the Envelope When Writing a Letter of Application for Employment
10. Information Sheet: Helpful Hints for Employment Examinations
11. Transparency: Helpful Hints for Employment Examinations

Letters of Application for Employment

1. Leave proper margins on both sides of letter.
2. Begin letter approximately two inches from top of page.
3. Place your address in upper right hand corner of letter.
4. Date letter with today's date.
5. Leave space between date and company address.
6. Person (or job title) and company are first items which appear on left side of page.
7. Leave space after company address and salutation.
8. Use zip codes in addresses.
9. Use proper salutation.
  - a. Dear Mr. Tesolowski:
  - b. Dear Sir:
  - c. Gentlemen:
10. Use a colon (:) after salutation.
11. Each paragraph should represent a separate idea.
12. Leave a space between paragraphs.
13. Use a proper closing.
  - a. Sincerely,
  - b. Yours truly,
14. Leave space between closing and signature.
15. Place closing and signature in lower right hand corner of letter, but align them with address and date in upper right hand corner.
16. Neatly write your name and address in upper left hand corner of envelope.
17. Use complete name and address of company being written on letter and envelope.
18. Neatly write and properly space company name and address on envelope.
19. General appearance of a letter of application, including handwriting, spelling, and grammar, should impress a potential employer.

Sample Letter of Application for Employment

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1234 Main Street  
Anniston, Alabama 36201  
May 16, 1977

Mr. Dennis Tesolowski  
Personnel Manager  
National Aluminum Company, Inc.  
216 Petrie Avenue  
Anniston, Alabama 36201

Dear Mr. Tesolowski:

This letter is in reference to the Machinist-Grinder position advertised in the Anniston Family News on May 15, 1977.

I completed tenth grade, which included two years of industrial education, at Ensley High School, Birmingham, Alabama in 1963. I received a Certificate for completing a 26 week (780 hour) machinists program at Knoxville Technical School, Knoxville, Tennessee in 1969.

I worked as a laborer for six years at Acme Die Casting in Knoxville. I have also worked as an Assistant Tool and Die Maker for four years at American Tool and Die in Knoxville. During the past two and one-half years I have received on-the-job training and worked as a valve assembler at the Opportunity Center in Anniston. Mr. Will Wilson, Shop Foreman at the Opportunity Center, is presently my immediate supervisor. He has kindly permitted me to use his name as a reference.

I am available for immediate employment. Overtime work, including Saturday, will be welcomed.

I shall be happy to furnish you with further details about my personal background, education, work experience, and other references. I feel confident that I am capable of performing the quality of work required by your company. I would be pleased to come in for an interview anytime at your convenience. You may call me at 237-1977 anytime after 3:30 p.m. on weekdays or anytime on weekends.

Thank you for your consideration in this matter.

Sincerely,

James Worker

Addressing the Envelope When Writing a  
Letter of Application for Employment

James Worker  
1234 Main Street  
Anniston, Alabama 36201

Mr. Dennis Tesolowski  
Personnel Manager  
National Aluminum Company, Inc.  
216 Petrie Avenue  
Anniston, Alabama 36201

Helpful Hints for Employment Examinations

1. Complete required identifying information.
2. Carefully read directions.
3. Be aware of time limit (if required).
4. Rapidly observe test questions to determine which are most difficult.
5. Calculate approximately how much time can be spent on each question.
6. Carefully read every question which you attempt to answer.
7. Leave difficult questions which you cannot answer and return to them after completing other questions.
8. Try to relax.
9. Remember that your best effort is all that anyone can ask of you.



## Lesson 7 - Using the Telephone to Contact an Employer, and Self-Evaluating Your Grooming for a Job Interview

### Objectives:

1. To teach telephone techniques used to contact a potential employer for a job interview.
2. To provide guidelines regarding the self-evaluation of individual grooming before a job interview.

### Outline:

- I. Information Sheet: Helpful Hints for Contacting a Potential Employer on the Telephone
  - A. Determine what you want to say before calling
  - B. Clearly identify yourself by giving your full name
  - C. Clearly identify who you would like to talk with. (This will usually be a receptionist or secretary)
  - D. Speak in a cheerful and friendly voice
  - E. Speak in varying tones
  - F. Speak in an adequate loudness
  - G. Speak confidently in a businesslike and courteous manner
  - H. Upon getting the person, who you want to talk with,
    1. Clearly identify yourself
    2. Clearly and concisely explain what you are calling about
  - I. Be an attentive (good) listener
  - J. Unexpected interruptions
    1. Excuse yourself
    2. Place the phone in a position that is as noiseless as possible
  - K. Be careful not to allow an interview to be conducted over the telephone
  - L. Closing the conversation
    1. Maintain the speed of your conversation when saying "Good-by" (Many people tend to hurry)
    2. Maintain the loudness of your voice (Many people tend to speak quieter)
    3. Say "Thank you" for any considerations which have been given you
    4. Carefully place the telephone receiver and transmitter in its holder
- II. Role Playing - Using the telephone to contact a potential employer for an interview
- III. Information Sheet: Job Interviews: Self-Evaluating Your Grooming
  - A. Did I take a shower or bath?
  - B. Did I wash my face?
  - C. Did I brush my teeth?
  - D. Did I freshen my mouth?
  - E. Are my clothes clean?
  - F. Are my clothes ironed or pressed?
  - G. Are my clothes appropriate for the interview? Too fancy or stylish?
  - H. Are my shoes clean and polished?
  - I. Is my hair clean and neatly styled?

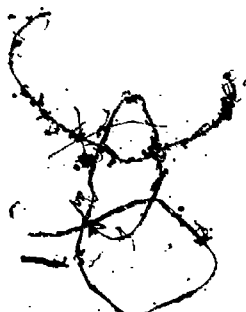
- J. Are my fingernails clean and trim?
- K. Do I smell clean and fresh?
- L. Do I appear extreme?
- M. Do I appear pleasant and natural?
- N. Do I have an appropriate amount of cosmetics and perfume on (girls)?
- O. Am I comfortable?
- P. Is my posture good?
- Q. Was I pleased after carefully examining myself in a mirror?

IV. Filmstrip and Cassette: RV08 - YOUR JOB INTERVIEW

- A. Part I - Pre-interview preparation (approx. 10 min.)
- B. Part II - Dress and conduct for the interview (approx. 10 min.)

Materials:

- 1. Information Sheet: Helpful Hints for Contacting a Potential Employer on the Telephone
- 2. Transparency: Helpful Hints for Contacting a Potential Employer on the Telephone
- 3. Information Sheet: Job Interviews: Self-Evaluating Your Grooming
- 4. Transparency: Job Interviews: Self-Evaluating Your Grooming
- 5. Filmstrip and Cassette: RV08 - YOUR JOB INTERVIEW
  - A. Part I - Pre-interview preparation (approx. 10 min.)
  - B. Part II - Dress and conduct for the interview (approx. 10 min.)



Helpful Hints for Contacting a Potential  
Employer on the Telephone

1. Determine what you want to say before calling.
2. Clearly identify yourself by giving your full name.
3. Clearly identify who you would like to talk with. (This will usually be a receptionist or secretary.)
4. Speak in a cheerful and friendly voice.
5. Speak in varying tones.
6. Speak in an adequate loudness.
7. Speak confidently in a businesslike and courteous manner.
8. Upon getting the person who you want to talk with.
  - a. Clearly identify yourself.
  - b. Clearly and concisely explain what you are calling about.
9. Be an attentive (good) listener.
10. Unexpected interruptions.
  - a. Excuse yourself.
  - b. Place the phone in a position that is as noiseless as possible.
11. Be careful not to allow an interview to be conducted over the telephone.
12. Closing the conversation.
  - a. Maintain the speed of your conversation when saying "Good-by."  
(Many people tend to hurry.)
  - b. Maintain the loudness of your voice. (Many people tend to speak quieter.)
  - c. Say "Thank you" for any considerations which have been given you.
  - d. Carefully place the telephone receiver and transmitter in its holder.

Job Interviews: Self-Evaluating Your Grooming

1. Did I take a shower or bath?
2. Did I wash my face?
3. Did I brush my teeth?
4. Did I freshen my mouth?
5. Are my clothes clean?
6. Are my clothes ironed or pressed?
7. Are my clothes appropriate for the interview? Too fancy or stylish?
8. Are my shoes clean and polished?
9. Is my hair clean and neatly styled?
10. Are my fingernails clean and trim?
11. Do I smell clean and fresh?
12. Do I appear extreme?
13. Do I appear pleasant and natural?
14. Do I have an appropriate amount of cosmetics and perfume on (girls)?
15. Am I comfortable?
16. Is my posture good?
17. Was I pleased after carefully examining myself in a mirror?

Lesson 8 - Behaviors that are Acceptable or Unacceptable for an Individual  
During a Job Interview and Special Concerns of the Disabled

Objectives:

1. To teach acceptable job interview behaviors.
2. To teach unacceptable job interview behaviors.
3. To explain special concerns of disabled individuals during job interviews.

Outline:

I. Exhibiting acceptable or unacceptable behaviors in a job interview

A. Information Sheet: Job Interview: Exhibiting Acceptable Behaviors

1. Be well groomed.
2. Wear appropriate clothing
3. Remove your hat upon entering the office
4. Arrive at least 10 minutes early
5. Give your full name to the receptionist or secretary
6. Indicate your eagerness by walking briskly
7. Introduce yourself when meeting the interviewer
8. Refer to the interviewer by name
9. Give a firm handshake after being offered the interviewer's hand
10. Remain standing until asked to sit down
11. Be an alert and attentive listener
12. Act interested
13. Speak clearly and distinctly
14. Speak in a loud enough voice /
15. Maintain good posture when standing or sitting
16. Indicate that you are interested in the job for which you are applying
17. Allow the interviewer to control the interview by leading the discussion
18. Directly answer all questions (use good judgment if you think a question is too personal)
19. Use correct grammar and answer questions completely
20. Give accurate, honest answers
21. Occasionally say "Yes, Sir" or "No, Sir"
22. Present certificates or documents when asked to verify facts
23. Speak in the best English you are capable of
24. Be courteous
25. Maintain eye contact
26. Stress your qualifications for the job
27. Describe your disability
28. Look pleasant and smile periodically
29. Maintain your poise
30. Act natural by being yourself
31. Maintain a relatively serious attitude
32. Realistically discuss wages, if the interviewer mentions them first
33. Record the date, time, and place to report, if asked to return for another interview

34. Exhibit confidence in yourself
  35. Verbally indicate that you are a positive thinker
  36. Say "thank you" when the interview has ended
  37. Ask good questions, if given the opportunity
  38. Try to be relaxed
  39. Indicate that you are a kind person
  40. Stand when the employer stands after the interview has ended
  41. Give a firm handshake, if the interviewer offers his hand at the end of the interview (especially if you had a handshake at the beginning of the interview)
  42. Let the interviewer know that you are interested in the company, by discussing the services provided or products made
  43. Demonstrate to the employer that you can function independently
- B. Information Sheet: Job Interviews: Exhibiting Unacceptable Behaviors
1. Referring to yourself as Mr., Mrs., Miss, or Ms.
  2. Using profane language
  3. Using slang
  4. Acting like someone besides yourself
  5. Exphasizing how much you need the job
  6. Bringing a friend or relative with you
  7. Interrupting the interviewer
  8. Indicating that you are restless by moving about in your chair
  9. Indicating that you are nervous
  10. Criticizing former employers or co-workers
  11. Being negative or critical about any subject
  12. Discussing personal, family, or money problems (unless specifically asked)
  13. Touching the interviewer's desk or anything on it
  14. Sitting down before you have been invited to do so
  15. Giving a sloppy handshake
  16. Using poor posture while sitting or standing
  17. Acting friendlier than is appropriate
  18. Giving false answers
  19. Giving unimportant excuses
  20. Initiating a discussion about wages, working conditions, holiday and vacation policies, and hours of work (unless you have been asked to take the job)
  21. Slowly walking into the interview
  22. Expressing the idea that you are the most important
  23. Telling jokes
  24. Reading personal property on the interviewer's desk
  25. Smoking during or right before the interview
  26. Having the odor of liquor on your breath
  27. Having anything in your mouth
  28. Wearing sunglasses
  29. Not wearing your prescription eyeglasses if you need them
  30. Attending an interview when it is obvious that you are sick
  31. Wearing emblems or decals on your clothing
  32. Asking unimportant questions
  33. Stressing your disability
  34. Talking to anyone who enters the room

## II. Information Sheet: Job Interviews: Special Concerns of Disabled Individuals

- A. What employers often think
1. Consider individuals' limitations, instead of their abilities
  2. Worry about accidents
  3. Worry about rates they pay for insurance
- B. Behaviors which disabled individuals can exhibit during the interview
1. Discuss the disability early in the interview, especially if it is visually apparent
    - a. Use clear, easy to understand terms
    - b. Do not use medical or psychological jargon
    - c. Explain your disability in such a way that the interviewer knows you can do the job
    - d. Try to describe your problem with positive qualities
    - e. Describe how the disability occurred
      - 1.) Congenital
      - 2.) Accidental injury
        - a.) A long time ago
        - b.) Recently
      - 3.) Disease
    - f. Describe any physical limitations
      - 1.) Standing
      - 2.) Sitting
      - 3.) Walking
      - 4.) Lifting
      - 5.) Visual
      - 6.) Hearing
      - 7.) Speech
      - 8.) Breathing
        - a.) Allergies
        - b.) Out-of-breath
      - 9.) Coordination
        - a.) Eye-hand
        - b.) Eye-foot
      - 10.) Finger dexterity
        - a.) Fine
        - b.) Gross
    - g. Describe the condition of your disability
      - 1.) Improving
      - 2.) Not changing
      - 3.) Progressive (rate at which it is getting worse)
  2. Discuss how you have been able to compensate for your disability
  3. Discuss your good vocational record
    - a. Few days missed due to illness
    - b. Arrive early for work
    - c. Present facts about quantity and quality of previous work
  4. Discuss your reliable source of transportation or your ability to drive
  5. Demonstrate special skills you have developed to compensate for your disability
    - a. Use of prosthetic devices
    - b. Use of wheelchair
    - c. Other unique skills

6. Discuss architectural barriers, if they are going to be a problem
  - a. Doorways
  - b. Curbs
  - c. Stairs
  - d. Elevators
  - e. Parking spaces near place of work
- C. Always stress your abilities and qualifications, not your limitations, regardless of your disability
  1. Face reality and discuss the problem
  2. Stress positive aspects which you have learned to use to compensate for your disability
- D. Discuss your vocational objectives
  1. Short-term
  2. Intermediate
  3. Long-range
- E. Discuss specific experiences which you have had that better enable you to perform the job which you are seeking
  1. Personal
  2. Educational
  3. Work experience
  4. Training
- F. Use references who will present your disability as favorably as possible

Materials:

1. Information Sheet: Job Interviews: Exhibiting Acceptable Behaviors
2. Transparency: Job Interviews: Exhibiting Acceptable Behaviors
3. Information Sheet: Job Interviews: Exhibiting Unacceptable Behaviors
4. Transparency: Job Interviews: Exhibiting Unacceptable Behaviors
5. Information Sheet: Job Interviews: Special Concerns of Individuals with Disabilities
6. Transparency: Job Interviews: Special Concerns of Individuals with Disabilities



Job Interviews: Exhibiting Acceptable Behaviors

1. Be well groomed.
2. Wear appropriate clothing.
3. Remove your hat upon entering the office.
4. Arrive at least 10 minutes early.
5. Give your full name to the receptionist or secretary.
6. Indicate your eagerness by walking briskly.
7. Introduce yourself when meeting the interviewer.
8. Refer to the interviewer by name.
9. Give a firm handshake after being offered the interviewer's hand.
10. Remain standing until asked to sit down.
11. Be an alert and attentive listener.
12. Act interested.
13. Speak clearly and distinctly.
14. Speak in a loud enough voice.
15. Maintain good posture when standing or sitting.
16. Indicate that you are interested in the job for which you are applying.
17. Allow the interviewer to control the interview by leading the discussion.
18. Directly answer all questions (use good judgement if you think a question is too personal).
19. Use correct grammar and answer questions completely.
20. Give accurate, honest answers.
21. Occasionally say "Yes, Sir" or "No, Sir."
22. Present certificates or documents when asked to verify facts.
23. Speak in the best English you are capable of.
24. Be courteous.
25. Maintain eye contact.
26. Stress your qualifications for the job.
27. Describe your disability.
28. Look pleasant and smile periodically.
29. Maintain your poise.
30. Act natural by being yourself.
31. Maintain a relatively serious attitude.
32. Realistically discuss wages, if the interviewer mentions them first.
33. Record the date, time, and place to report, if asked to return for another interview.
34. Exhibit confidence in yourself.
35. Verbally indicate that you are a positive thinker.
36. Say "thank you" when the interview has ended.
37. Ask good questions, if given the opportunity.
38. Try to be relaxed.
39. Indicate that you are a kind person.
40. Stand when the employer stands after the interview has ended.
41. Give a firm handshake, if the interviewer offers his hand at the end of the interview (especially if you had a handshake at the beginning of the interview).
42. Let the interviewer know that you are interested in the company by discussing the services provided or products made.
43. Demonstrate to the employer that you can function independently.

Job Interviews: Exhibiting Unacceptable Behaviors

1. Referring to yourself as Mr., Mrs., Miss, or Ms.
2. Using profane language.
3. Using slang.
4. Acting like someone besides yourself.
5. Emphasizing how much you need the job.
6. Bringing a friend or relative with you.
7. Interrupting the interviewer.
8. Indicating that you are restless by moving about in your chair.
9. Indicating that you are nervous.
10. Criticizing former employers or co-workers.
11. Being negative or critical about any subject.
12. Discussing personal, family, or money problems (unless specifically asked).
13. Touching the interviewer's desk or anything on it.
14. Sitting down before you have been invited to do so.
15. Giving a sloppy handshake.
16. Using poor posture while sitting or standing.
17. Acting friendlier than is appropriate.
18. Giving false answers.
19. Giving unimportant excuses.
20. Initiating a discussion about wages, working conditions, holiday and vacation policies, and hours of work (unless you have been asked to take the job).
21. Slowly walking into the interview.
22. Expressing the idea that you are the most important.
23. Telling jokes.
24. Reading personal property on the interviewer's desk.
25. Smoking during or right before the interview.
26. Having the odor of liquor on your breath.
27. Having anything in your mouth.
28. Wearing sunglasses.
29. Not wearing your prescription eyeglasses if you need them.
30. Attending an interview when it is obvious that you are sick.
31. Wearing emblems or decals on your clothing.
32. Asking unimportant questions.
33. Stressing your disability.
34. Talking to anyone who enters the room.

Job Interviews: Special Concerns of  
Disabled Individuals

1. What employers often think
  - A. Consider individuals' limitations, instead of their abilities
  - B. Worry about accidents
  - C. Worry about rates they pay for insurance
2. Behaviors which disabled individuals can exhibit during the interview
  - A. Discuss the disability early in the interview, especially if it is visually apparent
    - 1.) Use clear, easy to understand terms
    - 2.) Do not use medical or psychological jargon
    - 3.) Explain your disability in such a way that the interviewer knows you can do the job
    - 4.) Try to describe your problem with positive qualities
    - 5.) Describe how the disability occurred
      - a.) Congenital
      - b.) Accidental injury
        - (1) A long time ago
        - (2) Recently
      - c.) Disease
    - 6.) Describe any physical limitations
      - a.) Standing
      - b.) Sitting
      - c.) Walking
      - d.) Lifting
      - e.) Visual
      - f.) Hearing
      - g.) Speech
      - h.) Breathing
        - (1) Allergies
        - (2) Out-of-breath
      - i.) Coordination
        - (1) Eye-hand
        - (2) Eye-foot
      - j.) Finger dexterity
        - (1) Fine
        - (2) Gross
    - 7.) Describe the condition of your disability
      - a.) Improving
      - b.) Not changing
      - c.) Progressive (rate at which it is getting worse)
    - 8.) Discuss how you have been able to compensate for your disability
    - 9.) Discuss your good vocational record
      - a.) Few days missed due to illness
      - b.) Arrive early for work
      - c.) Present facts about quantity and quality of previous work

- 10.) Discuss your reliable source of transportation or your ability to drive
  - 11.) Demonstrate special skills you have developed to compensate for your disability
    - a.) Use of prosthetic devices
    - b.) Use of wheelchair
    - c.) Other unique skills
  - 12.) Discuss architectural barriers, if they are going to be a problem
    - a.) Doorways
    - b.) Curbs
    - c.) Stairs
    - d.) Elevators
    - e.) Parking spaces near place of work
3. Always stress your abilities and qualifications, not your limitations, regardless of your disability
    - A. Face reality and discuss the problem
    - B. Stress positive aspects which you have learned to use to compensate for your disability
  4. Discuss your vocational objectives
    - A. Short-term
    - B. Intermediate
    - C. Long-range
  5. Discuss specific experiences which you have had that better enable you to perform the job which you are seeking
    - A. Personal
    - B. Educational
    - C. Work experience
    - D. Training
  6. Use references who will present your disability as favorably as possible

## Lesson 9 - Questions Which Are Asked During Job Interviews and Role Playing Simulated Job Interviews

### Objectives:

1. To explore questions which are frequently asked in job interviews.
2. To provide simulated job interviewing experiences.

### Outline:

#### I. Information Sheet: Job Interviews: Questions Which Are Often Asked

##### A. Personal background (identification)

1. What information can you give me about yourself?
2. Where do you live?
3. How long have you lived there?
4. What are your favorite hobbies?
5. What is your military status?
6. How old are you?
7. What civic or community activities have you participated in?
8. Do you think these activities are worthwhile?
9. Do you like people?
10. Do you have many friends?
11. What do you do with your spare time?
12. What things do you do best?
13. Are there things that you do not like to do?
14. How do you like to spend your vacations?
15. How much television do you watch?
16. Have you ever been arrested?
17. Have you ever been in jail?
18. Do you have any health problems?
19. Have you ever received treatment for an emotional or mental condition?

##### B. Education

1. What high school (elementary school) did you attend?
2. Did you graduate from high school?
3. Did you get any special training in high school?
4. What courses were your favorites?
5. What courses did you dislike most?
6. Did you participate in any extracurricular activities?
7. Did you have to miss much school?
8. What was the last year of school which you completed?
9. Did you have many friends?
10. How many of your teachers were good?
11. What can you tell me about your favorite teacher?

##### C. Skill training

1. Have you attended vocational or technical school?
2. Have you participated in any manpower training programs?
3. What vocational skills do you possess?
4. What machinery can you operate?
5. Have you had any on-the-job training?
6. Did you receive any vocational training in high school?
7. Have you developed any vocational skills from your hobbies?

- D. Work experience or work related
1. Have you held any part-time jobs?
  2. Have you held any full-time jobs?
  3. What duties did you perform on your job?
  4. Did you like your job?
  5. How much money were you making?
  6. Why did you leave that job?
  7. How much do you expect to be paid on this job?
  8. Do you believe that you can perform the duties required on this job?
  9. Where did you learn about this job opening?
  10. How long did you work with that company?
  11. Do you want a temporary or permanent job?
  12. Did you like your last supervisor?
  13. Did you and your employer get along well?
  14. What can you tell me about the co-workers on your last job?
  15. Do you prefer to work alone or with other people?
  16. What are your long-range vocational plans?
  17. Have you learned anything from your past jobs?
  18. What kind of an immediate supervisor do you prefer?
  19. Are you willing to move to another city or state if the company asks you to?
  20. What did you most like about that job?
  21. What did you like the least about that job?
- E. Vocational interests
1. What advantages are there in working for this company?
  2. Does this job have any disadvantages?
  3. What type of work do you want to do?
  4. What job would you least like to do?
  5. How can you benefit our company?
  6. What can you tell me about our products? Or services?
  7. How did you become interested in this type of work?
  8. What do you know about our company?
  9. What are your qualifications for this job?
  10. What would you do if you could have any job in our company?
  11. How much money would you like to make?
  12. Are you willing to begin working for minimum wage?

II. Motion Picture: MP27 - JOB INTERVIEW: WOMEN (17 min.)

III. Job interviews (role playing)

- A. Interview each individual
1. Ask for volunteers
  2. Round robin
- B. Instructor will be the interviewer
1. Maintain ten minute time limit on interviews
  2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked
- C. Record interviews or video tape (VTR)
1. Group playback
  2. Discuss interviews
  3. Feedback
- D. Begin a second set of interviews
1. Ask for volunteers
  2. Round robin (depending on time)

Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked
2. Transparency: Job Interviews: Questions Which Are Often Asked
3. Motion Picture: MP27 - JOB INTERVIEW: WOMEN (17 min.)
4. Video tape recordings (VTR)

Job Interviews: Questions  
Which Are Often Asked

A. Personal Background (identification)

1. What information can you give me about yourself?
2. Where do you live?
3. How long have you lived there?
4. What are your favorite hobbies?
5. What is your military status?
6. How old are you?
7. What civic or community activities have you participated in?
8. Do you think these activities are worthwhile?
9. Do you like people?
10. Do you have many friends?
11. What do you do with your spare time?
12. What things do you do best?
13. Are there things that you do not like to do?
14. How do you like to spend your vacations?
15. How much television do you watch?
16. Have you ever been arrested?
17. Have you ever been in jail?
18. Do you have any health problems?
19. Have you ever received treatment for an emotional or mental condition?

B. Education

1. What high school (elementary school) did you attend?
2. Did you graduate from high school?
3. Did you get any special training in high school?
4. What courses were your favorites?
5. What courses did you dislike most?
6. Did you participate in any extracurricular activities?
7. Did you have to miss much school?
8. What was the last year of school which you completed?
9. Did you have many friends?
10. How many of your teachers were good?
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C. Skill training

1. Have you attended vocational or technical school?
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3. What vocational skills do you possess?
4. What machinery can you operate?
5. Have you had any on-the-job training?
6. Did you receive any vocational training in high school?
7. Have you developed any vocational skills from your hobbies?



D. Work experience or work related

1. Have you held any part-time jobs?
2. Have you held any full-time jobs?
3. What duties did you perform on your job?
4. Did you like your job?
5. How much money were you making?
6. Why did you leave that job?
7. How much do you expect to be paid on this job?
8. Do you believe that you can perform the duties required on this job?
9. Where did you learn about this job opening?
10. How long did you work with that company?
11. Do you want a temporary or permanent job?
12. Did you like your last supervisor?
13. Did you and your employer get along well?
14. What can you tell me about the co-workers on your last job?
15. Do you prefer to work alone or with other people?
16. What are your long-range vocational plans?
17. Have you learned anything from your past jobs?
18. What kind of an immediate supervisor do you prefer?
19. Are you willing to move to another city or state if the company asks you to?
20. What did you most like about that job?
21. What did you like the least about that job?

E. Vocational interests

1. What advantages are there in working for this company?
2. Does this job have any disadvantages?
3. What type of work do you want to do?
4. What job would you least like to do?
5. How can you benefit our company?
6. What can you tell me about our products? Or services?
7. How did you become interested in this type of work?
8. What do you know about our company?
9. What are your qualifications for this job?
10. What would you do if you could have any job in our company?
11. How much money would you like to make?
12. Are you willing to begin working for minimum wage?

## Lesson 10 - Role Playing Simulated Job Interviews

### Objectives:

1. To provide simulated job interviewing experiences.

### Outline: (Continuation of Lesson 9)

#### I. Job Interviews (role playing)

##### A. Interview each individual

1. Ask for volunteers
2. Round robin

##### B. Instructor will be the interviewer

1. Maintain ten minute time limit on interviews
2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked

##### C. Record interviews on video tape (VTR)

1. Group playback
2. Discuss interviews
3. Feedback

##### D. Begin a second set of interviews

1. Ask for volunteers
2. Round robin (depending on time)

### Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
2. Transparency: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
3. Video tape recordings (VTR)

Lesson 11 -- Role Playing Simulated Job Interviews and Introduction to Maintaining or Keeping a Job After You Have It.

Objectives:

1. To provide simulated job interviewing experiences.

Outline: (continuation of Lesson 9)

I. Job Interviews (role playing)

A. Interview each individual

1. Ask for volunteers
2. Round robin

B. Instructor will be the interviewer

1. Maintain ten minute time limit on interviews
2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked

C. Record interviews on video tape (VTR)

1. Group playback
2. Discuss interviews
3. Feedback

D. Begin a second set of interviews

1. Ask for volunteers
2. Round robin (depending on time)

II. Keeping or maintaining a job after you have obtained it

Motion Picture: MP33 - YOUR JOB: FITTING IN (16 min.)

Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
2. Transparency: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
3. Video tape recordings (VTR)
4. Motion Picture: MP33 - YOUR JOB: FITTING IN (16 min.)

## Lesson 12 - Unacceptable Behaviors Which You Should Not Exhibit on the Job

### Objectives:

1. To teach unacceptable job behaviors.
2. To suggest what not to say to an employer.

### Outline:

#### I. Keeping or maintaining a job after you have obtained it

##### A. Work Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. Individuals list as many bad work behaviors as they can think of
2. Group discussion to compile individual ideas

##### B. Information Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. Frequently missing work
2. Arriving late for your job
3. Being extremely friendly with your supervisor
4. Being extremely aggressive with your supervisor or co-workers
5. Talking to your supervisor or co-workers when they do not want to be bothered
6. Expressing anger when your work is constructively criticized
7. Allowing your emotions to affect your work
8. Treating co-workers unfairly
9. Taking full credit for a group effort
10. Breaking company rules and policies
11. Always trying to be the first person out of the building after work
12. Expressing superiority to your supervisor or co-workers
13. Allowing comments or criticisms about your work to become personal
14. Indicating that you are more important than anyone or anything else concerned with your job
15. Always trying to gain personal advantages
16. Asking your supervisor a lot of unnecessary questions
17. Verbally or non-verbally telling your supervisor or co-workers that you are smarter or have a better education than them
18. Taking problems to higher management than your immediate supervisor
19. Being extremely sensitive to comments made by your supervisor or co-workers
20. Always making excuses when problems arise
21. Continually complaining and finding faults with everything
22. Blaming co-workers for your mistakes
23. Doing personal tasks during work hours, such as reading magazines or writing letters
24. Being extremely critical of your supervisor, co-workers, or the company you work for
25. Trying to learn co-workers jobs before you know your own
26. Constantly complaining about anything associated with your job
27. Constantly watching the clock while working
28. Frequently being unhappy while working
29. Ignoring safety rules

II. Tape Recording: TR95 - #6 THE WORLD OF WORK I - The Magic Words That Get You Fired (approx. 15 min.)

Materials:

1. Work Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
2. Information Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
3. Transparency: Maintaining Your Job: Exhibiting Unacceptable Behaviors
4. Tape Recording: TR95 - #6 THE WORLD OF WORK I - The Magic Words That Get You Fired (approx. 15 min.)

Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_

Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. Frequently missing work.
2. Arriving late for your job.
3. Being extremely friendly with your supervisor.
4. Being extremely aggressive with your supervisor or co-workers.
5. Talking to your supervisor or co-workers when they do not want to be bothered.
6. Expressing anger when your work is constructively criticized.
7. Allowing your emotions to affect your work.
8. Treating co-workers unfairly.
9. Taking full credit for a group effort.
10. Breaking company rules and policies.
11. Always trying to be the first person out of the building after work.
12. Expressing superiority to your supervisor or co-workers.
13. Allowing comments or criticisms about your work to become personal.
14. Indicating that you are more important than anyone or anything else concerned with your job.
15. Always trying to gain personal advantages.
16. Asking your supervisor a lot of unnecessary questions.
17. Verbally or non-verbally telling your supervisor or co-workers that you are smarter or have a better education than them.
18. Taking problems to higher management than your immediate supervisor.
19. Being extremely sensitive to comments made by your supervisor or co-workers.
20. Always making excuses when problems arise.
21. Continually complaining and finding faults with everything.
22. Blaming co-workers for your mistakes.
23. Doing personal tasks during work hours, such as reading magazines or writing letters.
24. Being extremely critical of your supervisor, co-workers, or the company you work for.
25. Trying to learn co-workers jobs before you know your own.
26. Constantly complaining about anything associated with your job.
27. Constantly watching the clock while working.
28. Frequently being unhappy while working.
29. Ignoring safety rules.

## Lesson 13 - Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits

### Objectives:

1. To teach acceptable job behaviors.
2. To teach good work habits.

### Outline:

#### I. Keeping or maintaining a job after you have gotten it

##### A. Work Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors

1. Individuals list as many good work behaviors as they can think of
2. Group discussion to compile individual ideas

##### B. Information Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors

1. Always arrive 15 minutes before you are expected to begin your job
2. Attend work on a regular basis
3. Promptly return to your job after the lunch period has ended
4. Promptly return to your job after your break or rest period has ended
5. Carefully listen to instructions given by your supervisor or co-workers
6. Ask well thought out questions when you do not understand (especially if you must question your supervisor)
7. Maintain good grooming habits
8. Getting plenty of rest will better enable you to be active and friendly on the job
9. Look for additional work
10. Remain at your work station
11. Keep busy
12. Exhibit patience
13. Inform your supervisor of your progress
14. Verbally express positive attitudes to your supervisor and co-workers
15. Systematically conduct your work tasks
16. Plan ahead and know what tasks you are going to do before you get to work
17. Learn company policies and rules
18. Constantly do the best job possible
19. Do more work than is expected of you
20. Refer to your supervisor and co-workers by name
21. Be as agreeable as possible when talking to your supervisor or co-workers
22. Observe how co-workers perform tasks which you are doing
23. Exhibit friendly, cheerful, and courteous behaviors
24. Be sensitive and understand your co-workers' feelings
25. Be concerned about the quality of your work
26. Be concerned about the amount of work which you are producing
27. Respect your supervisor

#### II. Motion Picture: MP35 - YOUR JOB: GOOD WORK HABITS (13 min.)



Materials:

1. Work Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
2. Information Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
3. Transparency: Maintaining Your Job: Exhibiting Acceptable Behaviors
4. Motion Picture: MP35 - YOUR JOB: GOOD WORK HABITS (13 min.)

Maintaining Your Job: Exhibiting Acceptable Behaviors

1. \_\_\_\_\_
2. \_\_\_\_\_
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17. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_

Maintaining Your Job: Exhibiting Acceptable Behaviors

1. Always arrive 15 minutes before you are expected to begin your job.
2. Attend work on a regular basis.
3. Promptly return to your job after the lunch period has ended.
4. Promptly return to your job after your break or rest period has ended.
5. Carefully listen to instructions given by your supervisor or co-workers.
6. Ask well thought out questions when you do not understand (especially if you must question your supervisor).
7. Maintain good grooming habits.
8. Getting plenty of rest will better enable you to be active and friendly on the job.
9. Look for additional work.
10. Remain at your work station.
11. Keep busy.
12. Exhibit patience.
13. Inform your supervisor of your progress.
14. Verbally express positive attitudes to your supervisor and co-workers.
15. Systematically conduct your work tasks.
16. Plan ahead and know what tasks you are going to do before you get to work.
17. Learn company policies and rules.
18. Constantly do the best job possible.
19. Do more work than is expected of you.
20. Refer to your supervisor and co-workers by name.
21. Be as agreeable as possible when talking to your supervisor or co-workers.
22. Observe how co-workers perform tasks which you are doing.
23. Exhibit friendly, cheerful, and courteous behaviors.
24. Be sensitive and understand your co-workers' feelings.
25. Be concerned about the quality of your work.
26. Be concerned about the amount of work which you are producing.
27. Respect your supervisor.

## Lesson 14 - Good Grooming on the Job, Seven Vital Worker Characteristics that Employers often Rate, and Getting Along with Your Boss

### Objectives:

1. To explore appropriate grooming habits on the job.
2. To explain the good and bad aspects of seven worker characteristics frequently rated by employers.
3. To teach how to have a good working relationship with your boss.

### Outline:

- I. Good grooming habits on the job
  - A. Brief review of Lesson 7, see Information Sheet: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
  - B. Discuss essential grooming habits after getting the job
- II. Employees are frequently rated on seven vital characteristics
  - A. Filmstrip and cassette: RV12 - #10 THE WORLD OF WORK: Seven Fatal Sins (approx. 10 min.)
  - B. Filmstrip and cassette: RV12 - #11 THE WORLD OF WORK: Seven Vital Virtues (approx. 15-min.)
  - C. Information Sheet: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
    1. Honest vs. Dishonest
    2. Reliable vs. Unreliable
    3. Cheerful vs. Hostile
    4. Diligent vs. Lazy
    5. Enthusiastic vs. Careless
    6. Cooperative vs. Uncooperative
    7. Loyal vs. Disloyal
- III. Motion Picture: MP34 - YOUR JOB: YOU AND YOUR BOSS (15 min.)

### Materials:

1. Information Sheet: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
2. Transparency: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
3. Filmstrip and cassette: RV12 - #10 THE WORLD OF WORK: Seven Fatal Sins (approx. 10 min.)
4. Filmstrip and cassette: RV12 - #11 THE WORLD OF WORK: Seven Vital Virtues (approx. 15 min.)
5. Information Sheet: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
6. Transparency: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
7. Motion Picture: MP34 - YOUR JOB: YOU AND YOUR BOSS (15 min.)

Maintaining Your Job: Seven Worker Characteristics  
Rated by Employers

1. Honest vs. Dishonest
2. Reliable vs. Unreliable
3. Cheerful vs. Hostile
4. Diligent vs. Lazy
5. Enthusiastic vs. Careless
6. Cooperative vs. Uncooperative
7. Loyal vs. Disloyal

Lesson 15 - Getting the Most Out of Life through Advancement on the Job and a Question and Answer Conclusion on Job Readiness Training

Objectives:

1. To explore the importance of getting the most out of life through advancement on the job.

Outline:

- I. Motion Picture: MP36 - YOUR JOB: GETTING AHEAD (15 min.)
- II. Motion Picture: MP104 - JOBS AND ADVANCEMENT: ON THE MOVE (13 min.)
- III. Information Sheet: Maintaining Your Job: Concerns About Advancement
  - A. Thinking about your future
  - B. Getting ahead
    1. Moving up to other jobs (experience)
    2. Changing jobs
    3. Starting your own business
    4. Education
    5. Training
  - C. What is most important to you
    1. Extrinsic values - material goods
    2. Intrinsic values - self-satisfaction
  - D. Do you have time to wait for advancement?
  - E. Methods successful people use to get ahead
    1. Take and keep entry level jobs they can advance from
    2. Get jobs that suit their interests
    3. Watch for opportunities
    4. Learn new skills and use them
- IV. Question and answer conclusion on "Job Readiness Training"

Materials:

1. Motion Picture: MP36 - YOUR JOB: GETTING AHEAD (15 min.)
2. Motion Picture: MP104 - JOBS AND ADVANCEMENT: ON THE MOVE (13 min.)
3. Information Sheet: Maintaining Your Job: Concerns About Advancement
4. Transparency: Maintaining Your Job: Concerns About Advancement

Maintaining Your Job: Concerns About Advancement

- A. Thinking about your future
- B. Getting ahead
  - 1. Moving up to other jobs (experience)
  - 2. Changing jobs
  - 3. Starting your own business
  - 4. Education
  - 5. Training
- C. What is most important to you
  - 1. Extrinsic values - material goods
  - 2. Intrinsic values - self-satisfaction
- D. Do you have time to wait for advancement?
- E. Methods successful people use to get ahead
  - 1. Take and keep entry level jobs they can advance from
  - 2. Get jobs that suit their interests
  - 3. Watch for opportunities
  - 4. Learn new skills and use them

APPENDIX A  
TRANSPARENCY MASTERS

80



REASONS WHY PEOPLE WORK

1. TO ATTAIN RECOGNITION BY SUCCESSFULLY COMPLETING PERSONAL GOALS
2. TO EARN MONEY.
3. TO OBTAIN SELF-SATISFACTION AND FEEL INDEPENDENT
4. TO OBTAIN WORK EXPERIENCE AND A FEELING OF IMPORTANCE
5. TO FEEL USEFUL BY ACHIEVING OR ACCOMPLISHING YOUR INDIVIDUAL GOALS
6. TO BE AROUND OTHER PEOPLE
7. TO HAVE A FEELING OF BEING SECURE BY PREPARING FOR THE FUTURE
8. TO MAKE A CONTRIBUTION TO SOCIETY

INDIVIDUAL INTERESTS IN OCCUPATIONAL AREAS

PLEASE CIRCLE HIGH INTEREST, AVERAGE INTEREST, OR LOW INTEREST TO INDICATE HOW MUCH YOU LIKE EACH OF THE FOLLOWING 10 OCCUPATIONAL INTEREST AREAS.

1. OUTDOOR: ENJOYS WORKING OUTSIDE, OFTEN WITH PLANTS OR ANIMALS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

2. MECHANICAL: ENJOYS WORKING WITH MACHINES AND TOOLS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

3. COMPUTATIONAL: ENJOYS ADDING AND SUBTRACTING NUMBERS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

4. SCIENTIFIC: ENJOYS DEALING WITH AND SOLVING PROBLEMS AND DISCOVERING NEW FACTS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

5. PERSUASIVE: ENJOYS MEETING AND DEALING WITH PEOPLE AND SELLING OBJECTS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

6. ARTISTIC: ENJOYS DOING CREATIVE WORK WITH HANDS THAT INVOLVES DESIGN, COLOR, AND MATERIALS.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

7. LITERARY: ENJOYS READING AND WRITING.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

8. MUSICAL: ENJOYS PLAYING AN INSTRUMENT OR SINGING.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

9. SOCIAL SERVICE: ENJOYS HELPING OTHER PEOPLE.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

10. CLERICAL: ENJOYS PRECISE AND ACCURATE OFFICE WORK.

HIGH INTEREST      AVERAGE INTEREST      LOW INTEREST

WHERE TO LOCATE JOBS

1. HELP WANTED ADS IN NEWSPAPERS
2. TELEPHONE DIRECTORIES (YELLOW PAGES)
3. FRIENDS OR RELATIVES
4. LOCAL COMMUNITY ORGANIZATIONS
  - A. CHAMBER OF COMMERCE
  - B. BETTER BUSINESS ASSOCIATION
  - C. INTERDENOMINATIONAL CHURCH COUNCIL
5. STATE EMPLOYMENT SERVICE
6. PRIVATE EMPLOYMENT AGENCIES
7. BETTER BUSINESS BUREAU
8. BUSINESS ESTABLISHMENTS
  - A. SIGNS IN WINDOWS
  - B. SOME FACTORIES HAVE HELP WANTED BILLBOARDS  
OR BULLETIN BOARDS LOCATED OUTSIDE.
9. INDUSTRIAL DIRECTORIES
10. OBSERVE CONSTRUCTION AREAS
11. CIVIL SERVICE ANNOUNCEMENTS (USUALLY LOCATED IN  
POST OFFICES)
12. SCHOOL AND COLLEGE PLACEMENT SERVICES
13. PROFESSIONAL STAFF MEMBERS IN REHABILITATION  
FACILITIES
14. VOCATIONAL TEACHERS
15. REHABILITATION COUNSELORS

LOOK FOR THIS INFORMATION IN WANT ADS

1. TYPE OF JOB OR NATURE OF WORK
2. WORKING HOURS (SHIFT)
3. REQUIRED WORK EXPERIENCE
4. REQUIRED LEVEL OF TRAINING
5. SALARY AND FREQUENCY OF PAYMENT
6. REQUIRED PERSONAL EQUIPMENT OR MATERIAL

A HELP-WANTED AD PUBLISHED IN THE "ANNISTON DAILY NEWS"

## MACHINIST - GRINDER

-----  
PLENTY OF ROOM FOR ADVANCEMENT  
-----

OPENINGS FOR 8 WORKERS OVER 18.  
PREFER INDIVIDUALS WITH PREVIOUS  
WORK EXPERIENCE IN INDUSTRIAL OP-  
ERATIONS. HOWEVER, IF YOU HAVE  
ABILITY AND DESIRE TO LEARN, OUR  
COMPANY IS WILLING TO TRAIN YOU.  
FIRST AND ~~SECOND~~ SHIFT WORKERS ARE  
NEEDED. BEGINNING SALARY IS \$2.50  
/HR., WITH A RAISE AFTER A SIX  
MONTH TRIAL PERIOD. IF INTEREST-  
ED, PLEASE CONTACT:

MR. DENNIS TESOLOWSKI  
PERSONNEL MANAGER  
NATIONAL ALUMINUM COMPANY, INC.  
216 PETRIE AVENUE  
ANNISTON, ALABAMA 36201

-----  
AN EQUAL OPPORTUNITY EMPLOYER

OCCUPATIONAL INTEREST AREAS ON  
"GORDON OCCUPATIONAL CHECK LIST"

1. BUSINESS - 48 ITEMS
  - A. CLERICAL (MISC.) . . . . . 1-8
  - B. CLERICAL - CONTACT . . . . . 41-48
  - C. CLERICAL - COMPUTATIONAL . . . . . 81-88
  - D. CLERICAL - PERSUASIVE. . . . . 121-128
  - E. SALES. . . . . 161-168
  - F. MANAGERIAL . . . . . 201-208
2. OUTDOOR - 24 ITEMS
  - A. FARMING. . . . . 9-16
  - B. OUTDOOR (MISC.) . . . . . 49-56
  - C. RISK-TAKING. . . . . 89-96
3. ARTS - 24 ITEMS
  - A. DESIGN . . . . . 129-136
  - B. ARTS (MISC.) . . . . . 169-176
  - C. ENTERTAINMENT. . . . . 209-216

4. TECHNOLOGY - 96 ITEMS

A. FOOD PRODUCTS . . . . .	17-24
B. TEXTILE PRODUCTS . . . . .	25-32
C. METAL WORK . . . . .	57-64
D. METAL WORK (MISC.) . . . . .	65-72
E. ELECTRICAL . . . . .	97-104
F. MECHANICAL REPAIR. . . . .	105-112
G. CONSTRUCTION . . . . .	137-144
H. CONSTRUCTION . . . . .	145-152
I. CHEMICAL PRODUCTS. . . . .	177-184
J. FINE MANUAL. . . . .	185-192
K. TECHNOLOGY (MISC.) . . . . .	217-224
L. MEDICAL - DENTAL . . . . .	225-232

5. SERVICE - 48 ITEMS

A. SERVICE (MISC.) . . . . .	33-40
B. PERSONAL SERVICE . . . . .	73-80
C. TRANSPORTATION . . . . .	113-120
D. PROTECTIVE SERVICES. . . . .	153-160
E. SOCIAL SERVICE . . . . .	193-200
F. INSTRUCTIONAL. . . . .	233-240



Table 7. Job Titles and DOT Codes for Check-List Items.

Item Number	Job Title	DOT Code	DOT* Page	Item Number	Job Title	DOT Code	DOT* Page
<b>BUSINESS</b>							
<i>Clerical (Misc.)</i>				<i>Clerical-Contact</i>			
1.	Messenger	230.878	509	41.	Telephone Operator	235.862	291
2.	Distributing Clerk	222.587	282	42.	Compiler	249.388	276
3.	Duplicating-Machine Operator I	207.884	322	43.	Correspondence Clerk	204.288	256
4.	File Clerk	206.388	276	44.	Receptionist	237.368	258
5.	Clerk Typist	209.388	256	45.	New-Account Clerk	249.368	258
6.	Stock Clerk	223.387	271	46.	Information Clerk	237.368	258
7.	Shipping Clerk II	222.587	282	47.	Stenographer	202.388	278
8.	Router	239.588	289	48.	Secretary	201.368	263
<b>OUTDOOR</b>							
<i>Farming</i>				<i>Outdoor (Misc.)</i>			
9.	Orchardist	404.181	411	49.	Farm-Equipment Operator	409.883	444
10.	Vegetable Grower	403.181	411	50.	Yardman	304.887	360
11.	Farmer, Cash Grain	401.181	411	51.	Nursery Worker	406.887	360
12.	Cattle Rancher	413.181	411	52.	Chainman	018.687	282
13.	Poultryman, Egg	412.181	411	53.	Prospector	024.288	385
14.	Farmer, Dairy	411.181	411	54.	Park Caretaker	407.868	427
15.	Stableman	356.874	511	55.	Trapper	451.781	319
16.	Farm Hand, General	421.883	444	56.	Hunting and Fishing Guide	452.868	505
<b>TECHNOLOGY</b>							
<i>Food Products</i>				<i>Metalwork</i>			
17.	Sorter, Agricultural Produce	529.687	282	57.	Pourer, Metal	514.884	322
18.	Cook, Kettle	526.782	435	58.	Kettleman	519.885	447
19.	Can Inspector	920.687	282	59.	Coppersmith	862.281	312
20.	Candy Maker	529.381	312	60.	Sheet-Metal Worker	804.281	312
21.	Grader	589.687	282	61.	Boilermaker	805.281	312
22.	Dairy-Processing-Equipment Oper.	529.782	435	62.	Welder, Arc	810.884	322
23.	Baker, I	526.781	319	63.	Shaper Set-Up Operator, Tool	605.782	435
24.	Meat Cutter	316.884	322	64.	Leverman	612.885	447
<i>Textile Products</i>				<i>Metal Work (Misc.)</i>			
25.	Shop Tailor (Dressmaker)	785.381	312	65.	Furnace Operator	558.785	435
26.	Weaver	683.782	435	66.	Fireman, High Pressure	951.885	447
27.	Dye-Range Operator, Cloth	582.782	435	67.	Patternmaker, Metal	600.280	430
28.	Cutter, Hand	781.884	322	68.	Plater	500.380	430
29.	Sewing-Machine Oper., All-Round	787.782	435	69.	Die Designer	007.181	377
30.	Laundryman	369.887	360	70.	Machinist	600.280	430
31.	Dry Cleaner, Hand	362.884	322	71.	Millwright	638.281	312
32.	Shoe Repairman	365.381	312	72.	Longshoreman	911.883	444
<b>SERVICE</b>							
<i>Service (Misc.)</i>				<i>Personal Service</i>			
33.	Janitor	382.884	322	73.	Fountain Man	319.878	507
34.	Maid II	323.887	360	74.	Cook	313.381	310
35.	Bellman	324.878	507	75.	Kitchen Helper	318.887	360
36.	Hotel Clerk	242.368	265	76.	Waiter, Informal	311.878	507
37.	Ticket Agent	919.368	265	77.	Waiter, Head	311.138	461
38.	Airplane Stewardess	352.878	507	78.	Usher	344.878	509
39.	Caterer	487.168	245	79.	Barber	330.371	499
40.	Library Assistant	249.368	258	80.	Cosmetologist	332.271	499

Table 7 Continued.

Item Number	Job Title	DOT Code	DOT* Page	Item Number	Job Title	DOT Code	DOT* Page
<b>BUSINESS</b>							
<i>Clerical-Computational</i>				<i>Clerical-Persuasive</i>			
81.	Bookkeeping-Machine Operator	215.388	280	121.	Employment Clerk	205.368	258
82.	Audit Clerk	210.388	280	122.	Collection Clerk	240.388	256
83.	Pay-Roll Clerk	215.488	280	123.	Adjustment Clerk	241.368	258
84.	Billing Clerk	219.388	280	124.	Survey Worker	249.268	250
85.	Calculating-Machine Operator	216.488	280	125.	Demonstrator	297.458	488
86.	Key-Punch Operator	213.582	274	126.	Order Clerk	249.368	258
87.	Teller	212.368	267	127.	Production Clerk	221.388	280
88.	Cashier II	211.468	269	128.	Claim Adjuster	241.168	416
<b>OUTDOOR</b>				<b>ARTS</b>			
<i>Risk-Taking</i>				<i>Design</i>			
89.	Miner	939.281	312	129.	Jewelry and Flatwear Designer	142.081	232
90.	Blaster	859.281	312	130.	Set Decorator	142.061	228
91.	Decontamination Man	199.885	447	131.	Clothes Designer	142.081	232
92.	Steeple Jack	869.781	319	132.	Commercial Designer	142.081	232
93.	Logger, All-Round	940.884	322	133.	Painter, Hand	970.381	312
94.	Diver	899.281	312	134.	Advertising Layout-Man	141.081	232
95.	Fisherman, Net	431.884	322	135.	Display Man	298.081	232
96.	Ordinary Seaman	911.887	360	136.	Interior Designer and Decorator	142.051	228
<b>TECHNOLOGY</b>							
<i>Electrical</i>				<i>Construction</i>			
97.	Wireworker	728.887	360	137.	Plumber	862.381	312
98.	Television Service and Repairman	720.281	312	138.	Plasterer	842.781	319
99.	Electrical-Appliance Serviceman	827.281	312	139.	Painter	840.781	319
100.	Electric-Motor Repairman	721.281	312	140.	Carpenter, Rough	860.781	319
101.	Electrical-Appliance Repairman	723.381	312	141.	Carpenter	860.381	312
102.	Radio Mechanic	823.281	312	142.	Roofer	866.381	312
103.	Electronics Assembler, Develop.	726.287	312	143.	Electrician	824.281	312
104.	Lineman, Repair	821.381	312	144.	Pipe Fitter	862.381	312
<i>Mechanical Repair</i>				<i>Construction</i>			
105.	Automobile-Body Repairman	807.381	312	145.	Bricklayer	861.381	312
106.	Automobile Mechanic	620.281	312	146.	Cement Mason	844.884	322
107.	Aircraft-and-Engine Mechanic	621.281	312	147.	Stonecutter, Hand	771.381	312
108.	Junior Engineer	623.281	312	148.	Structural-Steel Worker	801.781	319
109.	Maintenance Mechanic	638.281	312	149.	Hoisting Engineer	921.883	444
110.	Assembler, Automobile	806.887	360	150.	Bulldozer Operator	850.883	444
111.	Assembler, Subassembly	807.884	322	151.	Truck Driver, Heavy	905.883	444
112.	Mechanical-Engineering Technician	007.181	379	152.	Contractor	182.168	245
<b>SERVICE</b>							
<i>Transportation</i>				<i>Protective Services</i>			
113.	Automobile-Service-Station Attend.	915.867	503	153.	Watchman	372.868	427
114.	Taxi Driver	913.363	519	154.	Gateman	372.868	427
115.	Chauffeur	913.883	444	155.	Safety-and-Sanitary Inspector	168.268	416
116.	Bus Driver	913.463	519	156.	Correction Officer	372.868	427
117.	Salesman Driver	292.358	488	157.	Patrolman	375.268	416
118.	Conductor, Passenger Car	198.168	245	158.	Detective	375.268	416
119.	Elevator Operator	388.868	507	159.	Fire Fighter	373.884	322
120.	Airplane Pilot, Commercial	196.283	422	160.	Enlisted Man	368.999	***

Table 7 Continued.

Item Number	Job Title	DOT Code	DOT* Page	Item Number	Job Title	DOT Code	DOT* Page
<b>BUSINESS</b>							
<i>Sales</i>				<i>Managerial</i>			
161.	Salesman, General	289.358	488	201.	Manager, Store	185.168	245
162.	Telephone Solicitor	293.358	488	202.	Manager, Merchandise	185.168	245
163.	Salesperson, General	289.458	488	203.	Manager, Hotel	187.118	237
164.	Sales Clerk	290.478	501	204.	General Foreman	183.168	245
165.	Salesman, House-to-House	289.358	488	205.	Manager, Office	169.168	245
166.	Salesman, General Merchandise	289.358	488	206.	Purchasing Agent	162.158	484
167.	Salesman, Automobile	280.358	488	207.	Buyer	162.158	484
168.	Salesman, Insurance	250.258	488	208.	Manager, Credit and Collection	168.168	245
<b>ARTS</b>							
<i>Arts (Misc.)</i>				<i>Entertainment</i>			
169.	Photographer, Commercial	143.062	230	209.	Motion-Picture Projectionist	960.382	514
170.	Painter	144.081	232	210.	Flyman	964.887	360
171.	Illustrator	141.081	232	211.	Actor	150.048	392
172.	Painter, Sign	970.381	312	212.	Announcer	159.148	400
173.	Literary Writer	130.088	524	213.	Musician, Instrumental	152.048	394
174.	Script Writer	131.088	524	214.	Dancer	151.048	398
175.	Booking Agent	191.118	239	215.	Model	297.868	408
176.	Public-Relations Man	165.068	482	216.	Athlete	153.348	402
<b>TECHNOLOGY</b>							
<i>Chemical Products</i>				<i>Technology (Misc.)</i>			
177.	Tanning-Drum Operator	583.782	435	217.	Composer	973.381	312
178.	Mixer	550.782	435	218.	Engraver	979.781	319
179.	Thrower	774.381	312	219.	Weather Observer	025.288	385
180.	Rubber Cutter	559.885	447	220.	Detailer	017.281	377
181.	Injection-Molding-Machine Oper.	556.782	435	221.	Inspector, Floor	609.381	312
182.	Chemist Helper, Petroleum	022.384	413	222.	Inspector, Components	726.687	282
183.	Glass Blower	575.781	319	223.	Engineering Asst., Mech. Equip.	007.181	377
184.	Stillman	542.280	430	224.	Fingerprint Classifier	375.388	276
<i>Fine Manual</i>				<i>Medical-Dental</i>			
185.	Furniture Upholsterer	780.381	312	225.	Dental Hygienist	078.368	477
186.	Cabinetmaker	660.280	430	226.	Dental Assistant	079.378	477
187.	Jeweler	700.281	312	227.	Dental-Laboratory Technician	712.381	312
188.	Carver, Hand	761.281	312	228.	Scientific Helper	199.384	413
189.	Precision-Lens Grinder	675.380	430	229.	Medical Laboratory Assistant	078.381	418
190.	Watchmaker	715.281	312	230.	X-Ray Clerk	079.368	477
191.	Office-Machine Serviceman	633.281	312	231.	First Aid Attendant	354.878	479
192.	Locksmith	709.281	312	232.	Funeral Attendant	359.878	507
<b>SERVICE</b>							
<i>Social Service</i>				<i>Instructional</i>			
193.	Nursemaid	307.878	479	233.	Child-Care Attendant	359.878	479
194.	Orderly (Nurse Aide)	355.878	479	234.	Program Aid, Group Work	195.228	345
195.	Nurse, Practical	354.878	479	235.	Athletic Coach	099.228	347
196.	Psychiatric Aid	355.878	479	236.	Instructor, Physical	153.228	347
197.	Occupational Therapy Aid	079.368	477	237.	Instructor, Weaving	683.228	335
198.	Companion	309.878	479	238.	Interpreter	137.268	400
199.	Maid, General	306.878	507	239.	Guide, Sightseeing	353.368	258
200.	Vocational-Hospital Attendant	356.874	511	240.	Parish Worker	129.208	296

\* Dictionary of Occupational Titles, Volume II.

Note: Table 7 taken from the Gordon Occupational Check List Manual and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.

PERSONAL RESUME

IDENTIFICATION:

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

PERSONAL BACKGROUND:

AGE: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

PLACE OF BIRTH: \_\_\_\_\_

HEIGHT: \_\_\_\_\_ WEIGHT: \_\_\_\_\_

HEALTH: \_\_\_\_\_

MARITAL STATUS: \_\_\_\_\_ DEPENDENTS: \_\_\_\_\_

MILITARY STATUS: \_\_\_\_\_

VOCATIONAL OBJECTIVE:

POSITION WANTED: \_\_\_\_\_

TYPE OF WORK I WOULD LIKE TO BE DOING TEN YEARS FROM NOW:

\_\_\_\_\_

EDUCATION:

COLLEGE:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ DEGREE RECEIVED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

MAJOR AREA OF STUDY: \_\_\_\_\_ YEARS COMPLETED: \_\_\_\_\_

VOCATIONAL OR TECHNICAL SCHOOL:

NAME: \_\_\_\_\_ DID YOU COMPLETE THE PROGRAM? \_\_\_\_\_

ADDRESS: \_\_\_\_\_ HOURS OF TRAINING: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

SKILL AREA STUDIED: \_\_\_\_\_

HIGH SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ GRADE COMPLETED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

AREAS OF CONCENTRATION: \_\_\_\_\_

IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, HAVE YOU RECEIVED A GED (GENERAL EQUIVALENCY DIPLOMA) CERTIFICATE? \_\_\_\_\_ YES \_\_\_\_\_ NO

IF YOU QUIT HIGH SCHOOL BEFORE GRADUATING, PLEASE EXPLAIN WHY.

JUNIOR HIGH SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ LAST GRADE COMPLETED: \_\_\_\_\_

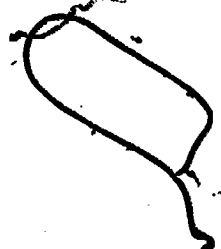
CITY & STATE: \_\_\_\_\_

ELEMENTARY SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ LAST GRADE COMPLETED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_



WORK EXPERIENCE: (BEGIN WITH YOUR MOST RECENT JOB.)

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

REFERENCES:

NAME: \_\_\_\_\_  
FIRST MIDDLE LAST

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

NAME: \_\_\_\_\_  
FIRST MIDDLE LAST

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

NAME: \_\_\_\_\_  
FIRST MIDDLE LAST

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

SAMPLE PERSONAL RESUME

TOP OF PAGE

## PERSONAL RESUME

## IDENTIFICATION:

NAME: JAMES WORKER  
ADDRESS: 1234 MAIN STREET  
ANNISTON, ALABAMA 36201  
SOCIAL SECURITY NUMBER: 123-45-6789  
TELEPHONE NUMBER: (205) 237-1977

## PERSONAL BACKGROUND:

AGE: 30  
DATE OF BIRTH: MARCH 12, 1947  
PLACE OF BIRTH: BIRMINGHAM, ALABAMA  
HEIGHT: 5' 10"  
WEIGHT: 165 LBS.  
HEALTH: GOOD  
MARITAL STATUS: MARRIED  
DEPENDENTS: FOUR  
MILITARY STATUS: NONE

## VOCATIONAL OBJECTIVE:

POSITION WANTED: MACHINIST-GRINDER



JAMES WORKER  
PERSONAL RESUME

TYPE OF WORK I WOULD LIKE TO BE DOING TEN YEARS FROM NOW:  
TEN YEARS FROM NOW I WOULD LIKE TO BE A TOOL AND DIE  
MAKER OR A FOREMAN IN A MACHINE SHOP.

EDUCATION:

TECHNICAL SCHOOL:

CERTIFICATE:

SCHOOL:

780 HOUR MACHINIST PROGRAM

KNOXVILLE TECHNICAL SCHOOL

4321 N. BROWN BOULEVARD

KNOXVILLE, TENNESSEE 37900

DATES:

JUNE, 1970 - NOVEMBER, 1970

HIGH SCHOOL:

DIPLOMA:

CONCENTRATIONS:

SCHOOL:

COMPLETED TENTH GRADE IN 1963

MECHANICAL DRAWING, MACHINE SHOP,  
AND SCIENCE

ENSLEY HIGH SCHOOL

9521 LESNIK LANE

BIRMINGHAM, ALABAMA 35203

WORK EXPERIENCE:

OPPORTUNITY CENTER

217 WEST 13TH STREET

ANNISTON, ALABAMA 36201

FROM: JANUARY, 1975 TO PRESENT

DUTIES: VALVE ASSEMBLER

JAMES WORKER  
PERSONAL RESUME

AMERICAN TOOL AND DIE COMPANY

3628 S. FREEMAN ROAD

KNOXVILLE, TENNESSEE 37900

FROM: AUGUST, 1970 TO JULY, 1974

DUTIES: ASSISTANT TOOL AND DIE MAKER

ACME DIE CASTING COMPANY

1456 S. HELM AVENUE

KNOXVILLE, TENNESSEE 37900

FROM: MARCH, 1964 TO MAY, 1970

DUTIES: LABORER IN FOUNDRY

REFERENCES:

NAME: CARL S. LAWRENZ

ADDRESS: 3634 WUSTUM AVENUE

ANNISTON, ALABAMA 36201

TELEPHONE: 237-9136

POSITION: MINISTER

CALVARY BAPTIST CHURCH

NAME: ROBERT A. BAROFSKY

ADDRESS: 3328 CUDAHY ROAD

KNOXVILLE, TENNESSEE 37900

TELEPHONE: (629) 341-1800

POSITION: FOREMAN

AMERICAN TOOL AND DIE COMPANY

JAMES WORKER  
PERSONAL RESUME

NAME: WILL N. WILSON  
ADDRESS: 1642 S. MELANIE ROAD  
ANNISTON, ALABAMA 36201  
TELEPHONE: 231-1911  
POSITION: SHOP FOREMAN  
OPPORTUNITY CENTER

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IMPORTANT POINTS TO REMEMBER WHEN COMPLETING  
AN APPLICATION FOR EMPLOYMENT

1. READ INSTRUCTIONS CAREFULLY AND FOLLOW THEM.
2. EITHER PRINT OR WRITE, BUT DO NOT ALTERNATE.  
(INSTRUCTIONS USUALLY STATE TO PRINT.)
3. WHERE SIGNATURE IS REQUIRED, THIS MEANS "WRITE".
4. USE A TYPEWRITER IF IT IS POSSIBLE.
5. DO NOT USE ANY COLOR BESIDES BLUE OR BLACK WHEN USING AN INK PEN.
6. COMPLETELY ANSWER QUESTIONS AS HONESTLY AS POSSIBLE.
7. PUT THE WORD "NONE" IF A QUESTION DOES NOT APPLY.
8. HAVE THREE GOOD REFERENCES.
  - A. PEOPLE WHO WILL REPRESENT YOU AND SPEAK WELL OF YOU.
    - (1) ACHIEVEMENTS
    - (2) ABILITIES
    - (3) PERSONAL BACKGROUND
    - (4) CHARACTER
    - (5) EDUCATION
    - (6) EXPERIENCE
    - (7) TRAINING
  - B. GET PERMISSION FROM PEOPLE BEFORE USING THEM AS REFERENCES.
  - C. ACCEPTABLE REFERENCES.
    - (1) CHURCH - PASTOR, MINISTER, OR PRIEST
    - (2) SCHOOL - TEACHERS, PRINCIPAL, OR COUNSELOR

(3) PROFESSIONALS - DOCTOR, LAWYER, OR DENTIST

(4) PREVIOUS EMPLOYER

(5) FRIEND OF FAMILY

D. PEOPLE WHO SHOULD NOT BE USED AS REFERENCES.

(1) RELATIVES

(2) FRIENDS YOUR OWN AGE (MAINLY IF THEY ARE YOUNG AND HAVE NOT HAD MUCH PREVIOUS WORK EXPERIENCE)

E. INFORMATION REQUIRED FOR REFERENCES.

(1) COMPLETE NAME

(2) COMPLETE ADDRESS (INCLUDE ZIP CODE)

(3) TELEPHONE NUMBER (INCLUDE AREA CODE IF DIFFERENT THAN POTENTIAL EMPLOYER'S)

(4) OCCUPATION

9. SPELL CORRECTLY.

10. HELPFUL MISCELLANEOUS INFORMATION FOR COMPLETING AN APPLICATION.

A. RESUME

B. SOCIAL SECURITY CARD

C. BIRTH CERTIFICATE

D. DRIVER'S LICENSE

E. MILITARY RECORDS

F. TRAINING CERTIFICATES

SELF-EVALUATING YOUR APPLICATION FOR EMPLOYMENT

1. DID I FOLLOW INSTRUCTIONS ON THE APPLICATION FORM?
2. ARE MY RESPONSES NEATLY WRITTEN?
3. DO MY RESPONSES SAY WHAT I WANT THEM TO SAY?
4. ~~IS MY GRAMMAR, SPELLING, AND PUNCTUATION CORRECT?~~
5. DID I CLEARLY PRESENT MY QUALIFICATIONS?
6. DID I GIVE ACCURATE DATES?
7. DID I GIVE REFERENCES WHO KNOW SOME DETAILS ABOUT MY BACKGROUND?
  - A. PERSONAL BACKGROUND
  - B. EDUCATION
  - C. WORK EXPERIENCE
  - D. TRAINING
  - E. INTERESTS (HOBBIES)
  - F. PERSONALITY (CHARACTER)
8. DID PEOPLE I SPECIFIED AS REFERENCES GIVE ME PERMISSION TO USE THEIR NAMES?
9. UPON COMPLETING THE APPLICATION FOR EMPLOYMENT, DID I CAREFULLY READ ALL RESPONSES TO SEE IF THERE WERE ANY ERRORS OR OMISSIONS?

APPLICATION FOR EMPLOYMENT

DIRECTIONS: ANSWER QUESTIONS COMPLETELY AND ACCURATELY. WRITE THE WORD "NONE" IF A QUESTION DOES NOT PERTAIN TO YOU. PLEASE PRINT ALL RESPONSES, UNLESS ASKED TO DO OTHERWISE.

PERSONAL DATA:

NAME: LAST FIRST MIDDLE

ADDRESS: STREET CITY STATE ZIP CODE

TELEPHONE NO.: AGE: DATE OF BIRTH:

MARITAL STATUS: SINGLE MARRIED WIDOWED DIVORCED MO. DAY YR. SEPARATED

NUMBER OF DEPENDENTS:

U.S. CITIZEN: YES NO

HEIGHT: WEIGHT: SOCIAL SECURITY NO.

BACKGROUND INFORMATION:

DO YOU HAVE A DRIVER'S LICENSE? YES NO

CAN YOU BE BONDED? YES NO

HAVE YOU EVER BEEN ARRESTED? YES NO

IF YES, PLEASE EXPLAIN:

WERE YOU IN THE MILITARY SERVICE? YES NO

IF YES, WHAT TYPE OF DISCHARGE DID YOU RECEIVE?

RATE YOUR GENERAL HEALTH:  GOOD  FAIR  POOR

RATE YOUR VISION:  GOOD  FAIR  POOR

RATE YOUR HEARING:  GOOD  FAIR  POOR

DO YOU HAVE ANY DISABILITIES, HANDICAPS, OR DISEASES?  YES  NO

IF YES, PLEASE EXPLAIN: \_\_\_\_\_

HAVE YOU EVER RECEIVED TREATMENT FOR AN EMOTIONAL OR MENTAL CON-  
DITION?  YES  NO IF YES, PLEASE EXPLAIN: \_\_\_\_\_

HAVE YOU EVER RECEIVED WORKMEN'S COMPENSATION?  YES  NO  
NUMBER OF DAYS ABSENT FROM WORK LAST YEAR, (IF UNEMPLOYED, NUMBER  
OF DAYS YOU THINK YOU WOULD HAVE MISSED.) \_\_\_\_\_ DAYS

EDUCATIONAL BACKGROUND:

ELEMENTARY SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ LAST GRADE COMPLETED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

JUNIOR HIGH SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ LAST GRADE COMPLETED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

HIGH SCHOOL:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ LAST GRADE COMPLETED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

AREAS OF CONCENTRATION: \_\_\_\_\_



IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, HAVE YOU RECEIVED A  
GED (GENERAL EQUIVALENCY DIPLOMA) CERTIFICATE?  YES  NO  
IF YOU QUIT HIGH SCHOOL BEFORE GRADUATING, PLEASE EXPLAIN WHY.

VOCATIONAL OR TECHNICAL SCHOOL:

NAME: \_\_\_\_\_ DID YOU COMPLETE THE PROGRAM? \_\_\_\_\_

ADDRESS: \_\_\_\_\_ HOURS OF TRAINING: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

SKILL AREA STUDIED: \_\_\_\_\_

COLLEGE:

NAME: \_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ DEGREE RECEIVED: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_

MAJOR AREA OF STUDY: \_\_\_\_\_ YEARS COMPLETED: \_\_\_\_\_

WORK EXPERIENCE: (BEGIN WITH YOUR MOST RECENT JOB.)

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

NAME OF EMPLOYER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

JOB TITLE (POSITION): \_\_\_\_\_

RATE OF PAY: \_\_\_\_\_

DUTIES PERFORMED: \_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

TYPE OF WORK WANTED: \_\_\_\_\_

FIRST CHOICE: \_\_\_\_\_

SECOND CHOICE: \_\_\_\_\_

REFERENCES:

DIRECTIONS: PERSONS LISTED AS REFERENCES SHOULD HAVE KNOWN YOU FOR AT LEAST ONE YEAR OR MORE. DO NOT INCLUDE RELATIVES.

NAME: \_\_\_\_\_  
LAST FIRST MIDDLE

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NO.: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

NAME: \_\_\_\_\_  
LAST FIRST MIDDLE

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NO.: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

NAME: \_\_\_\_\_  
LAST FIRST MIDDLE

ADDRESS: \_\_\_\_\_  
STREET CITY STATE ZIP CODE

TELEPHONE NO.: \_\_\_\_\_ POSITION: \_\_\_\_\_

WHERE EMPLOYED: \_\_\_\_\_

TO THE BEST OF MY KNOWLEDGE, I SWEAR THAT ALL INFORMATION PRESENTED IN THIS APPLICATION FOR EMPLOYMENT IS ACCURATE AND TRUTHFUL. I HEREBY AUTHORIZE THIS COMPANY TO VERIFY ANY OR ALL OF THE ABOVE INFORMATION. I UNDERSTAND THAT PRESENTATION OF INACCURATE INFORMATION CAN RESULT IN MY NOT BEING HIRED OR IN MY RELEASE AFTER BEING HIRED. I ALSO UNDERSTAND THAT ALL NEW EMPLOYEES MUST SUCCESSFULLY COMPLETE A WRITTEN EXAMINATION AND A PHYSICAL EXAMINATION BEFORE BEING HIRED.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

LETTERS OF APPLICATION FOR EMPLOYMENT

1. LEAVE PROPER MARGINS ON BOTH SIDES OF LETTER.
2. BEGIN LETTER APPROXIMATELY TWO INCHES FROM TOP OF PAGE.
3. PLACE YOUR ADDRESS IN UPPER-RIGHT HAND CORNER OF LETTER.
4. DATE LETTER WITH TODAY'S DATE.
5. LEAVE SPACE BETWEEN DATE AND COMPANY ADDRESS.
6. PERSON (OR JOB TITLE) AND COMPANY ARE FIRST ITEMS WHICH APPEAR ON LEFT SIDE OF PAGE.
7. LEAVE SPACE AFTER COMPANY ADDRESS AND SALUTATION.
8. USE ZIP CODES IN ADDRESSES.
9. USE PROPER SALUTATION.
  - A. DEAR MR. TESOLOWSKI:
  - B. DEAR SIR:
  - C. GENTLEMEN:
10. USE A COLON (:) AFTER SALUTATION.
11. EACH PARAGRAPH SHOULD REPRESENT A SEPARATE IDEA.
12. LEAVE A SPACE BETWEEN PARAGRAPHS.
13. USE A PROPER CLOSING.
  - A. SINCERELY,
  - B. YOURS TRULY,
14. LEAVE SPACE BETWEEN CLOSING AND SIGNATURE.
15. PLACE CLOSING AND SIGNATURE IN LOWER RIGHT HAND CORNER OF LETTER, BUT ALIGN THEM WITH ADDRESS AND DATE IN UPPER RIGHT HAND CORNER.

16. NEATLY WRITE YOUR NAME AND ADDRESS IN UPPER LEFT-HAND CORNER OF ENVELOPE.
17. USE COMPLETE NAME AND ADDRESS OF COMPANY BEING WRITTEN ON LETTER AND ENVELOPE.
18. NEATLY WRITE AND PROPERLY SPACE COMPANY NAME AND ADDRESS ON ENVELOPE.
19. GENERAL APPEARANCE OF A LETTER OF APPLICATION, INCLUDING HANDWRITING, SPELLING, AND GRAMMAR, SHOULD IMPRESS A POTENTIAL EMPLOYER.

SAMPLE LETTER OF APPLICATION FOR EMPLOYMENT

(TOP OF PAGE)

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1234 MAIN STREET  
ANNISTON, ALABAMA 36201  
MAY 16, 1977

MR. DENNIS TESOLOWSKI  
PERSONNEL MANAGER  
NATIONAL ALUMINUM COMPANY, INC.  
216 PETRIE AVENUE  
ANNISTON, ALABAMA 36201

DEAR MR. TESOLOWSKI:

THIS LETTER IS IN REFERENCE TO THE MACHINIST-GRINDER POSITION  
ADVERTISED IN THE ANNISTON DAILY NEWS ON MAY 15, 1977.

I COMPLETED TENTH GRADE, WHICH INCLUDED TWO YEARS OF INDUSTRIAL  
EDUCATION, AT ENSLEY HIGH SCHOOL, BIRMINGHAM, ALABAMA IN 1963.  
I RECEIVED A CERTIFICATE FOR COMPLETING A 26 WEEK (780 HOUR)  
MACHINISTS PROGRAM AT KNOXVILLE TECHNICAL SCHOOL, KNOXVILLE,  
TENNESSEE IN 1969.

I WORKED AS A LABORER FOR SIX YEARS AT ACME DIE CASTING IN KNOXVILLE. I HAVE ALSO WORKED AS AN ASSISTANT TOOL AND DIE MAKER FOR FOUR YEARS AT AMERICAN TOOL AND DIE IN KNOXVILLE. DURING THE PAST TWO AND ONE-HALF YEARS I HAVE RECEIVED ON-THE-JOB TRAINING AND WORKED AS A VALVE ASSEMBLER AT THE OPPORTUNITY CENTER IN ANNISTON. MR. WILL WILSON, SHOP FOREMAN AT THE OPPORTUNITY CENTER, IS PRESENTLY MY IMMEDIATE SUPERVISOR. HE HAS KINDLY PERMITTED ME TO USE HIS NAME AS A REFERENCE.

I AM AVAILABLE FOR IMMEDIATE EMPLOYMENT. OVERTIME WORK, INCLUDING SATURDAY, WILL BE WELCOMED.

I SHALL BE HAPPY TO FURNISH YOU WITH ANY FURTHER DETAILS ABOUT MY PERSONAL BACKGROUND, EDUCATION, WORK EXPERIENCE, AND OTHER REFERENCES. I FEEL CONFIDENT THAT I AM CAPABLE OF PERFORMING THE QUALITY OF WORK REQUIRED BY YOUR COMPANY. I WOULD BE PLEASED TO COME IN FOR AN INTERVIEW ANYTIME AT YOUR CONVENIENCE. YOU MAY CALL ME AT 237-1977 ANYTIME AFTER 3:30 P.M. ON WEEKDAYS OR ANYTIME ON WEEKENDS.

THANK YOU FOR YOUR CONSIDERATION IN THIS MATTER.

SINCERELY,

JAMES WORKER



ADDRESSING THE ENVELOPE WHEN WRITING  
A LETTER OF APPLICATION FOR EMPLOYMENT

JAMES WORKER  
1234 MAIN STREET  
ANNISTON, ALABAMA 36201

MR. DENNIS TESOLOWSKI  
PERSONNEL MANAGER  
NATIONAL ALUMINUM COMPANY, INC.  
216 PETRIE AVENUE  
ANNISTON, ALABAMA 36201

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HELPFUL HINTS FOR EMPLOYMENT EXAMINATIONS

1. COMPLETE REQUIRED IDENTIFYING INFORMATION.
  2. CAREFULLY READ DIRECTIONS.
  3. BE AWARE OF TIME LIMIT (IF REQUIRED).
  4. RAPIDLY OBSERVE TEST QUESTIONS TO DETERMINE WHICH ARE MOST DIFFICULT.
  5. CALCULATE APPROXIMATELY HOW MUCH TIME CAN BE SPENT ON EACH QUESTION.
  6. CAREFULLY READ EVERY QUESTION WHICH YOU ATTEMPT TO ANSWER.
  7. LEAVE DIFFICULT QUESTIONS WHICH YOU CANNOT ANSWER AND RETURN TO THEM AFTER COMPLETING OTHER QUESTIONS.
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8. TRY TO RELAX.
  9. REMEMBER THAT YOUR BEST EFFORT IS ALL THAT ANYONE CAN ASK OF YOU.

HELPFUL HINTS FOR CONTACTING A POTENTIAL  
EMPLOYER ON THE TELEPHONE

1. DETERMINE WHAT YOU WANT TO SAY BEFORE CALLING.
2. CLEARLY IDENTIFY YOURSELF BY GIVING YOUR FULL NAME.
3. CLEARLY IDENTIFY WHO YOU WOULD LIKE TO TALK WITH.  
(THIS WILL USUALLY BE A RECEPTIONIST OR SECRETARY.)
4. SPEAK IN A CHEERFUL AND FRIENDLY VOICE.
5. SPEAK IN VARYING TONES.
6. SPEAK IN AN ADEQUATE LOUDNESS.
7. SPEAK CONFIDENTLY IN A BUSINESS LIKE AND COURTEOUS MANNER.
8. UPON GETTING THE PERSON WHO YOU WANT TO TALK WITH.
  - A. CLEARLY IDENTIFY YOURSELF.
  - B. CLEARLY AND CONCISELY EXPLAIN WHAT YOU ARE CALLING ABOUT.
9. BE AN ATTENTIVE (GOOD) LISTENER.
10. UNEXPECTED INTERRUPTIONS.
  - A. EXCUSE YOURSELF.
  - B. PLACE THE PHONE IN A PLACE THAT IS AS NOISELESS AS POSSIBLE.
11. BE CAREFUL NOT TO ALLOW AN INTERVIEW TO BE CONDUCTED OVER THE TELEPHONE.
12. CLOSING THE CONVERSATION.
  - A. MAINTAIN THE SPEED OF YOUR CONVERSATION WHEN SAYING "GOOD-BY" (MANY PEOPLE TEND TO HURRY).

- B. MAINTAIN THE LOUDNESS OF YOUR VOICE (MANY PEOPLE TEND TO SPEAK QUIETER).
- C. SAY "THANK YOU" FOR ANY CONSIDERATIONS WHICH HAVE BEEN GIVEN YOU.
- D. CAREFULLY PLACE THE TELEPHONE RECEIVER AND TRANSMITTER IN ITS HOLDER.

JOB INTERVIEWS: SELF-EVALUATING YOUR GROOMING

1. DID I TAKE A SHOWER OR BATH?
2. DID I WASH MY FACE?
3. DID I BRUSH MY TEETH?
4. DID I FRESHEN MY MOUTH?
5. ARE MY CLOTHES CLEAN?
6. ARE MY CLOTHES IRONED OR PRESSED?
7. ARE MY CLOTHES APPROPRIATE FOR THE INTERVIEW? TOO FANCY OR STYLISH?

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8. ARE MY SHOES CLEAN AND POLISHED?
9. IS MY HAIR CLEAN AND NEATLY STYLED?
10. ARE MY FINGERNAILS CLEAN AND TRIM?
11. DO I SMELL CLEAN AND FRESH?
12. DO I APPEAR EXTREME?
13. DO I APPEAR PLEASANT AND NATURAL?
14. DO I HAVE AN APPROPRIATE AMOUNT OF COSMETICS AND PERFUME ON (GIRLS)?
15. AM I COMFORTABLE?
16. IS MY POSTURE GOOD?
17. WAS I PLEASED AFTER CAREFULLY EXAMINING MYSELF IN A MIRROR?

JOB INTERVIEWS: EXHIBITING ACCEPTABLE BEHAVIORS

1. BE WELL GROOMED.
2. WEAR APPROPRIATE CLOTHING.
3. REMOVE YOUR HAT UPON ENTERING THE OFFICE.
4. ARRIVE AT LEAST 10 MINUTES EARLY.
5. GIVE YOUR FULL NAME TO THE RECEPTIONIST OR SECRETARY.
6. INDICATE YOUR EAGERNESS BY WALKING BRISKLY.
7. INTRODUCE YOURSELF WHEN MEETING THE INTERVIEWER.
8. REFER TO THE INTERVIEWER BY NAME.
9. GIVE A FIRM HANDSHAKE AFTER BEING OFFERED THE INTERVIEWER'S HAND.
10. REMAIN STANDING UNTIL ASKED TO SIT DOWN.
11. BE AN ALERT AND ATTENTIVE LISTENER.
12. ACT INTERESTED.
13. SPEAK CLEARLY AND DISTINCTLY.
14. SPEAK IN A LOUD ENOUGH VOICE.
15. MAINTAIN GOOD POSTURE WHEN STANDING OR SITTING.
16. INDICATE THAT YOU ARE INTERESTED IN THE JOB FOR WHICH YOU ARE APPLYING.
17. ALLOW THE INTERVIEWER TO CONTROL THE INTERVIEW BY LEADING THE DISCUSSION.
18. DIRECTLY ANSWER ALL QUESTIONS (USE GOOD JUDGEMENT IF YOU THINK A QUESTION IS TOO PERSONAL).
19. USE CORRECT GRAMMAR AND ANSWER QUESTIONS COMPLETELY.
20. GIVE ACCURATE, HONEST ANSWERS.

21. OCCASIONALLY SAY "YES, SIR" OR "NO, SIR".
22. PRESENT CERTIFICATES OR DOCUMENTS WHEN ASKED TO VERIFY FACTS.
23. SPEAK IN THE BEST ENGLISH YOU ARE CAPABLE OF.
24. BE COURTEOUS.
25. MAINTAIN EYE CONTACT.
26. STRESS YOUR QUALIFICATIONS FOR THE JOB.
27. DESCRIBE YOUR DISABILITY.
28. LOOK PLEASANT AND SMILE PERIODICALLY.
29. MAINTAIN YOUR POISE.
30. ACT NATURAL BY BEING YOURSELF.
31. MAINTAIN A RELATIVELY SERIOUS ATTITUDE.

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32. REALISTICALLY DISCUSS WAGES, IF THE INTERVIEWER MENTIONS THEM FIRST.
33. RECORD THE DATE, TIME, AND PLACE TO REPORT, IF ASKED TO RETURN FOR ANOTHER INTERVIEW.
34. EXHIBIT CONFIDENCE IN YOURSELF.
35. VERBALLY INDICATE THAT YOU ARE A POSITIVE THINKER.
36. SAY "THANK YOU" WHEN THE INTERVIEW HAS ENDED.
37. ASK GOOD QUESTIONS, IF GIVEN THE OPPORTUNITY.
38. TRY TO BE RELAXED.
39. INDICATE THAT YOU ARE A KIND PERSON.
40. STAND WHEN THE EMPLOYER STANDS AFTER THE INTERVIEW HAS ENDED.
41. GIVE A FIRM HANDSHAKE, IF THE INTERVIEWER OFFERS HIS HAND AT THE END OF THE INTERVIEW (ESPECIALLY IF YOU HAD A HANDSHAKE AT THE BEGINNING OF THE INTERVIEW).

42. LET THE INTERVIEWER KNOW THAT YOU ARE INTERESTED IN THE COMPANY BY DISCUSSING THE SERVICES PROVIDED OR PRODUCTS MADE.
43. DEMONSTRATE TO THE EMPLOYER THAT YOU CAN FUNCTION INDEPENDENTLY.



JOB INTERVIEWS: EXHIBITING UNACCEPTABLE BEHAVIORS

1. REFERRING TO YOURSELF AS MR., MRS., MISS, OR MS.
  2. USING PROFANE LANGUAGE.
  3. USING SLANG.
  4. ACTING LIKE SOMEONE BESIDES YOURSELF.
  5. EMPHASIZING HOW MUCH YOU NEED THE JOB.
  6. BRINGING A FRIEND OR RELATIVE WITH YOU.
  7. INTERRUPTING THE INTERVIEWER.
  8. INDICATING THAT YOU ARE RESTLESS BY MOVING ABOUT IN YOUR CHAIR.
- 
9. INDICATING THAT YOU ARE NERVOUS.
  10. CRITICIZING FORMER EMPLOYERS OR CO-WORKERS.
  11. BEING NEGATIVE OR CRITICAL ABOUT ANY SUBJECT.
  12. DISCUSSING PERSONAL, FAMILY, OR MONEY PROBLEMS (UNLESS SPECIFICALLY ASKED).
  13. TOUCHING THE INTERVIEWER'S DESK OR ANYTHING ON IT.
  14. SITTING DOWN BEFORE YOU HAVE BEEN INVITED TO DO SO.
  15. GIVING A SLOPPY HANDSHAKE.
  16. USING POOR POSTURE WHILE SITTING OR STANDING.
  17. ACTING FRIENDLIER THAN IS APPROPRIATE.
  18. GIVING FALSE ANSWERS.
  19. GIVING UNIMPORTANT EXCUSES.

20. INITIATING A DISCUSSION ABOUT WAGES, WORKING CONDITIONS, HOLIDAY AND VACATION POLICIES, AND HOURS OF WORK (UNLESS YOU HAVE BEEN ASKED TO TAKE THE JOB).
  21. SLOWLY WALKING INTO THE INTERVIEW.
  22. EXPRESSING THE IDEA THAT YOU ARE THE MOST IMPORTANT.
  23. TELLING JOKES.
  24. READING PERSONAL PROPERTY ON THE INTERVIEWER'S DESK.
  25. SMOKING DURING OR RIGHT BEFORE THE INTERVIEW.
  26. HAVING THE ODOR OF LIQUOR ON YOUR BREATH.
  27. HAVING ANYTHING IN YOUR MOUTH.
  28. WEARING SUNGLASSES.
  29. NOT WEARING YOUR PRESCRIPTION EYEGASSES IF YOU NEED THEM.
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30. ATTENDING AN INTERVIEW WHEN IT IS OBVIOUS THAT YOU ARE SICK.
31. WEARING EMBLEMS OR DECALS ON YOUR CLOTHING.
32. ASKING UNIMPORTANT QUESTIONS.
33. STRESSING YOUR DISABILITY.
34. TALKING TO ANYONE WHO ENTERS THE ROOM.

JOB INTERVIEWS: SPECIAL CONCERNS OF  
DISABLED INDIVIDUALS

1. WHAT EMPLOYERS OFTEN THINK
  - A. CONSIDER INDIVIDUALS' LIMITATIONS, INSTEAD OF THEIR ABILITIES
  - B. WORRY ABOUT ACCIDENTS
  - C. WORRY ABOUT RATES THEY PAY FOR INSURANCE
2. BEHAVIORS WHICH DISABLED INDIVIDUALS CAN EXHIBIT DURING THE INTERVIEW
  - A. DISCUSS THE DISABILITY EARLY IN THE INTERVIEW, ESPECIALLY IF IT IS VISUALLY APPARENT
    - 1.) USE CLEAR, EASY TO UNDERSTAND TERMS
    - 2.) DO NOT USE MEDICAL OR PSYCHOLOGICAL JARGON
    - 3.) EXPLAIN YOUR DISABILITY IN SUCH A WAY THAT THE INTERVIEWER KNOWS YOU CAN DO THE JOB
    - 4.) TRY TO DESCRIBE YOUR PROBLEM WITH POSITIVE QUALITIES
    - 5.) DESCRIBE HOW THE DISABILITY OCCURRED
      - A.) CONGENITAL
      - B.) ACCIDENTAL INJURY
        - (1) A LONG TIME AGO
        - (2) RECENTLY
      - C.) DISEASE

6.) DESCRIBE ANY PHYSICAL LIMITATIONS

- A.) STANDING
- B.) SITTING
- C.) WALKING
- D.) LIFTING
- E.) VISUAL
- F.) HEARING
- G.) SPEECH
- H.) BREATHING
  - (1) ALLERGIES
  - (2) OUT-OF-BREATH
- I.) COORDINATION

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  - (1) EYE-HAND
  - (2) EYE-FOOT
- J.) FINGER DEXTERITY
  - (1) FINE
  - (2) GROSS

7.) DESCRIBE THE CONDITION OF YOUR DISABILITY

- A.) IMPROVING
- B.) NOT CHANGING
- C.) PROGRESSIVE (RATE AT WHICH IT IS GETTING WORSE)

8.) DISCUSS HOW YOU HAVE BEEN ABLE TO COMPENSATE FOR YOUR DISABILITY

9.) DISCUSS YOUR GOOD VOCATIONAL RECORD

- A.) FEW DAYS MISSED DUE TO ILLNESS
- B.) ARRIVE EARLY FOR WORK

- C.) PRESENT FACTS ABOUT QUANTITY AND QUALITY OF PREVIOUS WORK
- 10.) DISCUSS YOUR RELIABLE SOURCE OF TRANSPORTATION OR YOUR ABILITY TO DRIVE
- 11.) DEMONSTRATE SPECIAL SKILLS YOU HAVE DEVELOPED TO COMPENSATE FOR YOUR DISABILITY
  - A.) USE OF PROSTHETIC DEVICES
  - B.) USE OF WHEELCHAIR
  - C.) OTHER UNIQUE SKILLS
- 12.) DISCUSS ARCHITECTURAL BARRIERS, IF THEY ARE GOING TO BE A PROBLEM
  - A.) DOORWAYS
  - B.) CURBS
  - C.) STAIRS
  - D.) ELEVATORS
  - E.) PARKING SPACES NEAR PLACE OF WORK
- 3. ALWAYS STRESS YOUR ABILITIES AND QUALIFICATIONS, NOT YOUR LIMITATIONS, REGARDLESS OF YOUR DISABILITY
  - A. FACE REALITY AND DISCUSS THE PROBLEM
  - B. STRESS POSITIVE ASPECTS WHICH YOU HAVE LEARNED TO USE TO COMPENSATE FOR YOUR DISABILITY
- 4. DISCUSS YOUR VOCATIONAL OBJECTIVES
  - A. SHORT-TERM
  - B. INTERMEDIATE
  - C. LONG-RANGE

5. DISCUSS SPECIFIC EXPERIENCES WHICH YOU HAVE HAD THAT BETTER ENABLE YOU TO PERFORM THE JOB WHICH YOU ARE SEEKING
    - A. PERSONAL
    - B. EDUCATIONAL
    - C. WORK EXPERIENCE
    - D. TRAINING
  6. USE REFERENCES WHO WILL PRESENT YOUR DISABILITY AS FAVORABLY AS POSSIBLE
-

JOB INTERVIEWS: QUESTIONSWHICH ARE OFTEN ASKED

## A. PERSONAL BACKGROUND (IDENTIFICATION)

1. WHAT INFORMATION CAN YOU GIVE ME ABOUT YOURSELF?
  2. WHERE DO YOU LIVE?
  3. HOW LONG HAVE YOU LIVED THERE?
  4. WHAT ARE YOUR FAVORITE HOBBIES?
  5. WHAT IS YOUR MILITARY STATUS?
  6. HOW OLD ARE YOU?
- 
7. WHAT CIVIC OR COMMUNITY ACTIVITIES HAVE YOU PARTICIPATED IN?
  8. DO YOU THINK THESE ACTIVITIES ARE WORTHWHILE?
  9. DO YOU LIKE PEOPLE?
  10. DO YOU HAVE MANY FRIENDS?
  11. WHAT DO YOU DO WITH YOUR SPARE TIME?
  12. WHAT THINGS DO YOU DO BEST?
  13. ARE THERE THINGS THAT YOU DO NOT LIKE TO DO?
  14. HOW DO YOU LIKE TO SPEND YOUR VACATIONS?
  15. HOW MUCH TELEVISION DO YOU WATCH?
  16. HAVE YOU EVER BEEN ARRESTED?
  17. HAVE YOU EVER BEEN IN JAIL?
  18. DO YOU HAVE ANY HEALTH PROBLEMS?
  19. HAVE YOU EVER RECEIVED TREATMENT FOR AN EMOTIONAL OR MENTAL CONDITION?

## B. EDUCATION

1. WHAT HIGH SCHOOL (ELEMENTARY SCHOOL) DID YOU ATTEND?
  2. DID YOU GRADUATE FROM HIGH SCHOOL?
  3. DID YOU GET ANY SPECIAL TRAINING IN HIGH SCHOOL?
  4. WHAT COURSES WERE YOUR FAVORITES?
  5. WHAT COURSES DID YOU DISLIKE MOST?
  6. DID YOU PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES?
  7. DID YOU HAVE TO MISS MUCH SCHOOL?
  8. WHAT WAS THE LAST YEAR OF SCHOOL WHICH YOU COMPLETED?
  9. DID YOU HAVE MANY FRIENDS?
  10. HOW MANY OF YOUR TEACHERS WERE GOOD?
  11. WHAT CAN YOU TELL ME ABOUT YOUR FAVORITE TEACHER?
- 

## C. SKILL TRAINING

1. HAVE YOU ATTENDED VOCATIONAL OR TECHNICAL SCHOOL?
2. HAVE YOU PARTICIPATED IN ANY MANPOWER TRAINING PROGRAMS?
3. WHAT VOCATIONAL SKILLS DO YOU POSSESS?
4. WHAT MACHINERY CAN YOU OPERATE?
5. HAVE YOU HAD ANY ON-THE-JOB TRAINING?
6. DID YOU RECEIVE ANY VOCATIONAL TRAINING IN HIGH SCHOOL?
7. HAVE YOU DEVELOPED ANY VOCATIONAL SKILLS FROM YOUR HOBBIES?

## D. WORK EXPERIENCE OR WORK RELATED

1. HAVE YOU HELD ANY PART-TIME JOBS?
2. HAVE YOU HELD ANY FULL-TIME JOBS?
3. WHAT DUTIES DID YOU PERFORM ON YOUR JOB?
4. DID YOU LIKE YOUR JOB?
5. HOW MUCH MONEY WERE YOU MAKING?
6. WHY DID YOU LEAVE THAT JOB?



7. HOW MUCH DO YOU EXPECT TO BE PAID ON THIS JOB?
8. DO YOU BELIEVE THAT YOU CAN PERFORM THE DUTIES REQUIRED ON THIS JOB?
9. WHERE DID YOU LEARN ABOUT THIS JOB OPENING?
10. HOW LONG DID YOU WORK WITH THAT COMPANY?
11. DO YOU WANT A TEMPORARY OR A PERMANENT JOB?
12. DID YOU LIKE YOUR LAST SUPERVISOR?
13. DID YOU AND YOUR EMPLOYER GET ALONG WELL?
14. WHAT CAN YOU TELL ME ABOUT THE CO-WORKERS ON YOUR LAST JOB?
15. DO YOU PREFER TO WORK ALONE OR WITH OTHER PEOPLE?
16. WHAT ARE YOUR LONG-RANGE VOCATIONAL PLANS?
17. HAVE YOU LEARNED ANYTHING FROM YOUR PAST JOBS?
18. WHAT KIND OF AN IMMEDIATE SUPERVISOR DO YOU PREFER?
19. ARE YOU WILLING TO MOVE TO ANOTHER CITY OR STATE IF THE COMPANY ASKS YOU TO?
20. WHAT DID YOU MOST LIKE ABOUT THAT JOB?
21. WHAT DID YOU LIKE LEAST ABOUT THAT JOB?

E. VOCATIONAL INTERESTS

1. WHAT ADVANTAGES ARE THERE IN WORKING FOR THIS COMPANY?
2. DOES THIS JOB HAVE ANY DISADVANTAGES?
3. WHAT TYPE OF WORK DO YOU WANT TO DO?
4. WHAT JOB WOULD YOU LEAST LIKE TO DO?
5. HOW CAN YOU BENEFIT OUR COMPANY?
6. WHAT CAN YOU TELL ME ABOUT OUR PRODUCTS? OR SERVICES?
7. HOW DID YOU BECOME INTERESTED IN THIS TYPE OF WORK?
8. WHAT DO YOU KNOW ABOUT OUR COMPANY?

9. WHAT ARE YOUR QUALIFICATIONS FOR THIS JOB?
  10. WHAT WOULD YOU DO IF YOU COULD HAVE ANY JOB  
IN OUR COMPANY?
  11. HOW MUCH MONEY WOULD YOU LIKE TO MAKE?
  12. ARE YOU WILLING TO BEGIN WORKING FOR MINIMUM WAGE?
-

MAINTAINING YOUR JOB: EXHIBITING UNACCEPTABLE BEHAVIORS

1. FREQUENTLY MISSING WORK.
  2. ARRIVING LATE FOR YOUR JOB.
  3. BEING EXTREMELY FRIENDLY WITH YOUR SUPERVISOR.
  4. BEING EXTREMELY AGGRESSIVE WITH YOUR SUPERVISOR OR CO-WORKERS.
  5. TALKING TO YOUR SUPERVISOR OR CO-WORKERS WHEN THEY DO NOT WANT TO BE BOTHERED.
- 
6. EXPRESSING ANGER WHEN YOUR WORK IS CONSTRUCTIVELY CRITICIZED.
  7. ALLOWING YOUR EMOTIONS TO AFFECT YOUR WORK.
  8. TREATING CO-WORKERS UNFAIRLY.
  9. TAKING FULL CREDIT FOR A GROUP EFFORT.
  10. BREAKING COMPANY RULES AND POLICIES.
  11. ALWAYS TRYING TO BE THE FIRST PERSON OUT OF THE BUILDING AFTER WORK.
  12. EXPRESSING SUPERIORITY TO YOUR SUPERVISOR OR CO-WORKERS.
  13. ALLOWING COMMENTS OR CRITICISMS ABOUT YOUR WORK TO BECOME PERSONAL.
  14. INDICATING THAT YOU ARE MORE IMPORTANT THAN ANYONE OR ANYTHING ELSE CONCERNED WITH YOUR JOB.
  15. ALWAYS TRYING TO GAIN PERSONAL ADVANTAGES.
  16. ASKING YOUR SUPERVISOR A LOT OF UNNECESSARY QUESTIONS.

17. VERBALLY OR NON-VERBALLY TELLING YOUR SUPERVISOR OR CO-WORKERS THAT YOU ARE SMARTER OR HAVE A BETTER EDUCATION THAN THEM.
18. TAKING PROBLEMS TO HIGHER MANAGEMENT THAN YOUR IMMEDIATE SUPERVISOR.
19. BEING EXTREMELY SENSITIVE TO COMMENTS MADE BY YOUR SUPERVISOR OR CO-WORKERS.
20. ALWAYS MAKING EXCUSES WHEN PROBLEMS ARISE.
21. CONTINUALLY COMPLAINING AND FINDING FAULTS WITH EVERYTHING.
22. BLAMING CO-WORKERS FOR YOUR MISTAKES.
23. DOING PERSONAL TASKS DURING WORK HOURS, SUCH AS READING MAGAZINES OR WRITING LETTERS.
24. BEING EXTREMELY CRITICAL OF YOUR SUPERVISOR, CO-WORKERS, OR THE COMPANY YOU WORK FOR.
25. TRYING TO LEARN CO-WORKERS' JOBS BEFORE YOU KNOW YOUR OWN.
26. CONSTANTLY COMPLAINING ABOUT ANYTHING ASSOCIATED WITH YOUR JOB.
27. CONSTANTLY WATCHING THE CLOCK WHILE WORKING. /
28. FREQUENTLY BEING UNHAPPY WHILE WORKING.
29. IGNORING SAFETY RULES.

MAINTAINING YOUR JOB: EXHIBITING ACCEPTABLE BEHAVIORS

1. ALWAYS ARRIVE 15 MINUTES BEFORE YOU ARE EXPECTED TO BEGIN YOUR JOB.
2. ATTEND WORK ON A REGULAR BASIS.
3. PROMPTLY RETURN TO YOUR JOB AFTER THE LUNCH PERIOD HAS ENDED.
4. PROMPTLY RETURN TO YOUR JOB AFTER YOUR BREAK OR REST PERIOD HAS ENDED.
5. CAREFULLY LISTEN TO INSTRUCTIONS GIVEN BY YOUR SUPERVISOR OR CO-WORKERS.
6. ASK WELL THOUGHT-OUT QUESTIONS WHEN YOU DO NOT UNDERSTAND (ESPECIALLY IF YOU MUST QUESTION YOUR SUPERVISOR).
7. MAINTAIN GOOD GROOMING HABITS.
8. GETTING PLENTY OF REST WILL BETTER ENABLE YOU TO BE ACTIVE AND FRIENDLY ON THE JOB.
9. LOOK FOR ADDITIONAL WORK.
10. REMAIN AT YOUR WORK STATION.
11. KEEP BUSY.
12. EXHIBIT PATIENCE.
13. INFORM YOUR SUPERVISOR OF YOUR PROGRESS.
14. VERBALLY EXPRESS POSITIVE ATTITUDES TO YOUR SUPERVISOR AND CO-WORKERS.
15. SYSTEMATICALLY CONDUCT YOUR WORK TASKS.
16. PLAN AHEAD AND KNOW WHAT TASKS YOU ARE GOING TO DO BEFORE YOU GET TO WORK.

17. LEARN COMPANY POLICIES AND RULES.
18. CONSTANTLY DO THE BEST JOB POSSIBLE.
19. DO MORE WORK THAN IS EXPECTED OF YOU.
20. REFER TO YOUR SUPERVISOR AND CO-WORKERS BY NAME.
21. BE AS AGREEABLE AS POSSIBLE WHEN TALKING TO YOUR SUPERVISOR OR CO-WORKERS.
22. OBSERVE HOW CO-WORKERS PERFORM TASKS WHICH YOU ARE DOING.
23. EXHIBIT FRIENDLY, CHEERFUL, AND COURTEOUS BEHAVIORS.
24. BE SENSITIVE AND UNDERSTAND YOUR CO-WORKERS' FEELINGS.
25. BE CONCERNED ABOUT THE QUALITY OF YOUR WORK.
26. BE CONCERNED ABOUT THE AMOUNT OF WORK WHICH YOU ARE PRODUCING.
27. RESPECT YOUR SUPERVISOR.

MAINTAINING YOUR JOB: SEVEN WORKER  
CHARACTERISTICS RATED BY EMPLOYERS

1. HONEST VS. DISHONEST
2. RELIABLE VS. UNRELIABLE
3. CHEERFUL VS. HOSTILE
4. DILIGENT VS. LAZY
5. ENTHUSIASTIC VS. CARELESS
6. COOPERATIVE VS. UNCOOPERATIVE
7. LOYAL VS. DISLOYAL

MAINTAINING YOUR JOB: CONCERNS ABOUT ADVANCEMENT

- A. THINKING ABOUT YOUR FUTURE
- B. GETTING AHEAD
  - 1. MOVING UP TO OTHER JOBS (EXPERIENCE)
  - 2. CHANGING JOBS
  - 3. STARTING YOUR OWN BUSINESS
  - 4. EDUCATION
  - 5. TRAINING
- C. WHAT IS MOST IMPORTANT TO YOU
  - 1. EXTRINSIC VALUES - MATERIAL GOODS
  - 2. INTRINSIC VALUES - SELF-SATISFACTION
- D. DO YOU HAVE TIME TO WAIT FOR ADVANCEMENT?
- E. METHODS SUCCESSFUL PEOPLE USE TO GET AHEAD
  - 1. TAKE AND KEEP ENTRY LEVEL JOBS THEY CAN ADVANCE FROM
  - 2. GET JOBS THAT SUIT THEIR INTERESTS
  - 3. WATCH FOR OPPORTUNITIES
  - 4. LEARN NEW SKILLS AND USE THEM



Appendix B

JOB READINESS TRAINING (JRT) CURRICULUM

Audiovisual Materials

The audiovisual materials utilized in the Job Readiness Training Program can be purchased from the following companies: (These prices were effective in February, 1978.)

MP31	Your Job: Finding the Right One - 12.5-C (#1839)	\$ 192.00
MP32	Your Job: Applying for It - 13.5-C (#1840)	\$ 206.00
MP33	Your Job: Fitting In - 15-C (#1841)	\$ 255.00
MP34	Your Job: You and Your Boss - 15-C (#1842)	\$ 230.00
MP35	Your Job: Good Work Habits - 13-C (#1843)	\$ 200.00
MP36	Your Job: Getting Ahead - 15-C (#1844)	\$ 230.00

Total Series: \$1,313.00

Coronet Films  
65 E. South Water Street  
Chicago, Illinois 60601 (312) 977-4090

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MP27 Job Interview -- Women \$ 235.00

Churchill Films  
662 N. Robertson Blvd.  
Los Angeles, California 90060 (213) 657-5110

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MP104 Jobs and Advancement: On the Move  
(This film is out of print and can no longer be purchased.)

McGraw-Hill Films  
1221 Avenue of the Americas  
New York, N.Y. 10020 (212) 997-2343

RV12 The World of Work \$ 250.00  
1. 12 Cassettes 3. 25 Student Workbooks  
2. 12 Filmstrips 4. Instructor's Guide

RV12 The World of Work Workbook \$ 1.25 ea.

(Filmstrips and cassettes can be purchased individually; but the individual purchase price of \$15.00 is supposed to be for replacement.)

RV12 #4 - The World of Work - Finding the Job \$ 15.00  
#5 - The World of Work - Getting the Job \$ 15.00  
#10 - The World of Work - Seven Fatal Sins \$ 15.00  
#11 - The World of Work - Seven Vital Virtues \$ 15.00

Link Educational Laboratories  
P.O. Box 25  
Hope Hull, Alabama 36043 (205) 288-2906

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Appendix C

Assessment Instruments

1. Gordon Occupational Check List

Dr. Leonard V. Gordon  
c/o Test Department  
Harcourt, Brace, & World, Inc.  
757 Third Avenue  
New York, New York 10017

2. Mellenbruch's - Job Attitude Analysis

Psychometric Affiliates  
Chicago Plaza  
Brookport, Illinois 62910

Appendix D  
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