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**ABSTRACT**

This packet is designed to assist teachers and counselors of Adult Basic Education (ABE) and Graduate Equivalent Degree (GED) students to conduct practical individualized and small group workshops geared toward helping ABE students to look for a job. Each session is designed to take approximately three hours and employ the following formats: large group presentations; small group interaction and discussion; large and small group task projects; video-taped presentations; and role-playing scenarios. The five workshop sessions outlined in the guide cover the following topics: communicating with others, understanding salable skills, competing with paperwork (applications and resumes), developing effective interviewing techniques, and planning for action (the job campaign). The packet also contains learning objectives for the workshops, a list of counselors' resources, materials needed, and sample forms to be reproduced and used in the workshop sessions. (KC)

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EMPLOYABILITY SKILLS WORKSHOP PACKET

SPECIAL SECTION 310 PROJECT

JULY 1, 1980 - June 30, 1981

by

TINA M. TABLER, PROJECT DIRECTOR

CIU 10 Bi-County Development Center for Adults  
Centre County Vocational-Technical School  
Pleasant Gap, Pennsylvania 16823

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## CONTENTS

	Page
INTRODUCTION.....	1
OBJECTIVES.....	2
COUNSELOR'S RESOURCES.....	3
MATERIALS NEEDED.....	4
SESSION OUTLINE.....	5
Session I: Communicating With Others.....	5
Session II: Understanding Salable Skills.....	7
Session III: Competing with Paperwork.....	9
Session IV: Developing Effective Interviewing Techniques.....	10
Session V: Planning for Action.....	11
APPENDICES.....	12

## INTRODUCTION

Typically, ABE students do not move effectively within the labor market. They experience problems in locating potential jobs, identifying those that best utilize their talents, and applying successfully for those jobs. Unfortunately, culturally disadvantaged ABE students usually experience even greater job-finding difficulties since they have had even less opportunity to develop essential job-search skills. This packet, therefore, has been designed to assist ABE/GED counselors/educators in the facilitation of practical individualized and small group workshop sessions geared toward helping ABE students overcome those job-search obstacles.

Each session, as presented, takes approximately three hours and employs the following formats:

- Large group presentations;
- Small group interaction and discussion;
- Large and small group task projects;
- Video-taped presentations; and
- Role-playing scenerios.

The general outline can be adapted for use with almost any population group.

## OBJECTIVES

- A. To enhance and expand the participant's self-knowledge as related to career choices and job-search tasks.
- B. To provide viable skills in the following areas:
  - 1. Self-assessment of present skills and preferred job characteristics;
  - 2. Correct completion of job application forms;
  - 3. Preparation of resume/personal data sheet;
  - 4. Knowledge and acquisition of good job interviewing techniques;
  - 5. Effective utilization of local resources.

## COUNSELOR'S RESOURCES

To help ensure the derivation of maximum benefits from the various workshop exercises, certain minimal background reading is suggested for the workshop facilitator:

1. *What Color Is Your Parachute?* by Richard N. Bolles, 1980. Ten Speed Press, Box 7123, Berkeley, California, 94707. \$6.95 + \$.50 postage and handling.

Vital pages: 112-178, and 210-215.

2. *The Three Boxes of Life* by Richard N. Bolles, 1978. Ten Speed Press, Box 7123, Berkeley, California, 94707. \$7.95 + \$.50 postage and handling.

Vital pages: 137-155, 240-261, 268-330, 358-368, and 451-461.

3. *Making Vocational Choices: A Theory of Careers* by John L. Holland, 1973. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 07632. \$4.95, paperback.

Includes a section on how to translate Holland Codes into Dot Codes, especially useful with *The Self Directed Search* and the *Quick Job-Hunting Map*.

Total cost for facilitator's reference materials is \$20.45. (\$4.95 if you borrow *Parachute* and *Three Boxes of Life* from your local library.)

Some other very good resources that will help counselors and teachers stay abreast of the latest in career-development information are:

1. *The Occupational Outlook Quarterly*, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$4.00 (It may already be available in your school library.)

2. *Newsletter*, P.O. Box 379, Walnut Creek, California, 94596. \$5.00

3. *Bulletin*, National Center for Educational Brokering, 405 Oak Street, Syracuse, New York, 13203. \$11.00

## MATERIALS NEEDED TO FACILITATE SESSIONS

### A. "The Basic Necessities"

1. The Beginning Quick Job Hunting Map (Bolles, Zenoff)
2. Dictionary of Occupational Titles (U. S. Department of Labor)
3. Occupational Outlook Handbook (U. S. Department of Labor)
4. "Woman in Interview" (Video cassette/Pennsylvania State University) and/or "Job Interviews" (Video cassette/Goldmark Communications Corporation), or any video-taped presentation of a job interview.
5. Local job application forms, newspapers, and phone books.
6. Various handouts to illustrate everything discussed during the workshop.

### B. "Very Useful Extras"

1. The Self-Directed Search (Interest Survey/Holland)
2. Guide for Occupational Exploration (U. S. Department of Labor)
3. How to Write Better Resumes (Lewis)
4. Civil Service Applications, Pamphlets, and summary of Examinations (State Civil Service commission)
5. Apprenticeship and Trade School Information (NATTS)
6. Information on any of the other local educational and/or training programs - C.E.T.A., Continuing Education, Community Colleges, etc.
7. Basic Grant Application forms and the Student Consumer's Guide (U. S. Department of HEW)
8. Career Emphasis Series (Olympus)
9. Copies of cover letters and resumes generated by participants in previous job-search workshops.

## SESSION OUTLINE

### A. SESSION I

1. Workshop introduction based on workshop leader's interpretation of concepts presented in the "vital pages" as listed under resources (Page 3). Workshop leader should emphasize the importance of self-understanding and its relationship to job satisfaction, choosing the right job, etc. Workshop leader should also stress that "finding a job is a job", and that the ultimate responsibility of landing the best job rests with the participants - ACTIVE JOB-SEARCH VERSUS PASSIVE JOB-WAIT!
2. Small group assignment and Icebreaker.

### ICEBREAKER

Materials: None

Procedure:

Workshop leader asks the participants to pair-up with someone in the group that they don't know very well and spend about ten minutes getting to know as much as they can about each other. (After the first five minutes, workshop leader should announce that if both people haven't gotten a chance to speak that there are only five minutes left and it's now the other person's turn.) At the end of ten minutes, the individuals from each dyad introduce their partner to the larger group using the information they have acquired during this short exchange.

Leader's Role:

After all group members have introduced each other, the workshop leader explains how typical it is for people in general, to describe themselves in terms of their jobs, geographic locations, and family statistics. (Note: For those individuals who have not been successful in their employment and/or some other significant area of their lives, as would typically be the case with our disadvantaged ABE/GED students, there often appears to not be much to offer in terms of a self description. Thus, their response in the dyad might be, "Well, I quit school eight years ago. My husband left me last year, and he's in jail now in Ohio or somewhere. I'm laid-off from my job at the factory. I'm broke, and I've got four little kids at home depending on me. Other than that, there's not too much to tell, except that I really need a job!"

By generalizing this exercise into an interview scenario, the workshop leader can emphasize that an employer usually makes the decision of rather or not to hire a particular job-applicant based on the impression she/he makes within the first five minutes of the interview. That's why it's so essential for an applicant to present a clear picture of his/her interests abilities, skills, and personal characteristics, and not just to regurgitate the same "vital statistics" already presented to the interviewer via the company's job application form. The leader should once again stress that a large part of the workshop will concentrate on helping the participants understand, define, and express this broader-based self-image.



**Variation:**

If the large group has more than ten members, the workshop leader should have everyone count-off by twos. The "ones" will then belong to smaller group A, and the "twos" to smaller group B. This should be done before beginning the Icebreaker Exercise.

3. Workbook introduction and Party Exercise.

**PARTY EXERCISE**

**Materials:** None

**Procedure:**

After introducing the workbook, the workshop leader asks the participants to turn to page 4, "*What Skills You Have and Most Enjoy Using*", and to carefully examine each of the six groups of people as presented in the Party Exercise. After about five minutes, the workshop leader asks the participants to complete steps 1-4 on page 5, but not to allow anyone else in their group to see their answers. Partners are then asked to try to guess each other's choices. Note: Even if the partners can guess each other's first choices, they will almost never be able to guess the second or third choice of skill-groupings.

**Leader's Role:**

After all participants have had a chance to interact with each other via the Party Exercise, the workshop leader emphasizes that the most important questions on the interviewer's mind are those questions that most often go unasked, for instance: "What kind of a person are you? How well do you manage yourself in relation to those in authority and your co-workers? Are you a person who will exacerbate the company/employee problems, or who will help to provide solutions to those problems? What kind of a person are you to work with, talk to, etc.? What are you really like?"

The Party Exercise is based on the theory that we are most attracted to groups of people and skills that we most enjoy. Since many people have hobbies and participate in activities that are never reflected on a job application form, the workshop leader should stress how important it is for participants to talk about these interests during a job interview.

4. Evaluation of Session.

**Materials:** Short evaluation forms\*, pencils. (\*See Appendix A).

**Procedure:**

Each participant is asked to anonymously respond to the questions on the short evaluation form before leaving the session.

## B. SESSION II

1. Introduction to the idea of "functional skills" drawn from the concepts presented in *The Three Boxes of Life* (pages 137-155).
2. Group exercise on roles.

### ROLES WE PLAY

**Materials:** "The Beginning Quick Job-Hunting Map", blank sheet of paper, pencils.

**Procedure:**

Workshop leader leads the group in a brainstorming exercise of all the different roles people play in life. For example, if you are a parent and work as a laborer, some of your roles might be: husband, teacher, athlete, cook, consumer, clockwatcher, follower, citizen, etc. Then each participant is asked to construct her/his own list of roles that she/he currently plays (or has played) in life. Everyone is encouraged to come up with at least ten roles.

**Variation:**

Participants are asked to make a list of all the jobs they have ever held, full or part-time, paid or unpaid. (See *Quick Job-Hunting Map*, page 6, for more ideas).

3. Completion of workbook.

### TRANSFERABLE SKILLS INVENTORY

**Materials:** "The Beginning Quick Job-Hunting Map", paper, pencils, and a brightly colored pen or crayon for each student.

**Procedure:**

Using the list of roles generated through the previous exercise, participants choose seven major roles or past job titles and enter these at the top of the *Skills Inventory* (See *Quick Job-Hunting Map*, page 9). Participants then follow the instructions given on pages 8 and 17 (*Quick Job-Hunting Map*) to complete the Inventory.

**Leader's Role:**

Workshop leader should clarify the instructions given in the workbook to ensure that all participants understand the exercise. Since everyone will be completing the Inventory at his/her own speed, the workshop leader can help each participant access his/her *Patterns and Priorities* (See *Quick Job-Hunting Map*, page 17) individually.

## PRIORITIZING

**Materials:** "The Beginning Quick Job-Hunting Map", grids, paper, and pencils.

**Procedure:**

Under the guidance of the workshop leader, participants should complete the exercises in the workbook up through page 25. Helpful Hint: To save time print-up several grids for each participant in advance. (See Appendix B).

**Leader's Role:**

After all the participants have filled in the diagram on pages 24 and 25, the leader, once again, divides the group into its original dyads (Session I). The partners will again be allowed five minutes each to talk about themselves to their partners, incorporating the new "self image" phrases and ideas gleaned from the exercises.

#### 4. Evaluation of Session.

**Materials:** Short evaluation forms, pencils.

**Procedure:**

Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving the session.

### C. SESSION III

1. Introduction covering the purpose of job application forms and emphasizing the importance of completing the forms accurately and neatly.
2. Review of the information being sought on job application forms.

### PROJECT "IMAGE"

**Materials:** Blank job application forms; one per student, handouts of samples of "good" and "bad" completions of job applications (See Appendix C), The Dictionary of Occupational Titles.

**Procedure:**

After participants have had enough time to examine the handouts, they are led through the completion of the blank application form, step-by-step by the workshop leader.

**Leader's Role:**

The workshop leader should emphasize that people are often picked for an interview on the basis of their "paperwork" — the job application form. This may be the only contact that a job-applicant has with a prospective employer! The workshop leader discusses the meaning and importance of each section, explains precisely how each item is to be filled in, and responds to questions that are the particular concerns of the workshop participants.

3. Group discussion on resumes — information being sought on job application forms versus information being presented on resumes/personal data sheets, functional versus chronological resumes, etc.
4. Individualized resume/personal data sheet preparation, using resumes and cover letters prepared by former workshop participants to stimulate ideas (See Appendix D).

**Note:** The Dictionary of Occupational Titles is a valuable resource to use in helping workshop participants translate a one-word job title into a descriptive phrase or paragraph that will depict the various duties performed on the job, presenting a clearer picture of their work-related skills.

5. Evaluation of session.

**Materials:** Short evaluation forms, pencils.

**Procedure:**

Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving the session.

#### D. SESSION IV

1. Large group lecture and discussion of the interviewing process from the employer's point of view.
2. "Job Interview" (or any video-taped interview of a job applicant), followed by a group discussion of whether or not participants would hire this particular job applicant.
3. Distribution of the job application form and resume of the video-taped interviewee for group's perusal as her prospective employers.
4. "Woman in Interview" (or any video-taped interview of a job applicant with corresponding completed job application form and resume as presented above), followed by the completion of the interview analysis form and a discussion of the varied results. (See Appendix E).

Note: Analysis of a video-taped job interview is an especially helpful and non-threatening way to allow workshop participants to experience first-hand how quickly they (as the prospective employers) form positive/negative impressions of the interviewee, to help them realize the myriad of factors that determines the outcome of the interview, and to introduce a role-playing situation.

5. Role-play of job interview — optional, depending on time available, group size, etc.
6. Evaluation of session.

**Materials:** Short evaluation forms, pencils.

**Procedure:**

Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving session.

## E. SESSION V

1. Discussion of the effective utilization of local job-search resources.
2. Explanation and presentation of available job-search/career decision-making aids.
3. Time for workshop participants to acquaint themselves with the different resources and materials that are available and to get some "hands-on" experience.

### JOB SEARCH TECHNIQUES

**Materials:** Various handouts, props, and aids provided and/or designed by the workshop leader; paper, pencils.

**Procedure:**

Under the direction of the workshop leader, the workshop participants use worksheets, aids, and props to "try-out" each of the suggested job-search methods. Example: YELLOW PAGES (See Appendix F).

**Leader's Role:**

Using a resource guide such as "Emphasis: Change I", pages 18-36, from the Career Emphasis Series (Olympus), the workshop leader reviews each job-search technique and designs exercises that will not only demonstrate the practical application of the various methods, but will also provide the participants with the opportunity to experience several of these techniques before leaving the supportive atmosphere of the group. The workshop leader must be apprised of current local resources in order to design worksheets and exercises relevant to the geographic location of his/her workshop participants. General information is not nearly as effective for this particular exercise.

4. Wrap up discussion of all the workshop sessions.
5. Evaluation of workshop.

**Materials:** Long evaluation forms\*, pencils. \*(See Appendix G)

**Procedure:**

Each participant is asked to respond anonymously to the questions on the long evaluation form before leaving the session.

## APPENDICES

- A. Short Evaluation Form
- B. Priority Grid
- C. Correct and Incorrect Job Application Samples
- D. Resumes and Cover Letters
- E. Interview Analysis Form
- F. Employer Information Worksheet
- G. Long Evaluation Form

SHORT EVALUATION FORM

Date:-----

Session No:-----

Read each question and the box that best expresses your reaction to today's activities.

	Yes	No	Sometimes
1. Did this activity use language which you could understand?	[ ]	[ ]	[ ]
2. Were the topics covered in today's session important to you?	[ ]	[ ]	[ ]
3. Were the materials used in today's session helpful?	[ ]	[ ]	[ ]
4. Did you enjoy today's session?	[ ]	[ ]	[ ]

5. Before these workshops are over, I hope we will talk about-----  
 -----  
 -----

6. Other suggestions or comments:-----  
 -----  
 -----



APPENDIX B

1 2

1 3      2 3

1 4      2 4      3 4

1 5      2 5      3 5      4 5

1 6      2 6      3 6      4 6      5 6

1 7      2 7      3 7      4 7      5 7      6 7

1 8      2 8      3 8      4 8      5 8      6 8      7 8

1 9      2 9      3 9      4 9      5 9      6 9      7 9      8 9

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

CIRCLE, COUNT TOTAL TIMES EACH NUMBER GOT CIRCLED:

1-----2-----3-----4-----5-----6-----7-----8-----9-----10-----

SAMPLE OF CORRECT JOB APPLICATION FORM

APPLICATION FOR EMPLOYMENT

Wilson Nancy Ann  
Last First Middle

**PERSONAL INFORMATION**

Date 9/8/80 Social Security Number 003-45-6208

Name Wilson, Nancy Ann Age 18 Sex Female  
Last First Middle

Present Address 1245 Spring Street, Bellefonte, Pennsylvania 16823  
Street City State Zip

Permanent Address same as above  
Street City State Zip

Phone Number 355-0010 Own Home No Rent No Board Yes

Date of Birth 12/25/62 Height 5'8" Weight 125 lbs Color of Hair Red Color of Eyes Blue

Married No Single Yes Widowed No Divorced No Separated No

Number of Children None Dependents Other Than Wife or Children None Citizen of U. S. A. Yes  No

If Related to Anyone in Our Employ, State Name and Department None Known Referred By Employment Office

**EMPLOYMENT DESIRED**

Position Auto Parts Clerk Date You Can Start 9/25/80 Salary Desired \$ 3.65/hr.

Are You Employed Now? Yes - part time If So May We Inquire of Your Present Employer Yes

Ever Applied to this Company Before? No Where N/A When N/A

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School	<u>Spring Street Elementary Sch. Bellefonte, Penna. 16823</u>	<u>7</u>	<u>N/A</u>	<u>N/A</u>
High School	<u>Bellefonte Senior High Sch. Bellefonte, Penna. 16823</u>	<u>4</u>	<u>N/A</u>	<u>General course</u>
College				
Trade, Business or Correspondence School	<u>Centre County Vo-Tech Sch. Pleasant Gap, Penna. 16823</u>	<u>6 mos.</u>	<u>N/A</u>	<u>Auto mechanics</u>

Subjects of Special Study or Research Work Presently attending night classes at the Development Center for Adults for my high school equivalency diploma (GED)

What Foreign Languages Do You Speak Fluently? None Read None Write None

U. S. Military or Naval Service None Rank N/A Present Membership in National Guard or Reserves None

Activities Other Than Religious (Clubs, Fraternal, etc.) YMCA

ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

**FORMER EMPLOYERS** (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From 8/80 To Present	Dunlap Ford Motor Company Benner Pike, Bellefonte, Pa 16823	\$ 3.15/hr. part-time	car washer	still employed
From 2/80 To 8/80	Centre County Vo-Tech School Pleasant Gap, Penna. 16823	\$ 3.10/hr.	custodian	temporary - CETA position
From 7/79 To 1/80	Dave's Lunch Stop Bellefonte, Penna. 16823	\$ 2.85/hr.	waitress	employer unable to hire me full-time
From To				

**REFERENCES:** Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1 Mr. Joseph Smith	work #: 359-2793 Box 22, Bellefonte, Pa 16823	Vo-Tech Instructor	2
2 Ms. Marla White	work #: 355-0621 Box 220, Bellefonte, Pa. 16823	CETA Counselor	7 mos.
3 Mrs. Roberta Thomas	home #: 359-3069 Box 71, Pleasant Gap, Pa. 16823	housewife / friend	5

**PHYSICAL RECORD:**

List Any Physical Defects *None*

Were You Ever Injured? *Yes* Give Details *Broken arm in sports accident, 1972.*

Have You Any Defects In Hearing? *No* In Vision? *No* In Speech? *No*

In Case of Emergency Notify *Mr. or Mrs James Wilson, 1245 Spring St., Bellefonte, Pa* *355-0010*  
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment my wages and salary, be terminated at any time without any previous notice.

Date *9/8/80* Signature *Nancy A. Wilson*

**DO NOT WRITE BELOW THIS LINE**

Interviewed By \_\_\_\_\_ Date \_\_\_\_\_

**REMARKS:**

Neatness	Character
Personality	Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
Employment Manager Dept. Head General Manager

SAMPLE OF CORRECT JOB APPLICATION FORM



SAMPLE OF INCORRECT JOB APPLICATION FORM

APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION**

Date September 8, 1980 Social Security Number 000-35-6290

Name Jones Bill Age 18 Sex man

Present Address Box 105 Bellefont Pa

Permanent Address \_\_\_\_\_

Phone Number 355-2221 Own Home LIVE WITH MY MOM Board \_\_\_\_\_

Date of Birth 11/3/62 Height 56 Weight 135 Color of Hair Brown Color of Eyes B

Married Single yes Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_

Number of Children \_\_\_\_\_ Dependents Other Than Wife or Children \_\_\_\_\_ Citizen of U. S. A. Yes  No

If Related to Anyone in Our Employment State Name and Department I don't no Referred By friend

**EMPLOYMENT DESIRED**

Position Anything Date You Can Start Anytime Salary Desired 300

Are You Employed Now? not really If So May We Inquire of Your Present Employer \_\_\_\_\_

Ever Applied to this Company Before? NO Where \_\_\_\_\_ When \_\_\_\_\_

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School	<u>Bald Eagle Bellefont</u>	<u>1-2-3-4-5-6</u>		
High School	<u>Bellefont Scott Bellefont</u>	<u>11</u>		<u>math, history ect.</u>
College				
Trade, Business or Correspondence School	<u>C</u>			

Subjects of Special Study or Research Work \_\_\_\_\_

What Foreign Languages Do You Speak Fluently? English Read yes Write yes

U. S. Military or Naval Service \_\_\_\_\_ Rank \_\_\_\_\_ Present Membership in National Guard or Reserves \_\_\_\_\_

Activities Other Than Religious (Civic, Fraternal, etc.) BASE guitar in band

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From <u>Summer</u> To	<u>Mr Smith Bellefont</u>	<u>220</u>	<u>MECHANIC</u>	<u>quit</u>
From To	<u>brother-in-law, SC.</u>	<u>225</u>	<u>pumped gas</u>	<u>got sick</u>
From To				
From To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
<u>1 Bill Thomas</u>	<u>Bellefont</u>	<u>GAS</u>	<u>1</u>
<u>2 Dave Mills</u>	<u>?</u>	<u>none</u>	<u>5</u>
<u>3</u>			

PHYSICAL RECORD:

List Any Physical Defects no

Were You Ever Injured? Give Details 2

Have You Any Defects In Hearing? no In Vision? In Speech?

In Case of Emergency Notify Sally Smith Box 102 Bellefont 355-5554  
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment my wages and salary, be terminated at any time without any previous notice.

Date September 8, 1980 Signature [Signature]

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness	Character
Personality	Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

SAMPLE OF INCORRECT JOB APPLICATION FORM



APPENDIX D

GENERAL LETTER OF APPLICATION

126 Source Street  
Bellefonte, PA 16823  
May 20, 1981

Personnel Department  
HRB Singer  
Science Park, PA 16801

Dear Sir/Madam:

My training program with Centre C.E.T.A. will be ending on June 8 of this year, and I am actively seeking a maintenance position.

I am enclosing my resume, and would like to be considered for positions you have open at this time, or positions you anticipate becoming available in the future.

If my background is of use to you, please contact me at your convenience. I can be reached by telephone any weekday after 4:30 p.m.

I appreciate your consideration.

Sincerely,

Neil L. Corman  
342-0727

Enclosure

NC/jab

## RESUME

Name:	Neil L. Cormap	Age:	21
Address:	20 N. 4th Street Philipsburg, PA 16866	Marital Status:	Married
Telephone:	342-0727	Children:	Two
		Physical Condition:	Excellent

## WORK EXPERIENCE

February 1980	Philipsburg-Oseola School District Philipsburg, PA 16866 Supervisor: Mr. Charles Hubler Duties: Stripping and refinishing furniture and major cleaning in school buildings.	814-342-1050
February 1977	Gus Manufacturing and Sales 200 Curtin St., Osceola Mills, PA 16666 Supervisor: Julius Rech Duties: Countertop fabricator-made countertops and did remodeling of kitchens:	814-339-6121

## EDUCATION

Development Center for Adults, Centre County-Vocational-Technical School,  
Pleasant Gap, PA 16823. Presently attending night classes for G.E.D. (Diploma)

Clearfield County Vocational-Technical School, Clearfield, PA 16830  
Carpentry - One (1) year.

Philipsburg-Oseola Area High School, Philipsburg, PA 16866. General Course.

## SPECIAL SKILLS

Skilled in carpentry, maintenance, and custodial work. Built countertops, fixed roofs, helped install kitchens and bathrooms, and used basic carpentry skills.

## HOBBIES AND INTEREST

Hunting, fishing, minor house repairs and minor auto repairs.

## REFERENCES

Mr. William Falk, 2nd Street, Philipsburg, PA 16866. 814-342-3800  
Mr. Stanley Jury, Box 677-C, Osceola Mills, PA 16866. 814-342-0500  
Mr. Robert Hummel, Furnace road, Philipsburg, PA 16866. 814-342-1214

## PERSONAL DATA SHEET

Name: Kathy Reed  
Address: 1362 South Atherton Street, Lot 67  
State College, Pennsylvania 16801  
Telephone: (814) 237-8141

## WORK EXPERIENCE:

Clerk-typist, State College Area School District, Summer.  
Employment through CETA. Mr. Frank Brown, Supervisor, 131 W.  
Nittany Ave., State College, PA 16801. (814) 237-6201.  
June, 1980-August, 1980.

Did light typing and filing; set-up notebooks for conferences.

## EDUCATION:

State College Area High School, Westerly Parkway, State College, PA  
16801. Graduated May, 1980, Clerical Curriculum.  
Business courses included: Typing I and II, Recordkeeping I, Office  
Practice, Business Math, Business English.

## SPECIAL SKILLS:

Can type 50 words per minute, cut stencils, and operate mimeograph  
and other duplicating machines; can do basic filing.

## INTERESTS, TALENTS, OR HOBBIES:

Cooking, being with other people.

## REFERENCES:

Mr. Frank Brown, Supervisor, State College Area School District, 131  
W. Nittany Ave., State College, PA 16801. (814) 237-6201

Mrs. Margaret Benson, 1362 S. Atherton St., Lot 78, State College, PA  
16801. (814) 238-0409

Mrs. Donna Stoner, Teacher, Office Practice, State College Area High  
School, Westerly Parkway, State College, PA 16801. (814) 238-0511



RESUME

Name: William Colton Age.: 22  
Address: 401 North Street Marital Status: Married  
Philipsburg, PA 16866  
Telephone: (814) 378-8835 Physical Condition: Excellent

WORK EXPERIENCE:

Rush Township  
Philipsburg, PA 16866  
Supervisor: Mr. Earl Blake  
Duties: Worked for township cutting trees and maintaining township roads.

EDUCATION:

Moshannon Valley High, Houtzdale, PA. General Course

SPECIAL SKILLS:

Carpentry and repairing motor bike.

HOBBIES AND INTERESTS:

Hunting, fishing, motor bike riding.

REFERENCES:

Mr. Earl Blake, Supervisor for Rush Township. (814) 342-1719

R.D. 1 Julian, PA 16844  
October 1, 1980

Mr. James Lutz  
Personnel Director  
Supelco, Inc.  
Pleasant Gap, PA 16823

Dear Sir:

Enclosed you will find my resume in response to your advertisement for a clerk-typist. I have taken night classes in Typing (50 wpm) and in General Office Practice, which included learning to use the various office machines.

I feel if given a chance I could be an asset to your company. I learn very easily, get along very well with the public and have never had any problems with my fellow workers. I have an excellent employment record.

My phone number is (814) 355-9138. I can be reached every day until 3:30 p.m. I am looking forward to hearing from you.

Sincerely,

Betty D. Benner

BDB/jab

Enclosure

## PERSONAL DATA

BETTY D. BENNER  
 R.D. 1  
 Julian, Pennsylvania 16844  
 (814) 355-9138

## PHYSICAL DATA:

Date of Birth: February 1, 1938; Marital Status: Married; Health: Excellent

## EDUCATION:

Fall, 1980	Centre County Vocational-Technical School Pleasant Gap, Pennsylvania 16823	Evening Course General Office Practice 60 Hrs. Certificate
Spring, 1980	Centre County Vocational-Technical School Pleasant Gap, Pennsylvania 16823	Evening Course Beginning Typing, 40 Hrs. Certificate Intermediate Typing, 40 Hrs. Certificate
1979-80	Development Center for Adults Pleasant Gap, Pennsylvania 16823	Evening Courses for High School Equiv- alency Exam G.E.D. (Diploma), May, 1980
1951-55	Bellefonte High School Bellefonte, Pennsylvania 16823	Home Economics

I can type 50 wpm, operate the lo-key adding machine, the full bank adding machine and the duplicating machine. I can also punch out programs on the drum cards using the IBM 29 Keypunch machine.

## EXPERIENCE:

1977-Present	Centre County Vocational-Technical School Pleasant Gap, Pennsylvania 16823.	Custodian
1970-77	Pennsylvania State University University Park, Pennsylvania 16801	Custodian
1957-70	Employed at home	Housewife
1956-57	Weis Markets, Bellefonte, Pennsylvania 16823	Meat Department

My employment as Custodian consists of keeping the building clean, setting up schedules for summer help, ordering supplies, keeping records of time and materials used.

My work as a housewife gave me experience in bookkeeping, filing, accounts receivable, accounts payable, working with budgets, maintaining order, purchasing supplies, etc.

## REFERENCES:

References furnished upon request

## WHY PEOPLE AREN'T HIRED

Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant, in order of frequency, (as reported by 133 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

	Yes	No	Aren't Sure	Don't Know
1. Poor personal appearance				
2. Overbearing--overaggressive--"know it all"				
3. Inability to express himself clearly--poor voice, diction, grammar				
4. Lack of planning for career--no purpose and goals				
5. Lack of interest and enthusiasm--passive, indifferent				
6. Lack of confidence and poise--nervousness--ill-at-ease				
7. Failure to participate in activities				
8. Overemphasis on money				
9. Poor scholastic record---just got by				
10. Unwilling to start at the bottom				
11. Makes excuses--evasiveness--hedges on unfavorable factors in record				
12. Lack of tact				
13. Lack of maturity				
14. Lack of courtesty--ill mannered				
15. Condemnation of past employers				
16. Lack of social understanding				
17. Marked dislike for school work				
18. Lack of vitality				
19. Fails to look interviewer in the eye				
20. Limp, fishy handshake				
21. Indecision				
22. Loafs during vacations--lakeside pleasures				
23. Unhappy married life				
24. Friction with parents				
25. Sloppy application blank				
26. Merely shopping around				
27. Wants job only for short time				
28. Little sense of humor				

APPENDIX E

	Yes	No	Aren't Sure	Don't Know
29. Lack of knowledge of field of specialization				
30. Parents make decisions for him				
31. No interest in company or in industry				
32. Emphasis on whom he knows				
33. Unwillingness to go where sent				
34. Cynical				
35. Low moral standards				
36. Lazy				
37. Intolerant--strong prejudices				
38. Narrow interests				
39. Spends much time in movies				
40. Poor handling of personal finances				
41. No interest in community activities				
42. Inability to take criticism				
43. Lack of appreciation of the value of experience				
44. Radical ideas				
45. Late to interview without good reason				
46. Never heard of company				
47. Failure to express appreciation for interviewer's time				
48. Asks no questions about the job				
49. High pressure type				
50. Indefinite response to questions				

**EMPLOYER INFORMATION:** The columns below represent the minimal amount of information you'll need to know before going to your job interview. Look through the Yellow Pages of your local phone book, and choose three different places where you think you'd might like to apply for a job. Then fill in as much of this sheet as you can using just the information given to you in the phone book.

Name of Company	Personnel Director	Address	Phone Number	Type of Work Company Does	Position(s) In Which Are Interested

J  
O  
B  
A  
  
J  
O  
B  
B  
  
J  
O  
B  
C

27

APPENDIX F

Where can you find the rest of the information you'll need to fill in ALL the above blocks?

LONG EVALUATION FORM

Date:-----

I. Schedule for Workshops:

a. The schedule for this workshop involved 5 consecutive afternoons. How do you feel about this schedule?

- Liked
- Didn't Like
- Disliked: Suggested changes-----
- 
- 

b. How do you feel about the length of each session (3 hours)?

- Just Right
- Too Short
- Too Long

II. General Evaluation:

a. Are there any career or job-search topics that you would have liked us to cover that we did not?

-----Yes: Which ones?-----

-----

-----No

b. Do you feel we should take out any of the topics covered?

-----Yes: Which ones?-----

-----

-----No

c. Do you feel the handouts were:

- Very Helpful
- Helpful
- Not-at-all Helpful

d. How much did you learn?

-----A Great Deal

-----Little

-----Nothing

e. How would you rate the workshop staff?

-----Very Knowledgeable

-----Knowledgeable

-----Not Very Knowledgeable

f. The information I received will be:

-----Very Helpful to Me

-----Somewhat Helpful to Me

-----Not Helpful to Me

g. Overall I rate this workshop series as:

-----Very Valuable

-----Somewhat Valuable

-----Not Valuable

h. Other comments-----

-----

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BIBLIOGRAPHY

Basic Educational Opportunity Grant Application (Forms and Student Guides), Department of Health, Education, and Welfare, Office of Education, Bureau of Student Financial Assistance, Washington, D. C. 20202. Free

Bollis, Zenoff, The Quick Job Hunting Map (Beginning Version), 1980. Ten Speed Press, 900 Modoc Street, Berkeley, California, 94707. \$1.25 each. 100 maps - \$125.00 + 3.84 shipping. Possible 10% discount, \$128.84

"Handbook of the National Apprenticeship Program", Bureau of Apprenticeship and Training, Gateway Building, 3535 Market Street, P. O. Box 8796, Philadelphia, PA 19101 or contact:

Pennsylvania Apprenticeship and Training Council, Dept. of Labor and Industry, Labor and Industry Building, Room 1547, Harrisburg, PA 17120. Free

Bureau of Labor Statistics, Occupational Outlook Handbook, 1978-79, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. \$8.00

Bureau of Labor Statistics, The Dictionary of Occupational Titles, 4th Edition, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. \$12.00

Ekstrom, Harris, Lockheed, How to Get College Credit For What You Have Learned as a Homemaker and Volunteer, 1980. Women, T-124, Educational Testing Service, Princeton, N.J. 08541. \$3.00

Handbook of Trade and Technical Careers and Training, National Association of Trade and Technical Schools, 2021 K St. N.W., Washington, D. C. 20006. Free

Holland, The Self Directed Search, Contact Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California, 94306, phone (415) 326-4448, to order catalog of Diagnostic Tests and Teaching Materials. Professional Manual: \$5.00-

Pkg of 25 Assessment Booklets & Occupation Finders: \$17.50

"Counselor's Guide": \$1.00

Lewis, Adele, How to Write Better Resumes, Barron's Educational Services, Inc., 113 Crossways Park Drive, Woodbury, N.Y., 11797. \$3.95

U.S. Department of Labor, Guide for Occupational Exploration, 1980. U.S. Government Printing Office, Washington, D.C. 20402. \$11.00

"Why Not A Woman", Pennsylvania Commission for Women, 513 Finance Building, Harrisburg, PA 17120. Attention: Administrative Assistant. Free (Accompanying film available free from library)



# EN



# PT OF